



La VOZ

The Voice Of De Anza



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Senate forms student trustee recall entity

By Stephanie Emerson
Staff Writer



Senator Yared Woudneh

"I think we had to call the Recall Committee... [because] it didn't seem that he [Greg Wilson] was working for the best interests of the students."

On November 20, DASB Senate voted 13 yes, 0 opposed to establish the Student Trustee Recall Committee to review the action of De Anza Student Trustee, Greg Wilson, regarding his statements on Affirmative Action at the October 23 meeting of the Board of Trustees. According to Yared Woudneh, Vice President of Student Rights, Wilson was not acting in the interests of the students by making his statements in opposition to Affirmative Action.

Wilson said, "I believe that giving the Senate the ability to both select and remove the Student Trustee is a conflict of interest. That [power] should be in the hands of the students. The Student Trustee can be forced to represent the Senate's views, which is not necessarily the voice of the students."

When asked why the Senate summoned the Recall Committee, Woudneh said, "I think we had to call the Recall Committee... [because Wilson] didn't specifically answer the questions [we asked]. Given the information we had, it didn't seem that he was working for the best interests of the students."

The function of the Student Trustee Recall Committee is to review the performance of the Student Trustee and, with that review, decide whether or not to recommend recall of the Student Trustee.

Woudneh also pointed out that Wilson spoke against Affirmative Action without conducting any kind of survey.

The Senate not only called for the formation of the Student Trustee Recall Committee, but also chose its six student government representatives for the committee at the Nov. 20 meeting.

He stated, "The African Students Association and MEChA voiced their concerns to us. Students are not happy with what he's doing."

Those elected were Senators E. Janis Allen, Rima Auld, Della Flint, Laurie Nguyen, Scott Strobele, and Yared Woudneh.

However, Wilson insists that he was acting in the interests of the students. In a memo sent out by Wilson, he states, "It is my job to do what, in my opinion, is best for De Anza's students. I did that using my best judgment combined with the input that I received."

The Nov. 3 meeting also marked the close of the second questioning session between the Senate and Wilson, who was asked to clarify his statements and positions on Affirmative Action.

When questioned about the formation of the Student Trustee Recall Committee,

The Recall Committee, which also has two non-student government members, is expected to hold its first meeting later this week.

Experiencing the agony of defeat



La Voz/ Shumiala Pervaiz

Left: Dons' defensive lineman Ronnie Pierce gives his mother Laura Cooper a hug after the "De Anza-Foothill Bowl", where the Dons lost 27-9 to rival Foothill, on Nov. 18.

Top: A worried Dons fan aghast at the game when De Anza loses to Foothill.

La Voz/ Douglas Rider

Filing date looms for UC

By Gino De
Editor-in-Chief

Once again the holiday season has arrived. But before you decorate the tree, put up the lights, buy gifts for family and friends, and liberate through the winter, don't forget to complete those applications for transfer to UC and CSU schools.

The deadline for students planning to transfer to Universities of California in the Fall of 1996 to send in their applications is November 30. Although the deadline for state schools is much later, if students plan to apply to impacted California State Universities such as Cal Poly, it is advisable that they file their application early as well.

Transfer Center

The Transfer Center on campus is available to give assistance to those students who need help filling in their application. The center also helps students with academic planning, provides information regarding curriculum and courses offered at different UC and CSU schools, and gives tips on

writing essays to UC schools.

Sophomore Connie Sidam was one of the many students seeking help at the center last week. Sidam has filled out college applications in high school, and she admits the process is confusing.

"I had help [filling out applications in high school]," said Sidam. "If you have a friend who has gone through the experience, ask them for help."

Sidam hopes to transfer to San Jose State next fall.

Shirley Kawazoe, Coordinator of the Transfer Center, advises students to plan ahead if they desire to transfer.

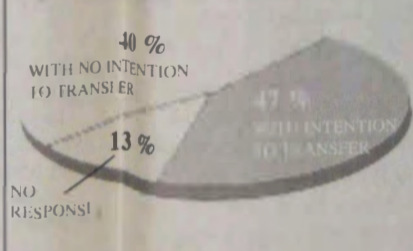
Kawazoe states, "We see a lot of heart breaking stories of students [who did not get into the school of their choice] when they didn't plan ahead."

