

1983

La Voz Estudiantil, Volume 1, No. 3

San Jose State University, Mexican American Graduate Studies

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LA VOZ ESTUDIANTIL

SAN JOSE STATE
VOL. 1 NO. 3
MAGS 180

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BENITO JUAREZ

GONZALO PASCUAL
7/28/85



LA VOZ

Q-Vo Gente. We are pleased to say that La Voz Estudiantil is back with its third issue. Due to a lack of resources (\$), we did not have wide circulation of our second issue. However, we are happy to say that we were able to pull together some resources and print a 1,000 copies for this last issue of the year.

This issue's theme is "Getting People Together," which also relates to the theme of the Un Cinco de Mayo Unido Coalition. It also relates to our objective for putting a Newsletter together. The objectives of our first newsletter was that we wanted to unify our gente here on campus. We wanted to give our gente a voice, a voice to communicate their feelings. And most important we wanted to give our gente a sense of ownership, because La Voz Estudiantil belongs to all Raza students. With this in mind we feel we have accomplished the goals we set before us. We have brought our Gente closer and are building a stronger line of communication on campus.

Given this, we the staff of La Voz Estudiantil put forth the following question to all Raza students: Will you let La Voz Estudiantil die? We should hope not! Taking into account all the hard work and dedication that has gone into the previous issues, we (the staff) will not let it die.

But we cannot do the work ourselves. We need you! We encourage anyone interested in getting involved in next semester's publication to contact any member of the staff either now or at the beginning of next semester. Don't let La Voz Estudiantil die!!!

In closing, we would like to say that we have enjoyed bringing La Voz Estudiantil to you. We wish you the best of luck on your finals. For those who are graduating, congratulations; for those who are not, see you next semester. Have a firme summer.

The Staff of LA VOZ ESTUDIANTIL

LA VOZ ESTUDIANTIL

SPRING 1983 VOL 1 NO 2
PAGES 180
SAN JOSE STATE



A Farewell Letter

Being a traveler along a road that sometimes can be bumpy and other times smooth, I would like to leave a little message to all my camaradas here at SJSU about my travels and what I see lying ahead. Entering the land that was marked SJSU about 2 years ago, I was shocked to see such a small Chicano population disunited and segmented into private little groupings. I couldn't help to conclude that this disunity contributed to the narrowing of our campus population. Coming from a family that cultivated love and carino amongst all our family members, I can't help but see my camaradas in the same light as carnales and carnalas. Coming from a warm cultural background, I can't help but see people in common as a familia. These attitudes were carried over in my actions. I soon got involved in order to correct these inconsistencies. Many of us have this same sense of identity and want to see a tighter Raza community, but don't have the skills or patience to organize such a sueno. I have seen a progressive development or the beginning of an actual Chicano community here on our campus. This development is promising and there should be more alternatives and work in this development.

On the road ahead, I can only see a dead end if our campus community doesn't cultivate that carino that we so much need from each other. We cannot afford to go off with our own private endeavors, secluding ourselves from each other. We should develop a consciousness that enable us to see each other at an eye to eye level.

I am leaving this university, sort of switching lanes, but I remind all of you I am on the same road. I will not forget all the friendships and ties I was able to make, and I sincerely hope that these ties will continue and develop. My biggest hope is that our campus here in El Pueblo San Jo will continue working together and further develop that sense of being a stronger familia, community. Si Se Puede!

hoping to work with many of you further down the road.

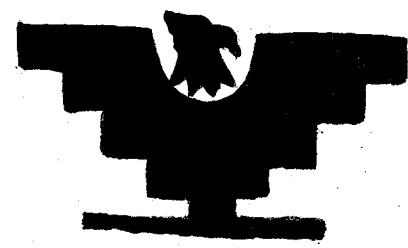
Tu Camarada, Esteban



LA VOZ ESTUDIANTIL

FALL 1982
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SJSU
VOL. 1 NO. 1



Cinco de Mayo— Is It Partytime?

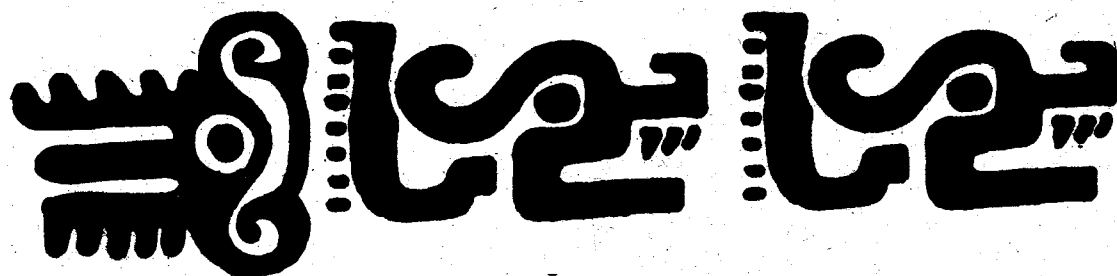
What is the first thought that comes into your mind when you hear: Cinco de Mayo? Maybe you think of all the parties, parades, or just the day off to have a good time. Well, the first thing that comes to my mind is the historical aspect of Cinco de Mayo. Many of us may want to go back and find our roots and find out how Cinco de Mayo entered our present day culture.

It all started with the city of Puebla in 1862. The Mexicanos beat the French with the help of General Ignacio Zaragoza. But, what were the French doing in Mexico? Well, for sure they weren't vacationing. Their main objective was the need for power and wealth. The four thousand soldiers on the Mexican side were divided amongst various leaders including Miguel Negrete, Felipe Berriozabal, Porfirio Diaz, Juan N. Mendez and others. These men beat the French leader, Count de Lorences, Bernard Mallat, and Herillier.