De Anza's Transfer Rate

According to data obtained from the Office of Institutional Research, the number of De Anza student getting accepted to UC and CSU ranks

TRANSFERS vs NON-TRANSFERS

Less than half of the number of students applied to De Anza in the Fall of 1994 desired to transfer



Data obtained from the Office of Institutional Research

among the top community colleges in the state.

Last year, 1,173 students successfully transferred from De Anza to CSU schools, and 357 more students transferred to UC schools, placing De Anza in the top five when compared with other community colleges in the state in the number of students transferred.

James Lucas, Director of the Office of Institutional Research on campus, pointed out that

See *Transfer*, back page

English teacher dies of stroke at age 57

Students and staff mourn the passing away of Hosanna O'Kelly

By Kimberly Bolander
Features Editor



English teacher Hosanna O'Kelly

Hosanna O'Kelly, part-time English instructor at De Anza, died of a stroke Friday, Nov. 10, at age 57. Her youthful enthusiasm and passion for teaching, however, live on in the memories of those she knew.

O'Kelly's tragic death was caused by a blood clot in her right leg which traveled to her lungs. Although O'Kelly had been recovering quickly from a previous stroke suffered after the first week of Fall classes, this second stroke was unexpected.

"Had she survived it, she would have been paralyzed, and possibly brain-dead," said daughter Fiona O'Kelly, a sophomore at De Anza. "So I think it's better this way. She was so independent. She'd never want to live that way."

O'Kelly's vibrancy and zestful outlook were apparent to her students as well as her colleagues, who affectionately called her "Hosanna in the Highest," said English instructor John Swensson in a letter regarding his friend and co-worker. "She was a mature

pixie, an enthusiastic ball of fire who was devoted to her students and to De Anza College," he wrote. "Hosanna O'Kelly was, short in stature but a giant in the contribution she made."

O'Kelly was of Armenian heritage, born and raised in Iran, and later married to an Irishman. She had earned a collection of three Masters degrees in Social Science, English Literature and ESL (English as Second Language). She gave students "a very un-Cupertino perspective," noted Don Barnett, Dean of Language Arts.

As a student in her English IA class, one was surprised not only at how O'Kelly taught the difficult and often tedious writings of philosophers such as Marx and Descartes, but did so with such vigor and clarity as to make the works understood and meaningful to students. She wasn't just teaching English; her own diversity was parallel to her teaching style, her lessons ever a mix of various subjects.

See *O'Kelly*, back page

DEAN OF TECHNOLOGY

Pritchard discusses plans for De Anza

By Tim Persyn
Guest Writer



Dean of Technology William Pritchard

When William "Willie" Pritchard discusses his new position as Dean of Technology at De Anza College, his enthusiasm is obvious. Pritchard wants to make De Anza a national leader in the use of technology in education by gathering the resources of the college and the surrounding community. His 20 years of experi-

ence using computers in education will certainly help him achieve that goal.

Pritchard was attracted to De Anza because of its academic reputation and its potential due to the immense technological resources in the area. "Recognized as one of the premiere community colleges in the country, De Anza has a solid reputation for providing quality education to its clientele," said Pritchard who just moved from Texas. "When I learned that there was such a position open in a community where the potential for partnerships with local technology companies was so great, I was immediately intrigued."

His goals for the college community include not only working to continually integrate technol-

ogy into the campus atmosphere, but also ensuring access for all the diverse groups that make up De Anza. "I want to make De Anza a college known for its leadership in effective use of technology, and I want to create an environment in which all members of the De Anza community recognize the value of technology in their everyday lives," he said. "But access to technology is a key to successful implementation at any educational institution. Finding methods to provide access for as many as possible will be critical."

In fact, Pritchard thinks that issues of access are a crucial part of his job responsibilities. "The primary duty of the Dean of Technology is to

See *Pritchard*, back page

Class disparity basis for racism

By Stephanie Emerson
Staff Writer

There are very few people who question the existence of racism in American society. However, one must question how much of the hatred between people in society is racism and how much is social prejudice.

Many racial incidents are not simply racial, they are based on social class.

For example, would an upper class white businesswoman be having a lower class black man over to her home for dinner? There is very little chance of that happening.

Some might call this racial prejudice, which it could be. But, at the same time, would that same

white businesswoman be caught having a lower class white man over to her home for dinner? The likelihood of that happening is, once again, minute.