The first group to attack was the one led by General Mendez. The Mexican army had weapons such as picks, forks, sticks, and rocks. On the other hand, the French had cannons and rifles. As we can deduct from their weapons, the French had the advantage. The Mexicans had one very valuable weapon—courage—and this was where they found the strength to win the battle of Puebla.

As the result of this Cinco de Mayo battle, it has gone down in Mexicano/Chicano history and will continue to be celebrated. This battle was won by the underdogs of the south—**Los Mexicanos**—And this is the real reason we celebrate el Cinco de Mayo!

—Lupe Solis



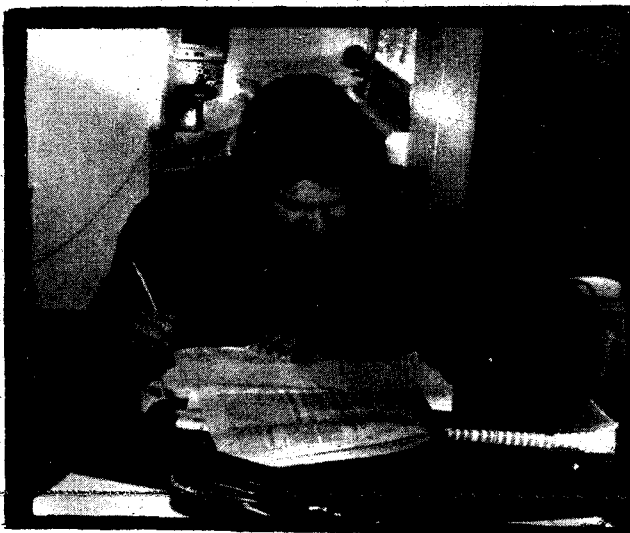
The following articles and political opinions do not necessarily reflect the feelings, thoughts, or opinions of the VOZ ESTUDIANTIAL STAFF, MEChA, or anyone you might suspect.

La Raza en Educacion

by Jackie Montez

Many of us Raza are concerned with the social and economic needs of the Raza community, and in choosing a career that will help our gente in the barrios of Mexicano/Chicano communities all over this country. A career that is challenging and rewarding such as law, medicine, public services or social work is very important for us Raza to get into.

Escuchen gente, higher education for our Raza is very important. It prepares us for more than a career. A university education can help us reach our goals by helping us to discipline our efforts.



We are not alone. Our carnales y carnalas tambien estan aqui. They give us support and they help us out when we have problemas, not only with school but also physical and social problems. Like any other college, it is difficult to adjust at first, but once we're here, two, three or more years at college, we enjoy ourselves. Chicano students at all universities are getting very lonely. Every year there is less and less Chicanos on campus. Why is that? Because a lot of the students are not aware of all the programs and opportunities that are offered, such as scholarships for minorities attending college. We also have programs such as EOP (Educational Opportunity Program) for the educationally disadvantaged and low-income students to provide us with personal and academic support services, such as tutoring for EOP and non-EOP students. Escuchen y piensen about going to college, or if you are attending, these things will help you in your day-to-day experiences in meeting the challenges before your community, your familia, and yourself.

I expect to see you getting your degree en la plataforma at Spartan Stadium.

Al Rato, y Raza
SI SE PUEDE!!!

Stop the Simpson-Mazzoli Bill



by Francisco Domínguez

The Simpson-Mazzoli Bill (S.2218) was passed on August 17, 1982. This bill calls for the first major reform of the Immigration & Nationality Act since 1965.

Various Chicano and Latino organizations throughout the country oppose passage of the bill, claiming that it is restrictive legislation in the guise of reform.

In particular, the groups oppose the creation of the universal I.D. card, since it would inevitably contribute to the already discriminatory practice of questioning people of color as to their legal citizenship status.

Recently I interviewed Herman Baca, who is involved with the Committee on Chicano Rights of San Diego, California, which is presently pursuing immigration rights.

Q. How do you view the Simpson-Mazzoli Bill?

A. In my opinion, it is an effort to create a bracero slave program for millions of imported Mexican workers who would be brought into this country, and through the National I.D. cards and Employers' Sanction will create a South African apartheid type of system for this nation's Chicanos.

Q. How do you see the I.D. cards being used?

A. Even though supposedly they are to be used only for employment, I am sure Chicanos who live in the community know that the police before asking for anything ask for immigration papers.

Mr. Baca also urges everyone to contact their elected representative and make him aware that you oppose passes of the bill.

For more information, write to:
Committee on Chicano Rights
1837 Highland Ave.
National City, CA

REMEMBER GENTE, STOP THE SIMPSON-MAZZOLI BILL!!!



Liberation or Laxative? Chicano Self-Destruction

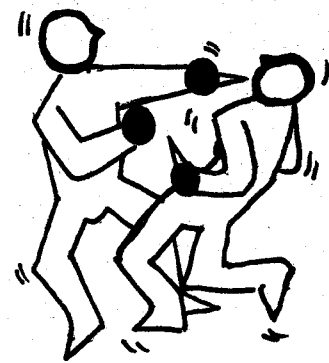
It has come to our attention that many of our chicanos, Raza, are moving toward fundamentalist church groups. There is no question that the current world problems of massive unemployment, inflation, crime, and family/domestic problems (which are a reflection of the economic hard times) are the cause of youth seeking a simple answer. Some just resort to a "day to day" escape into the drug world and others to these fundamentalist church groups.

This article is not condemning the escape into the drug world or to fundamentalist groups, but rather encourages you to become a concerned person and seek to help one another through difficult times by reaching out and seeking change. This article also hopes to broaden the outlook many of us may have regarding this conservative move.

Fundamentalists attempt to answer complicated problems with simple answers, to hear someone read a scripture and list to you how you can be saved. They state that it is too late to correct social problems and the world is lost; we must gear up for the second coming of Christ. This attempt to direct people into a "silent" state is a "cop-out," and correcting our society's problems will be that much more difficult.

These doctrines are complete contradictions of Christian thought. According to the definitions of many progressive priests, God is defined as seeker of love and peace, justice, truth and fraternity. Believers strive to help to liberate others and to love one another. One must not set walls and barriers around oneself, but work to free others from whatever oppression. This spiritual liberation is a transformation into human liberation and seeks to be a communal struggle, not individual salvation.

Based on the doctrines left to us by prominent thinkers, we must turn our attentions to the needs of the community, to people of every background, and build for a heaven for here on earth, developing a more just society.



by Ruben Benitez

What is Chicano self-destruction? Chicano self-destruction is Chicanos fighting and killing each other in varrios. This article will deal with the physical aspects of Chicano self-destruction. The physical aspect articulates the problem of barrio warfare.

The problem of barrio warfare exists in varrios up and down the state of California. Part of the problem comes from various conditions that Chicanos must face, for instance alienation, racism, oppression, lack of education, and poverty in this dominant society. The media is also part of the problem; it manipulates the minds of Chicanos and our youth with distorted programs or news, negative role models, and unrealistic films on Chicanos.

The use of the word "GANG" has huge impact on our youth because it's used to describe our youth in barrios. The word "GANG" is a very powerful word. The definition for gang is a group which is involved in promoting anti-social activities. Our youth do not promote anti-social activities. The media has actually taken the power to label our youth as a potential gang member or an active gang member. They have chosen to stereotype us.

The deaths of our youth are rising and increasing. It is time to take the initiative to get involved in solving this problem of barrio warfare. This was part of the discussion which occurred at M.E.Ch.A. Statewide Conference on April 9 at the barrio warfare workshops. Gus Frias, Janet Flores, and Smiley, a Chicana student discussed the problem of Chicano self-destruction. Gus Frias spoke on the history of barrio warfare, his involvement, and development of the Statewide Coalitoin to End Barrio Warfare. Janet Flores and Smiley spoke on situations and solutions for barrio warfare and organizing youth and the community. They gave various alternatives to help stop the problems of barrio warfare:

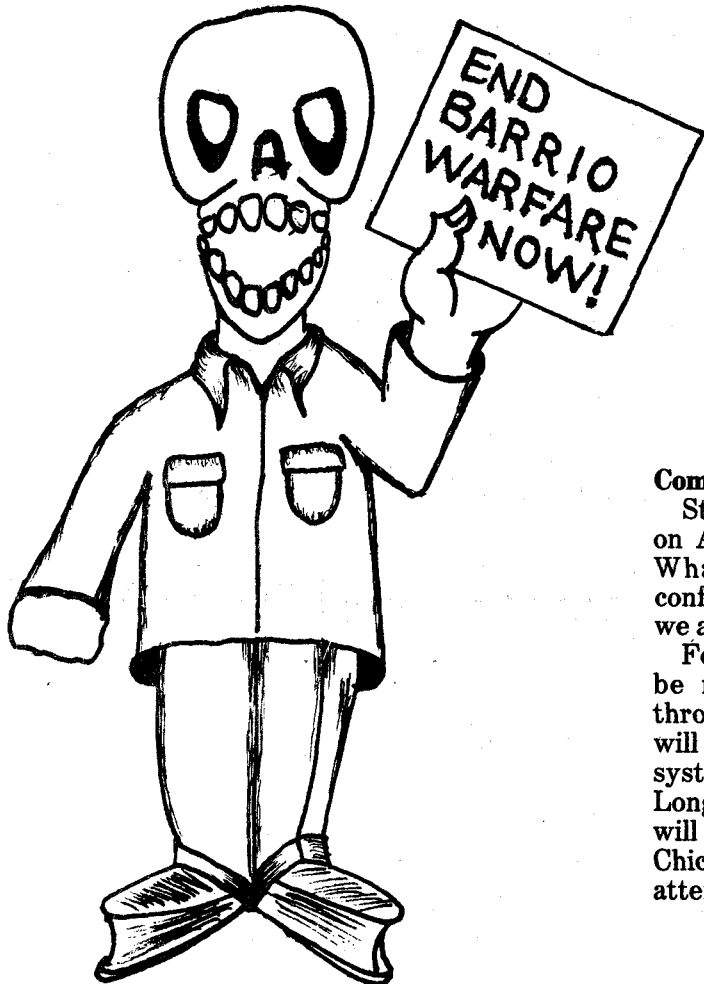
- Invite people to give presentations on barrio warfare.
- Develop big brother and big sister programs.
- Do college recruitment.
- Sponsor and support youth social clubs.
- Do fundraising and involve grassroots people.
- Give information on barrio warfare through use of the media (newspapers, films, etc.)
- Develop teatro and do skits on barrio warfare.
- Be accessible to coalitions, to help find a location for conferences.
- Develop Mini-Conferences.
- Train youth to become organizers.
- Develop Varrio Unity.

They also encouraged use of resources which the statewide coalition holds. The Coalition also provides training for people who are committed to organize youth. Their essential purpose is to first organize youth to become leaders and organize their own communities. For more information, contact:

STATEWIDE COALITION

c/o Janet Flores
2218 D St.
Bakersfield, CA 93301
Home (805) 324-1209
Work (805) 725-2075

Our youth are our future, and without them we have no future!!!