The reason that neither of these cases are likely to happen is that it's not the race that matters to that white woman, it's the class of these men. It's not just black and white—it's upper, middle and lower classes.

Further examples are the cases of black youth that are eyed by security in stores, even though they are innocent of any wrongdoing. Once again, many people pass this off as simple racism.

While racism can be a major part of these incidents, another part

is which social class is portrayed by the dress and behavior of the youths.

At the same time as black youths are being badly treated, white youths with strange hair, piercing or behavior are also given the third degree by merchants and security.

This type of treatment is not fair to anyone - not black youths, not white youths, not latino youths, not homeless persons, not anyone.

The misunderstandings and arguments between classes are not just racism. They are, collectively, an example of the multi-faceted hatred which has become commonplace in today's society.

More to life than just grades

I love this time of year. Really I do. The holidays are approaching fast, deadlines start building up, the sun seems to disappear more and more, sneezing and coughing become an everyday part of life, papers are due all the time, sleep becomes more and more elusive, columnists start yammering on and on, and so on and so forth. The carefree days of summer have completely faded away, leaving the bleak and oppressive winter sky to fill one with agonizing dread.

Take the last two weeks, for example. For some reason I have been bestowed the honor of playing host to an obnoxiously wretched cold/flu type thing. It has lingered on and on like a lousy credit rating, causing me to spew phlegm and other substances at the most untimely instances. I have practically become married to a handkerchief.

Right about now is also the time that the 19 units that had seemed like such a good idea this summer are all starting to catch up with me. If there isn't a paper due in one class, there is a test or quiz in another, which is why I am writing this article in the part of the day that most people reserve for the wise activity of sleeping. I used to laugh at people who became stressed out and let the "duties" of life get to them. I don't laugh much anymore.

Just today I was talking to a friend about all of the stress involving the many assignments that I am in the process of flunking, faintly hoping that he was experiencing similar circumstances. Surprisingly, the first words out of his mouth were, "In a hundred years, you'll be dead and no one will care."

Being very tired and not exactly in the best state of minds, I was a little pissed at first. How dare he mock all of the work that I have been spending so much time on! Then I thought about it for a few



Alex Kramer
Columnist

seconds and slowly started laughing.

After all, why was I working so hard, losing so much sleep, and otherwise killing myself for something as relatively trivial as grades? For what are grades really? Theoretically, they're a measurement of how well you do in a class. But how important is that?

Suppose that you get a "B" instead of an "A" on a certain paper. This "B" on the paper then causes you to get a "B" in the class, which causes you not to get into Berkeley, and therefore you don't get that prized job you always wanted, and your life is ruined. I'm sure this logic is not too unfamiliar to many students, but let's examine it closely.

How do we really know that the "B" in that one class was the sole reason for not getting into Berkeley? How can we be sure that not getting into Berkeley will not get us that prized job? And is this really going to completely ruin one's life?

Let's take a look at the situation from a different point of view. Suppose you do get a "B" on the paper and this does give you a "B" in the class. However, it also caus-

es you to realize that perhaps the major you have chosen isn't really right for you. So you switch majors, find the field and career of your dreams, and are a much happier person. Or, perhaps the fact that you didn't get into Berkeley causes you to stay at De Anza one more year and you end up finding the woman or man of your dreams.

Although all of these scenarios are complete supposition, the point is that life is not predictable. Getting good grades does not guarantee happiness in the future, just as bad grades do not necessarily foster failure. Although they certainly can, for all we know the reverse can happen.

As my friend pointed out with his rather morbid statement, we could all die tomorrow and then it won't really matter much what we did today. It is such depressing thoughts that make the "live for each moment" philosophy very appealing.

This is not to say that I am recommending everyone to forget about their grades and act solely on impulse, but it seems to me that a lot of people, myself included, spend a lot of time working for the future rather than living in the now. Why else do we strive for good grades but in the hopes of achieving something better later on? Some rare individuals might actually do so simply because they have pride in their work, but I would be kidding myself to say that was why I break my neck all of the time.

We often consider certain people as being primitive because they don't engage in all of the future-oriented, technologically complex labor that we love so much. Yet which is really more primitive: the people who only do as much work as is necessary for that moment, or people like us who spend whole lives trying to reach some end, only to get there and then realize that it was all a waste?