MEChA in Unity and Action

Commentary

Statewide MEChA held a successful conference on April 9 and 10 at Evergreen Valley College. What was particularly significant is that this conference focused on taking action on the attacks we as Chicanos are faced with on the campuses.

For the first time in a long time, Mechistas will be mobilizing for actions in a unified way throughout the state. In southern Califas there will be an action at the Cal State University systems Board of Trustees meeting on 5/24 in Long Beach. In northern Califas, the UC Regents will be meeting on May 20th in San Francisco, and Chicanos along with other nationalities will be attending to raise their demands (see EOP article).

Mechistas from throughout the state helped give direction to these demands, and it will be up to all of us to see that they are met. What is important is to bring out as many people as we can in support of these demands and to unite with other students against the University system. The more we can unite non-Chicanos around our demands and us with theirs, the stronger we all become in our struggle for representation and equality.

At the same time, we have to look beyond these actions. This summer Raza students from throughout the U.S. will gather in San Diego at the National Chicano Student Conference. This will be a time for our MEChAs to Unite even more strongly in our struggle for Chicano Self-Determination.

The consistency of MEChA has shown through again. Mechistas made a firm commitment to struggles beyond the campus, in the form of: Ending Barrio Warfare, fighting the racist Simpson/Mazzoli Bill by mobilizing for actions on May 7 in San Jose and L.A., and supporting Indian self-determination by supporting D.Q. University.

These days may be dark but our future is bright if we Unite and fight!

LA LUCHA CONTINUA

—Juan Montemayor

Que Viva La Mujer !



La mujer latina es virtuosa, fuerte y vigorosa.

Lucha en la vida por una vida mejor, para su raza su casa, sus hijos

y ella. By Trini Ruelas

Orale "Pocho"

by Steven Vera

What exactly comes to your mind when you hear the word "Pocho"? Do you feel inferior? Irritated? Do you get a sense of hatred or spitefulness? Maybe it is just the opposite, a feeling of being proud to be a Mexicano born in the U.S. being able to speak two languages.

"Pocho," is the label oftentimes put on Chicanos by Mexicanos—sometimes through a sense of contemptuousness and hatefulness, and other times through a feeling of love and affection.

With the understanding and acceptance of this classification, Mexican-Americans, Chicanos and Pochos (however you categorize yourself) have used a very viable and fluent language, since they were first able to form sentences, known as Pochismos. The unpredictable scattering of words and phrases in an English conversation, or vice versa. The integrating of two languages that a Chicano uses and hears everyday.

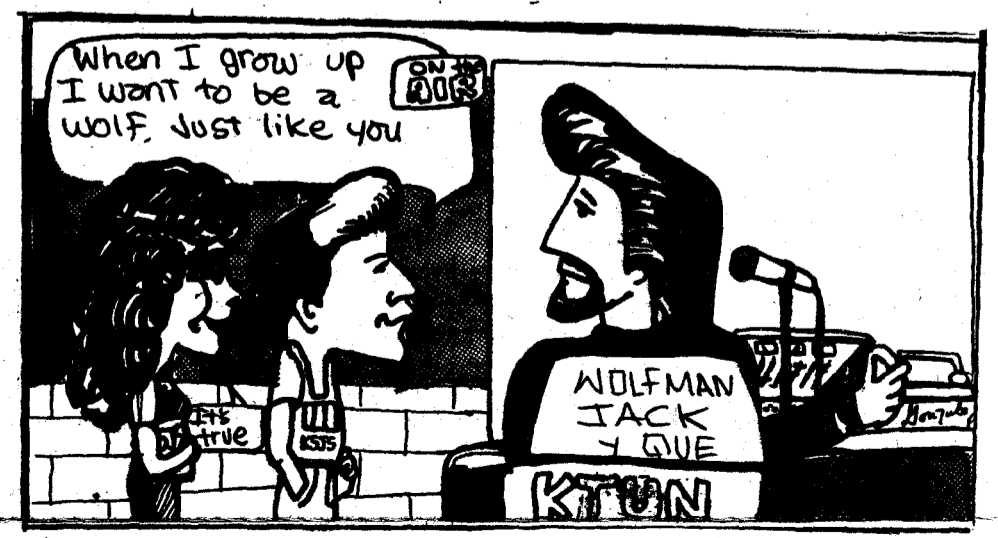
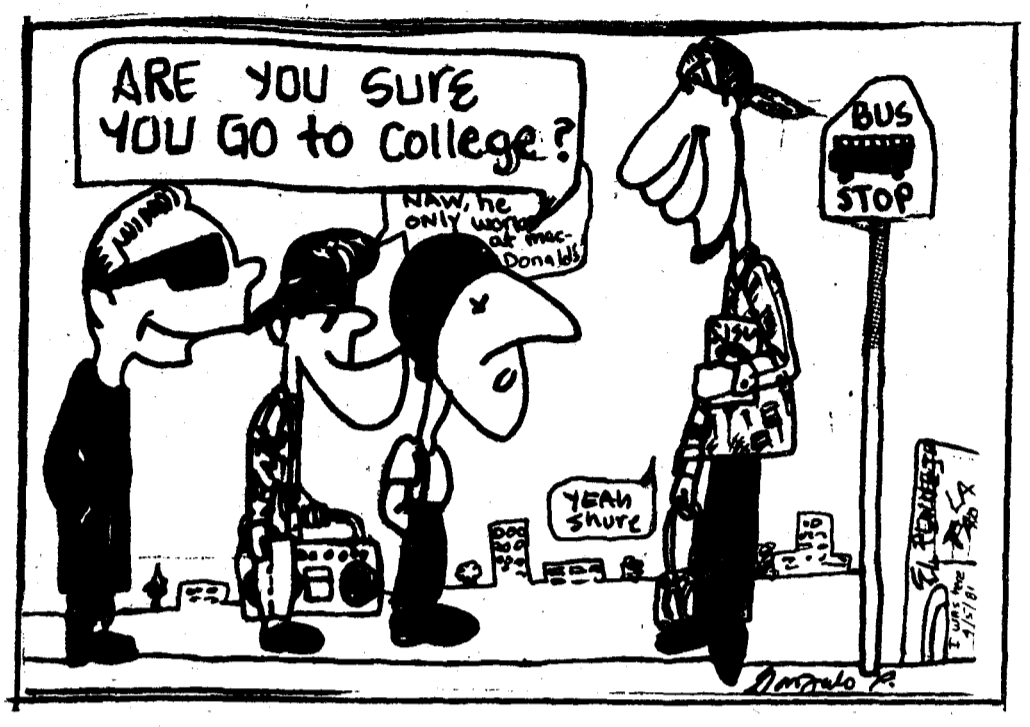
Pochismos enable Chicanos to give meaning to a language and to express their inner feelings through a sense of color, drama, and enthusiasm. Our cultural way of communicating ourselves and our true thoughts.