Editorial



Give the gift of knowledge this holiday season

La Voz Editorial Staff has come to the conclusion that the Library here at De Anza, the Learning Center if you will, is hurting for resources. Not only are some of the books outdated, but they are so few compared to the increasing number of students needing to use them. This is why we call upon you, the readers, to help out the library and, of course, yourselves.

We are asking for a little donation this holiday season. No, not your cash, and not canned food, but we are asking for books. That's right, just books — things that most of us think we have too many of.

So why donate a book? Well, here's a good reason: The deadline for that 15-

page research paper needing ten sources (not including the encyclopedia or your Uncle Fred) is creeping up on you. So, you decide to go into the Learning Center to hunt.

There are thirty people in line for the microfilm machines, so you have to take your chances and try to find sources in the book section.

Horror of horrors!! All the people in your class have already raided the library. What next? Sure, the library in downtown San Jose is within decent driving distance, but then you'll lose your front row parking space!

Another reason you should donate a book is that it will make you feel good to help other people.

Or you have a five-hour break between classes and you'd like to expand your mind (with books, silly). Remember what you learned in elementary school: "There's an adventure waiting for you inside every book!"

Or, you can use the books in the Learning Center to make yourself look smart, or feel smart, whatever you need the most.

Whether or not any of these reasons apply to you, the library isn't going to expand its resources without any help. And just think, sooner or later even you will need to use the Learning Center.

So, why not do your good deed this year and donate a book or two to the library. You never know, Santa might be watching!

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LETTERS TO THE EDITOR

In support of bilingual education

To the Editor,

I'm writing in general support, though with some reservations, of last issue's affirmative article for bilingual education. I've noticed over many years on campus and in the community that new arrivals speak and use, through diligent and inspired study, better English than most native English speakers. They've actually troubled themselves to consult a dictionary or grammar book on the proper meaning and use of English words. The young people, I occasionally hear talking, after filtering out the large portion of profanity that accompanies every statement, seem to regard language as a self-centered expression of themselves — their protest and endangered identity.

It seems reasonable that those who have studied two, or more, languages, would better understand language and communication than the persons who absorbed their native language through television formula and superficiality. I would also remind those conservatives who so revere the Founding Fathers that many of them were fluent in several languages, permitting them to serve as ambassadors and diplomats for our very young and vulnerable nation, a vulnerability that many new Americans may feel as well.

I would comment, however, that bilingual education seems mired in politics and cultural identity issues that contradict the generally transformative and universalizing intentions of language itself. Bilingual education was intended to remedy

the difficult transition of a child from a foreign language home environment into an unfamiliar society where powerful and life-affecting decisions are made in a single language. The impassioned, and generally sincere, rhetoric of of bilingual education advocates only serves to emphasize the separating features of language, and detracts from language's ability to transcend and unify, to share.

It seems that both sides in the debate underestimate their children's natural ability and pleasure in learning and have lost sight of the purpose of all languages. The place for concern is the threats to language itself, in any form or source.

Tom Seccombe

"Roadkill" article went too far

Dear Editor,

I agree with many of the points made in "Roadkill Keeps Women Beautiful." You and I share the opinion that make-up has devastating effects on female self worth. However, I consider America's obsession with false female beauty a very serious matter. A majority of the article is written from an angry, narrow-minded perspective. I would suggest a more matter-of-fact, sympathetic point of view. People seem to be more responsive when they are not immediately

attacked. Defensive readers may miss many of your most important points. I feel you went too far when you compared women who wear up to "famished dogs who roll over for a bone and praise from the master."

From a very young age, women are socialized by family, friends and the media to believe cosmetics are essential for beauty. Therefore, few women in our society feel beautiful without make-up. I think you would agree that it is not easy to do something different from the norm, even when you believe in it.

In my experience, I have found support and encouragement are a great deal more effective than angry accusations.

If you have written this article in jest, you may choose to ignore my words of concern. On the other hand, if you would like to help liberate women from socially imposed chains, take what I've said to heart. A voice can make a difference only when others are willing to hear it.

Your truly concerned feminist,
Desiree Holzer

Letters to the Editor Policy

La Voz welcomes Letters to the Editor. Letters must be signed and a phone number should be included so that we can verify that the person whose name is signed is in fact the author, and not someone else or the named signed is authentic. Names will be withheld by request. Letters should not exceed two double-spaced, typed pages. We reserve the right to edit for length and clarity, but will make no attempt to alter meaning. The deadline for our next issue is the Friday before we go to press, December 1.