Many grammarians of English or Spanish may not acknowledge and identify with its effectiveness as a way of expression, but that's probably because of their own hang-ups.

It is the language of both my Mother and Father. It is the language of my brothers and sisters. It is my language, which cannot be shared with any solely-English-speaking person. Nor can it be shared with any solely-Spanish-speaking person. I am sorry to say that it can only be shared with the greatest effectiveness, with those of bilingual abilities, namely Chicanos. Of course, there are even some exceptions.

**IT'S CHICANO TALK,
Y COMO ME ENCANTA.**

One day at San José State



EOP Position Paper

adopted at the MEChA Statewide Conference at Evergreen Valley College on April 9, 1983

The state of Chicanos in higher education has worsened over the past ten years. The high school "push-out" rate is close to 50% for Chicanos. Enrollment into the colleges and universities in California has not significantly increased. In fact, on many campuses Chicano enrollment is declining, and those Chicanos who are attending college are not being retained.

The number of Raza in California is 19.2% of the total state population. Yet, we make up less than 9% of the total state college enrollment and less than 3% of the University of California system. For example, San Jose State University only has 600 Chicanos on a campus that has a total enrollment of over 24,000. Specifically, in the San Jose area the community colleges are also faced with a \$50-\$75 fee increase. On the State College and University level, these fees may go as high as \$500 a semester or \$1000 a year.

Presently at San Jose State University, the Administration is attempting to dismantle/consolidate the EOP Program. Similar dismantling/consolidation attempts of EOP are taking place on campuses throughout Aztlan.

EOP was established in the last 60's to recruit and retain students who otherwise have no access to higher education, due to a history of racism and the insensitivity of educational institutions to the needs of oppressed nationality peoples. Because EOP is a special Admittance Program, the majority of EOP students are from minority low income backgrounds. The program has provided an opening to the door of higher education that otherwise would be closed.

The California State Administration plans to make EOP a ghost program. EOP monies, services and staff will be dispersed or replaced within other services such as Academic Advisement or Student Affirmative Action. The justification the Administration is using for these actions is the fact that enrollment and retention of EOP students overall has been particularly low for Raza. EOP will not exist if the Administration has its way. EOP will have no real Administrative power over the execution of its services to EOP students, only token positions.

We as Chicano students must struggle with the EOP Directors and staff to not accept defeat or compromise principles, but to take a strong position with students in opposing the dismantling. We are aware that many EOP Programs need improvement due to disorganization. We feel this is mainly due to their lack of openness around student involvement, or perhaps EOP staff have plainly lost sight of how they got their jobs in the first place, through hard struggle.

MEChA Statewide must once again take a stand against any attempts to do away with EOP or other supportive services designed to recruit and retain our Raza. We have no alternative especially now with the current wave of conservatism in this country.

Militant struggle like in the early 60's and 70's is the only alternative we have of surviving this Educational genocide of our gente. We as MEChA must show we are a force in a united and coordinated fashion. We are always hearing that we are a growing "Minority" in this country. Well, why are we deteriorating within the Educational sphere?

VICTORY

Victory, yea that's right! In our last issue we told you about the Progressive Student Party, a group made up of progressive women, blacks and Chicanos. Since the results of the A.S. elections were so close, Kathy Cordova, PSP candidate for president, petitioned for a recount. After it was discovered that Cordova had won, the A.S. called for a new election for the president's office. Larry Dougherty (PSP) also had to go back on the ballot because in the vice-pres race no candidate receive a majority of the vote.

Well the results are in and both Kathy and Larry won by a significant margin of votes. Votes cast by students who are concerned about their school. Concerns about issues facing students such as increased fees, parking and safe streets, and other problems. The present A.S. Government has failed to come up with solutions, instead they spend their time being irresponsible. I think they spend their time sitting on their ASS. The Progressive Student Party hopes that all students continue to voice their concerns and continue to participate in their student government.

By Gabriel Miramontes



We Must Make Our Voices Heard Throughout Aztlan

We, MEChA, strongly stand against all efforts to push Chicanos out of the University and therefore demand the following:

1. Recruitment and Retention of Chicanos be the priority within the State of California given the under-representation of our Raza.
2. No dismantling of EOP. Maintain EOP as a Special Admissions Program with both Retention and Recruitment components with full funding.
3. Open forums and consultations on all proposed plans regarding Special Admission Programs such as EOP... this is to include students, staff, and faculty affected by the proposed plans.