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BackTalk

What is your family's most unusual Thanksgiving tradition?

By Shumiala Pervais
Photo Editor



Hariss Yousof
Business

"Being Pakistani-American, we get a large red cabbage and extract the juice, mix it with our lamh curry and make a trail to the mailbox to recreate the Potomac trail. We then get into little cardboard boxes, attach a rope to the mailbox and our dad pulls us to the kitchen, as we sing patriotic songs of love and devotion."



C.J. Matthews
Accounting

"The first person to say grace gets to eat first; the faster you say grace, the faster you eat."



Tina Ortiz
General Education

"Before dinner, the whole family gets together and smokes bowls of green bud that was saved up for the special day."



Julie Lewandowski
Art

"I'm going to my dad's vegetarian girlfriend's house. I think we're having vegetarian turkey."



Ariel Smart
English Instructor

"The first year I went to college, my American Literature teacher, Dr. Williams, assigned for reading over the holiday the unabridged version of Moby Dick. I dutifully read it, foregoing the pleasure of going home for the holidays. Therefore, my tradition is to never give students homework over Thanksgiving."



Andy Prastyo
Art

"We fight a lot and eat a lot of tofu."

Campus art displays student talent

By Danielle J. Cooper
Staff Writer

Every time I leave the cafeteria I have noticed a very intriguing gold figure leaning against the wall of the Campus Center dining room. Finally, I decided to take a closer look. A really fascinating piece, it is a human figure holding scales filled with words such as "Hope," "Stop" and "Morals."

The piece is called "Divided or United." In addition to this creation, the wall is lined with other works of art by student Manijeh Jafari-Jafari is one of several students whose art is on display in the Campus Center.

The director of the Campus Center, Klaus Dehn, has transformed the place into somewhat of an art gallery. Glass cabinets are filled with pottery and ceramic sculptures. Charcoal drawings and oil paintings decorate the walls. The majority of the art is created by students. The rest is chosen and purchased by Manha Kanter, president of De Anza College.

Eileen Wolk, another student whose art is on display in the Campus Center, began ceramic classes at De Anza seven years ago and states, "It is a relaxing and back-to-nature kind of hobby."



La Voz/Shumiala Pervais

Students' art lines the walls of the Campus Center dining room.

Wolk's speciality is Raku, which is a ceramic firing technique that produces greater color variety. Currently, two of her pieces are on display in the glass cabinets in the Campus Center. They are "Running Through Fire" and "South African Politics."

The De Anza Creative Arts Division has six departments: Art History, Ceramics, Graphic Design, Painting, Printmaking and Sculpture. The students seem very content with the atmosphere of the Division. Nadine Eaton has been taking art classes (life drawing, painting, and ceramics) at De Anza for a little over a year and enjoys the freedom of being able to "pick your own pace."

The Creative Arts Division introduces students to opportunities such as the chance to compete in an art competition. Each year the League of Innovation sponsors a student art competition among 18 community college districts in the United States and Canada. Each district selects the five best works among students. In last year's competition, two students from De Anza were chosen to compete — Inez Liu and Laurie Savage.

Liu submitted a charcoal-on-paper drawing entitled "Sensuality." In this intriguing piece, Liu used a selection drawings of the female figure which were then cut, enlarged and arranged in an overlapping composition. "The three-dimensional direction of curves, angles and shading together create a sense of visual movement," states Liu.

Savage entered "Tropical Waves," a salt fired pottery piece, in the competition. Savage explains that "salt-fired pottery is accomplished by first spraying copper carbonate finely onto the bisqued piece...magazine pages are rolled up with table salt, more copper carbonate and the magic ingredient, Calgon...and held in place with a shard of pottery."

Neither of the students placed in the competi-



La Voz/Shumiala Pervais

Jafari's large-as-life has relief is called "Divided or United."

tion, but both pieces are on display in the Campus Center. Recently, De Anza became the owner of Liu's "Sensuality," which now hangs in the upstairs hallway across from Conference Room B.

The artwork displayed not only provides a beautiful and decorative environment for the Campus Center, but is a way for students to show and to see how much talent really exists here at De Anza.

Recycling program plans academic, industrial links

By Cathy Balach
Staff Writer

Since its inception five years ago, De Anza's recycling program has been greatly beneficial both to the school and to the ecology. The program involves gathering and selling recyclable goods so that they will be converted into new products. It is also an important aspect of waste management, a growing business field.

De Anza's program benefits everyone since the sales of recyclable goods go back into De Anza's budget. For the last school year, the program recycled nearly fifty-one tons of waste, and this year, since July, over ten tons have been recycled, bringing in over \$2,000 for De Anza.

The recycling program started about five years ago under the guidance of Greg Durehl, head of the Campus Environmental Advisory Group (CEAG). "Its success can be attributed to the extensive participation by students, staff, faculty and members," says Julie Phillips of the Environmental Department, "as well as to good student coordinators." The current coordinator of the Recycling Center is Doris Quai Hoi. According to Quai Hoi, "One of the most recent improvements is in the collection of the recyclable waste. We now have the custodians pick up the waste. That way makes it a lot more convenient for everyone to recycle."

Phillips indicates three major points to the program, corresponding to the traditional "reduce, recycle, reuse" motto:

• Reduce overall waste. While recyclable goods bring in money,

"De Anza has closed the loop. Our comprehensive recycling policy involves buying only paper products made from recycled goods. Very few colleges have this type of policy."

-Julie Phillips

that is obviously not the goal. "It is an ecological focus," says Phillips. "All of those unused papers are not what we want to see," indicating the tremendous amount of paper thrown away without having been used or with only a few words written on them.

• Recycle all aluminum, glass and paper (including newspaper) products. These goods are picked up from on-campus receptacles and sorted at the Recycling Center. Products are then sold to a buyer who will then have them converted into new products.

• Reuse recycled products. "De Anza has closed the loop," says Phillips. "Our comprehensive recycling policy involves buying only paper products made from recycled goods. Very few colleges have this type of policy."

Still, there is room for improvement. Phillips indicated four major goals for the program:

1. Making students and staff aware of the importance of recycling. There are blue and brown aluminum and glass recycling drums around campus and each building has all the recycling bins, including those for paper and newspaper.

There's simply no good reason not to recycle. "All it takes is a step further," adds Quai Hoi, meaning that people shouldn't throw waste into regular garbage cans when there are recycling bins right

around the corner. "Also," says Quai Hoi, "students and staff can bring in recyclable goods from their home, such as old notebooks."

2. Making waste management a degree program at De Anza. The Environmental Department's goal is to establish an AA degree in Waste Management Technology, which students can transfer to San Jose State after completing classes at De Anza. "Hopefully, the degree will be available as soon as Fall '96," says Phillips. "It is a growing field centered around the development of recycling markets."

3. Establishing a permanent site

for the recycling center. "Ideally, we will have joint recycling facilities along with a training center [for the degree mentioned above]," says Phillips. De Anza currently has an interim recycling center which is fully capable of handling all the gathering, sorting and storage of recyclable goods.

4. Forming more partnerships with industry. "[Through partnerships] with waste management companies, we can make opportunities for students studying the field to get practical experience. It's also a way for industry to train their waste technicians," says Phillips.

Those interested in further information on the waste management degree or on volunteering for the recycling center should contact Julie Phillips at (408) 864-8655. To get further information on recycling, contact the Recycling Center Hotline at (408) 864-5777.

We don't care what you wear to church. And considering he walked around in a sheet, Jesus probably won't either.

Not everyone likes to dress up for church. And that's fine by us. After all, it's not your wardrobe we're interested in seeing. It's you.



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Staff, students, guest speaker discuss Affirmative Action

Patricia Mbuyamba
Staff writer

On November 15, Joyce Davis (Assistant Dean, EOPS/CARE & Student Development) held a discussion on Affirmative Action in Conference A of the Student Center. Four guests participated in that talk-show format. The speakers included (in speaking order) Eugene Fujimoto, Diversity Coordinator for De Anza, Martha Kanter, De Anza President, David Early, staff writer for San Jose Mercury News and West Magazine; and Brenda Otey, President of De Anza Student Body (DASB).

"Demography has changed drastically for the last five or eight years, therefore we had to find a way to say it is important to us...we need to accept the reality," commented Kanter. A response was to hire specialists like Eugene Fujimoto as Diversity Coordinator to deal with it. According

to Fujimoto, there's no better system than Affirmative Action.

"There is lots of misinformation about Affirmative Action," said Fujimoto, affirming that it was not a discrimination program but rather a provider of opportunity.