Rally on May 20th at the UC Regents meeting in San Francisco. Contact SJSU MEChA for further info.



Carmen Gutierrez

MEChA Statewide

Q-vo Gente,

On Saturday and Sunday, April 9 & 10, 1983, Evergreen Valley College MEChA hosted the Statewide MEChA Conference in San Jo. MEChA organizations from 42 different campuses in Califas gathered to discuss issues facing the Chicano comunidad.

The activities started con muchos guest speakers. The main speakers were Ron Dyste from the Chancellor's office, Herman Baca from the Committee for Chicano Rights, and Juan Montemayor, a student from SJSU. Speaking for solidarity were Don Gomez, ex-reporter for Channel 11, Chemo Candelaria, an Asian student representative and an Anglo-progressive student.

After the speakers, lonche was served. While the gente were munching out, an Aztec dance group performed. After lunch, everyone went to the workshop of their choice. Among the various workshops were Chicano Studies/Research, Draft/Central America, EOP/SAA Programs, Immigration, Campus Community Organizing, Tuition/Fees/Financial Aids, Barrio Warfare, D.Q. University, and Farm Labor Organizing Comm./U.F.W.

Once the workshop were finished, the general assembly was called to order. During the general assembly, the proposals from each workshop were brought forth and voted upon by the different campuses.

After all the resolutions were heard, the general assembly then went about selecting the site for the next statewide conference. A controversy about whether the Conference should be held in the north or the south arose, but after putting it to a vote, D.Q. University was selected as the Fall Conference site.

On Sunday, everything started out with a Menudo breakfast at Evergreen. After breakfast, the representatives gathered to discuss the nationwide MEChA conference. The conferencia is to be held in July at San Diego.

Here are some of the main focuses of the resolutions from the workshops. The main focus of the Chicano Studies workshop was to implement tactics to defend our Chicano Studies Departments which are being attacked by the administrations of almost all campuses.

The EOP/SAA workshop focused on the attempt that is now taking place to consolidate and even dismantle EOP and SAA programs. This is a direct attack on Chicanos because it will present many Chicanos from going to college.

The Financial Aids workshop focused on the reduction of financial aids by both the federal and the state governments. This along with increasing fees and proposed tuition for junior colleges will make college inaccessible to the poor and something for the elite only.

The Immigration workshop focused on the Simpson-Mazzoli bill. It is a racist immigration bill that would affect not only undocumented workers but also "legal" Chicanos. It was proposed that Chicanos do everything possible to prevent the passage of this bill.

The focus of the Barrio Warfare workshop was that of stopping the fratricide of our carnales y carnalas. The main suggestion was that of MEChA organizations going into the schools and educating our homeboys and homegirls on the problem.

I would like to thank all of my friends at San Jo State for being there when I needed you. I will always cherish your friendship because friends like you are hard to find.

—Jose Lopez



S.A.A.

ACR 151 was passed by the state legislature to "provide for addressing and overcoming, by 1980 ethnic, economic, and sexual underrepresentation in the make-up of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates. . ."

In response to ACR 151, San Jose State created Student Affirmative Action or S.A.A. It was created with the express purpose of increasing the number of academically qualified underrepresented students in higher education through a carefully coordinated program of outreach, retention, and enhancement efforts. Underrepresented students are defined as those not present in higher education in the same proportion they exist within the high school graduating classes within the state. This group is defined as being comprised of ethnic minorities, women, and low-income students. The specific focus at San Jose State University is to increase the number of Latino and Black students.

S.A.A. must submit a minimum of 150 applications from minority high school students, but are always able to generate more than that. Generating applications from minorities is part of their outreach department.

But sabes que gente, if you attend S.J.S.U. and are having problems, S.A.A. can help you. Professional staff and peer advisors provide assistance and information on classes and course requirements, admission information and assistance in completing admission applications and financial aid forms. Retention activities are provided by multitudes of supportive services to include campus orientation, survival skills workshops and participation in a student mentor network. Access to and assistance from the Core-sponsored Referral Center provides needs-assessment, referral to coordinated university retention services, and follow-up.

S.A.A. is here for us, so let's use it. S.A.A. is located in Wahlquist Central room 210, and for any information their phone number is 277-3136 or 277-3106.

—Jesse J. Marquez



Bilingual Education: A Presentation of the Problem

by Salvador Valdez

Approximately ten years have elapsed since current bilingual education programs first evolved. Nevertheless, bilingual education remains a controversial subject among government legislators and educators, in the Chicano community, and among all concerned with formal schooling. Bilingual education is not yet fully accepted in America and part of the problem seems to be a lack of knowledge of the purpose and goals of bilingual education and how it functions in the classroom.

In the Chicano community, bilingual education has consistently been demanded as a way of providing quality education for our children.

This demand can be traced as far back as the Treaty of Guadalupe Hidalgo in which the United States government promised to provide and uphold the right to bilingual education for Mexican children.

It is no wonder that there should be so much concern about the quality of education when confronted with the high drop-out rate in Latino-dominated secondary schools, the under-representation of Latinos in institutions of higher education and the over-representation of Latinos in corrective institutions.

Bilingual education then is an attempt to rectify social inequalities and errors by opening up educational opportunities which in turn allow for fuller participation in the decisions which control our destinies in this country.

The legal foundations for bilingual education rests upon the 1974 Supreme Court decision of *Lau vs. Nichols*. It is interesting that the court chose to base their decision not on the Equal Protection clauses of the Fourteenth Amendment of the Constitution, but on the anti-exclusion, anti-discrimination clauses of the Civil Rights Act.

Bilingual education, then, is not so much a constitutional right but a political and civil one, hence the controversies.

Since 1964, various kinds of bilingual programs have emerged. By far the most widely implemented is the "transitional" approach. The primary and ultimate goal of the transitional program is for the children to learn to speak, reach and write English. However, unlike the experiences in previous years, children are not immersed in all English instruction in a sink-or-swim approach to academic success.

Many people claim bilingual education does not work, that the children do not achieve grade level abilities and that the acquisition of English is merely being postponed, thereby jeopardizing the future educational success of the child. There is good reason to be skeptical, but the research has shown that where the bilingual program is given half a chance, success follows. Where it is implemented only to comply with federal requirements, where it does not have the support of the school administrators, educators and community, it has failed.

There are a number of obstacles that impede the development of a successful bilingual program. One is personnel. There are simply not enough bilingual teachers around to fill the needs of the foreign language student in California. School districts are dealing with this problem in two ways. On the one hand, there is an intensive effort underway to recruit and train new bilingual teachers primarily through college programs. The State can grant through school districts emergency credentials to individuals who possess target language mastery but who have not completed their credential requirements.

The other alternative has been to grant "waivers" to teachers already working in the schools but who are not bilingual. Under this program, the legal requirement of having a qualified bilingual teacher in a bilingual classroom is waived with the understanding that the teacher has five years in which to master the target language.

When we consider that the bilingual programs or some schools are made up almost exclusively of waived personnel, we begin to catch a glimpse of why some bilingual programs don't work.

The problem will not be resolved in the classroom. Our society needs to come to grips with the fact that Americans are not one color, white, who speak one language, English. America is populated with people from many different nations and cultures, who speak a diversity of languages and who all contribute to the make-up of this country. The melting pot theory stands in opposition to this vision and has served no purpose other than to evaporate the dreams and aspirations of a multitude of second-class citizens. When the majority society realizes they have nothing to fear and no longer feel threatened by a multi-ethnic, multilingual America, then the quality of education for all will improve dramatically.

ADELANTE CON EDUCATION!!!

Felicitaciones!

Congratulations to Lupe Solis and Loretta Ramos who have been awarded scholarships for the coming academic year.

Lupe Solis, a Spanish and Radio and T.V. major and PSA Director for La Cosa Nueva, won a \$500 scholarship from radio station KSOL for outstanding achievement in media. The scholarship is designed to recognize and encourage excellence in broadcasting for minority students pursuing a career in media.

Also involved in media and a 4.0 graduate student in MAGS, Loretta Ramos was selected by the Northern California Chapter of Phi Beta Kappa to receive a \$1,000 scholarship for academic excellence in graduate work. The award was open to any current member of Phi Beta Kappa engaged in graduate studies and maintaining a high GPA.

Aside from their scholastic accomplishments, both are DJs on La Cosa Nueva and you can catch them throwing the jams every Friday on FM 91.

Much continued success to these two Chicanas de Aztlan.

by Loretta Ramos

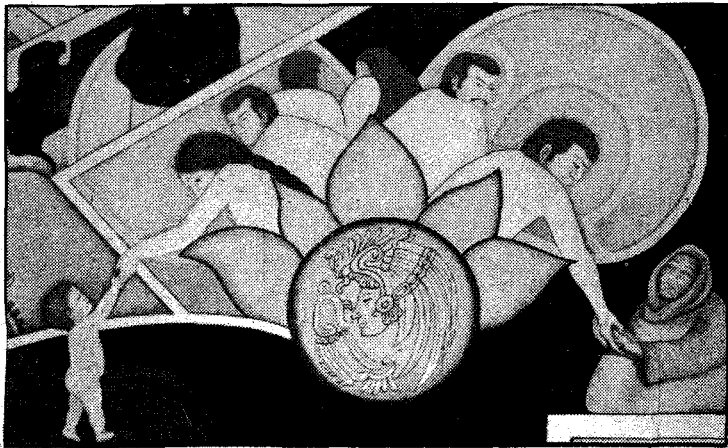


Business Students Honored

This year the Business Spring Banquet took place at the Sainte Claire Hotel. Our President, Gail Fullerton, was present to honor all students. There were many awards given out from various business organizations. The Hispanic Business Students gave four scholarships to deserving members. But the highlight was the plaque for most outstanding member given to only two outstanding and active members. Manuel M. Solis with Sophia Fernandez won this glamorous award.

The four scholarship winners are Sophia Fernandez, Rena Grimaldo, Patty Jimenez and Evelyn Ramos.

—Lupe Solis



Chicanoscope

Q-Vo,

and happy birthday to all the Aquarius gente. Soon spring will be coming to an end, school will be getting out and many of you will be graduating. It's going to be both a happy yet sad month for most signs, but cheer up gente, the summer's going to bring a lot of surprises for you. Now June is the month for partying. You see, June is ruled by the planet Pluto, and I'm sure you've heard about Pluto's reputation. If not you're in for a big surprise! Pluto has its greatest effects on Pisces, Virgos, Aquarius, Taurus and Cancers. You'll see a side of these people you've never seen before. July is ruled by the planet Venus—that's the planet of romance. Combine it with Pluto and you'll be in 7th heaven all month!

You see, during the summer months, the planets combine with each other to form combinations you just won't believe. Venus has its greatest effects on Capricorns, Libras, Leos, Sagitarius, Scorpios and Geminis. Yet all other signs are affected as well. You'll be meeting people left and right, and invitations will be coming in by the dozens, so forget spring fever, it's going to be summer fever in July!