David Early shared his experience as the first black to attend an all-white high school outside Washington D.C. in the early '60s. "...with Affirmative Action you will have an opportunity," commented Early.

He demonstrated with a good example that many people were misled about Affirmative Action when he talked about a waitress at Togo's restaurant who argued that Affirmative Action existed so minorities could have everything. He pointed out to her that Affirmative Action was also created to give more opportunities to women on the job market. "Affirmative Action is good for everybody."

"Students appreciate diversity and

don't see it as competition. Diversity is necessary and we learn a lot from everybody if we get to understand them," said Otey. However, because De Anza and the DASB are becoming more diverse, some people still feel threatened by that diversity. Therefore, Otey suggested more classes that would give students a better perspective of what Affirmative Action really represents. She proposed a reorganization of our priorities, emphasizing diverse education. "We have to erase the idea that there are people who are superior."

The audience responded in the second part of the discussion. Jay Jackman, vice president of the Board of Trustee insisting on the necessity for students aged from 18 to 25 to participate in the voting process, explained that they are the ones who can make things change and prevent propositions like proposition 187 from becoming law.

English teacher dies at age 57

From O'Kelly, front page

"She always wanted to be a teacher," said her daughter, Fiona. While O'Kelly's first career had been owning a coffee shop, her desire to teach led her to sell the business. After teaching at several Bay Area colleges, O'Kelly chose to remain at De Anza, where she had taught part-time since 1990. "She really liked De Anza best," said Fiona O'Kelly.

O'Kelly was concerned about her students and how to resolve problem situations, noted Barnett. "She believed how you manage to make solutions is a moral [question], not an expedient one... She really loved students. I think she was very sincere about it," he said. "We're definitely the poorer for the loss of her."

Funeral services were held for Hosanna O'Kelly on Nov. 14 at

St. Gregory's Armenian Church in San Francisco; the burial took place in the Armenian section of Cypress Lawn, Colma.

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Pritchard: new Dean of Tech

From Pritchard, front page

design and implement an overall technology plan for the college through effective management of current technological, personnel and fiscal resources," he said. "The plan should bring effective and efficient use of technology into the hands of students, faculty and staff to further the goal of providing the best educational experience possible."

He believes a variety of methods can be employed to make technology more accessible. "We can work toward having open-access computer labs available for as many hours of the day as possible, dial-in access to a campus-wide and Internet-connected network, and low-to-no-cost access to college-owned facilities and computing resources," Pritchard

added.

If Pritchard seems full of ideas, it is because of his extensive experience with technology in education, about half in the administration of computer services in higher education with an emphasis on academic and instructional uses of technology.

After working with computers in education as a high school teacher, he was so intrigued with the possibilities that he went to the University of Florida's College of Education in 1979 to work on his doctoral degree in instructional computing. He carved out his own course of study because no university in the country then had a program in that area. In 1981 he took a position at Vassar College as director of the computer literacy program and later as director

of the microcomputer resource center. In these positions he learned about the special problems faculty face in trying to integrate computers into their teaching. Since October 1992 he had worked as assistant vice chancellor for instructional computing in the Houston (Texas) Community College System where he directed the efforts of the institution to integrate technology into the curriculum.

"Each step along the way has been a valuable experience to prepare me for De Anza," he revealed.

Pritchard just found out he was the first person ever named as the Educator of the Month by Macromedia, Inc., a prominent software publisher located in San Francisco.

High transfer rate good news for students

From Transfer front page

this is a great accomplishment for De Anza despite the school's locality. According to Lucas, the number of students accepted to a school depends a lot on where the school is situated.

This is this reason, Lucas explained, why San Francisco City College ranks first in the number of students transferred to CSU. Approximately 1,018 out of

1,327 students or approximately 75 percent of the number of students transferring to CSU schools from San Francisco City College got accepted into San Francisco State.

The closest state university to De Anza is San Jose State which is located closer to San Jose City College. In the Fall of 1994, 759 students from De Anza transferred to San Jose State.

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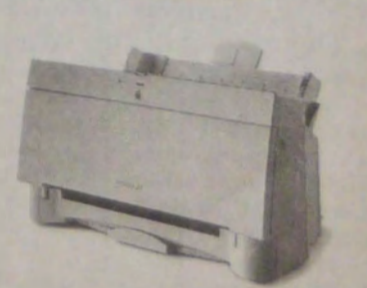
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