Heading into August, we come across the planet Mercury. Mercury is the planet of change. Things will start coming to an end, it'll be all about getting ready for the new semester, either at SJSU or somewhere else. The planet Mercury will have its biggest effects on Virgos, Capricorns, Geminis and Scorpios.

One thing that will never end are the friendships that have been made and all the special memories. . . . So have a firme summer and good luck in whatever you do, and remember, **DON'T LET NO ONE GET YOU DOWN!!!**

Al Rato.

Diane Gonzalez

Dedications

by **Diane Gonzalez**

To: Estella
Ded: I like the way you love me
From: Quico

To: Quico
Ded: Me & You
From: Estella

To: Rosa
Ded: Don't be afraid
From: Bob Oso

To: Frank Morales
Ded: Don't let no one get you down
From: Rachel Mendias

To: Esteban, Diane, Quico & Frank
Ded: The best of friends
From: A friend

To: San Jo gang, SJSU
Ded: I'll be with you in the spirit of carnalismo
From: Mr. Horse Cage

To: Quico, Esteban & Frank
Ded: We are family
From: Estella & Diane

To: Wolfie
Ded: I only have eyes for you
From: Happy

To: Chino Partida
Ded: You & Me
From: Donna

To: "Lupita"
Ded: Don't let no one get you down
From: "Panchita"

To: Gayle
Ded: Let's stay together
From: Jesse

To: Pancha
Ded: "Open up your eyes"
From: Gustavo

To: Hank (Henry)
Ded: Sexual Healing
From: Jackie

To: Carlos
Ded: "El telefonito"
From: Lupe of "La Cosa Nueva"

To: R.B. & F.D.
Ded: I think you've got your fools mixed up
From: Lupe Solis

To: Amanda Navarro
Ded: Man Eater
From: Lupe Solis

To: Guillermo Martinez-Torres
Ded: Sabor A Mi
From: Mugrosa

To: All the cucarachas at SJSU
Ded: Catch you on the rebound
From: Raid

To: Diane Gonzalez
Ded: Our path is clear
From: Esteban Corral

To: Frank
Ded: Sugar pie honey bunch
From: The mystery girl from halloween

To: Esteban & Diane
Ded: The look of love
From: Quico

To: Quico & Frank
Ded: Brothers forever
From: Esteban

To: Gonzalo
Ded: I've got my eyes on you
From: Your little peach blossom in D.M.H.

To: Ruben
Ded: Ay te wachooooooooo!!
From: Your fans

To: Estella & Quico
Ded: Happy to see you "together"
From: Diane

To: Frank
Ded: Hopelessly devoted to you
From: ?

To: Jesse A.
Ded: Tequila
From: The A.A.

To: Fabian Favila
Ded: We've got tonight
From: Lupe

To: MEChA, SJSU
Ded: Give it your best shot
From: Outgoing pres.

To: San Jo Univ.
Ded: Stay together
From: Tu carnal, Esteban

To: Jackie
Ded: Don't let no one get you down
From: Jesse M. & Diane

To: Quico
Ded: Give me a \$5 next time
From: ? de T.J.

To: Elias
Ded: Peekaboo
From: Sue

To: Angie
Ded: "Angie"
From: "Wild"

To: The Chicano R&R Gang
Ded: Together
From: Carlos R. Orozco

To: La Cosa Nueva Staff
Ded: Friday night's finest
From: Midnight Movement
Esteban & Diane. . . .

To: Chapotito & Chapotita
Ded: 1 or 2 scoops of Ice Kream?
From: Quico

To: All the gente at SJSU
Ded: Ain't no stopping us now
From: Estella

To: Chapotito
Ded: Me and baby brother
From: Chapotita

To: Diane & Esteban
Ded: You belong together
From: Estella

To: Esteban, Diane, & Frank
Ded: We are family
From: Quico

To: Esteban Corral
Ded: Always & Forever
From: Diane Gonzalez

To: Benito Corral
Ded: For your future
From: Tu Papa

To: Quico
Ded: The touch of you
From: Ofelia Rass

To: Our dedicated listeners
Ded: T.G.I.F.
From: La Cosa Nueva 91 FM

To: Eddie Hernandez
Ded: Baby you got it
From: Lupe

To: Harold & Mary & baby
Ded: Best of luck always
From: Jackie

To: Len
Ded: Catch you on the rebound!
From: Anonymous

To: Esteban & Quico
Ded: Best of friends
From: Pancho

To: Diane & Esteban
Ded: Best wishes & good luck wherever you're at.
North south east & west don't forget me and
the rest!
From: Jackie

To: Gaby Parada
Ded: Sientate!
From: Lupe Solis

To: Elias
Ded: Companeros siempre
From: Susana
To: Diane, Jackie & Estella
Ded: Don't let no one get you down
From: Pancho

To: Frank
Ded: Oooh Baby Baby
From: R.M.

A Night at the Pub

by Gabriel Miramontez

We were kicking back at the pub with the home boys from SJSU and a few others. We were all together, beer, pizza and a few gritos: feeling good and carnalismo, reading the poems of Roberto Duran. We shared our feelings about them: carnalismo, carnalismo. Here are a few poems of Roberto Duran that we would like to share with you:

HUNGRY EYES

a hungry child waits
while air fills her stomach
beautiful round brown eyes
shaded by giant lashes
that hold back monsoon eyes

THE RED SWING

the red swing swings silently now
where my child once laughed
only the memory remains as
seen through water color eyes
the swing swings silently now
hypnotizing

Staff of La Voz Estudiantil

Rubén Benítez
Esteban Corral
Francisco Domínguez
Diane Gonzalez
José Lopez
Jesse Marquez Jr.
Gabriel Miramontes
Jackie Montes
Gonzalo Plascenia
Steven Vera



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