ago. To prevent such a tragedy from occurring again, Congress enacted Subtitle C of the Resource Conservation and Recovery Act, Public Law 94-580, (RCRA). This so-called "cradle to grave" supervision of hazardous materials is supposed to help identify, and establish technical standards for waste sites. This was in 1976, but

available personnel to check what, and how much hazardous material is in circulation

Lippe stated that the EPA had stepped up its efforts to discover, investigate and clean up abandoned disposal areas, (of which EPA estimates to be more that 2000), but more often than not, the owners are nowhere to be found.

the development, revision, in mentation and enforcement existing laws.

and by public participar

Some alternatives Lippe mens oned are:

\*recycling-many chemicals a organic compounds which can; re-used through chemics

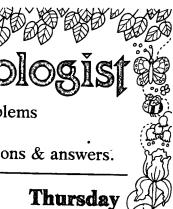
## oliday a reminder

developing King's non-violent stance. Thoreau's belief on acting according to principle, helped King to shape the "I'm black and I'm proud" movement.

"We have got to understand that King's teachings are not civil rights, but a world affair," said Faheem. King was interested in fair and equal justice for all people and pursued his ideals until his assassination on April 4, 1968.

DR. FAHEEM first met King in 1953 and studied philosophy with him. Faheem holds a doctorate in theology and is writing abook, "White On Sunday," based on a Lutheran church in Palo Alto. He is the host of the Now Aware show on KDIA radio every Sunday morning.

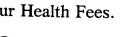
Dr. Faheem's lecture was part of a celebration hosted by DASB, Intercultural Studies Division and he Multicultural Department.



uary 4, 1982 9:30-11:30 a.m.

**Campus Center** Clemente Room

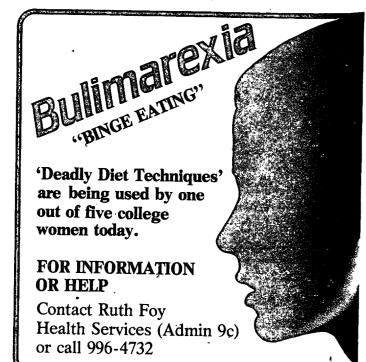
ur Health Fees.





Dr. Kahilil Faheem exhibits a book on Martin Luther King Jr., during commemoration ceremony and speech in the Student Council Chamber.

Photo by Mack Tapia



mo are unable in instructors, or to read their texts. but who have an extremely strong desire to learn, frustrate themselves, their instructors and their

JOHN FLEMING, instructor and coordinator of the ESL program, said that De Anza has grown from two Vietnamese students in the fall of 1976, to approximately 60 percent of the current 1.250 ESL students now registered.

Even with that growth, there has been a concurrent decline in ESL sections offered, from 36 last quarter to 30 for winter quarter, because of budget paring.

In addition, ESL has 22 parttime instructors and only one fulltime instructor, a ratio that the Language Arts Division finds alarming.

tions and lack of full-time staff, the non-native speaking student's are turned away from the already program. over-flowing available ESL classes. Fleming said that many of these students are on financial each quarter. Because these stu- ESL classes. dents are highly motivated to The supporting statements of which have no English placement included: tests such as math, social sciences and data processing.

the text; for the English-speaking anderstand the language of their student who is held back because of the "remedial" atmosphere of the class, or because of murmuring translations during a classroom FLEMING SAID that he is in.

favor of people having knowledge

of English before they take classes

in college, but "only if we are wil-

ling to offer them the classes they

need to learn English. If we are not, then they have the right to take the alternate classes they want." As long ago as Dec., in a letter to De Anza president A. Robert De Hart, the Language Arts Division emphasized that " A program (ESL) this size needs the kind of continuity and stability in its planning and direction that cannot be achieved with a ratio of part-time

to full-time teachers of 22-1." In Nov., 1981, the Social Science Division edorsed the DUE TO THE cutback in sec-request of the Language Arts Division for an additional full-time teacher-coordinator of the ESL

PRIOR TO THIS time, the only full-time instructor was Phil Stokes who was released in aid and must take at least 12 units Feb.1981 and did not teach any

learn, they enroll in other classes the Social Science Division

\*acknowledgement of the dedication of ESL students to learn

achievement of learning a new language.

SONDRA HERMAN, Social Science instructor, wrote a letter to De Hart expressing her concern and frustration over the flood of foreign-born students "who are very dedicated to this country and to the task of learning about its institutions, but who are severely hindered by limited vocabulary and skills in English." She praised these students as very bright and often highly experienced.

"Nothing is more frustrating for a teacher than to see students who desperately want to learn being denied that opportunity at an istitution of learning. We begin to wonder what our whole enterprise is about."

Because of the support of these divisions, Fleming was hired as a full-time temporary instructor. Also, a new class, ESL 100 (Vocational English as a Second Language) has been added. These are classes which teach English as it relates to data processing, electronics, automotive technology, health and machine tool technology.

IN HIS ESL classes, Fleming finds that he has students "beating down my door to gerinto my class. We have 50-60 students trying to add to each class. The Vietnamese are hard workers, highly motivated. They are survivors. They

assimilating into the mainstream of your adopted country is the and works to the best advantage of the adopted country."

Upgrading and improving the ESL program is the answer, Fleming believes. It is impossible to predict how many more refugees are coming into our area on a perman-

solutions to the budget squeeze, including "contract classes," paid highest and best goal of refugees for by companies who employ refugees such as Western Electric and Atari. Also, a group such as Inter-Study arranges for groups of foreign students to come to the United States for a semester on a fee basis. They pay the college and the college pays the instructor.



## Collège feels foreign impact

by Gail Hodges

The education of foreign-born students is making a financial and emotional impact on De Anza

Programs such as work study, financial aid, tutorial center, and English as a Second Language (ESL), affect and are affected by these non-native students.

THE LARGE INFLUX of sian refugees is responsible for the present increase in minorities at De Anza, and is dealt with on all levels of the college, as well as in he community.

Congressman Norman Y. lineta (D-Ca-13), in a speech to the Asian American Educators, said he expects the flow of Asian tefugees to continue to California, not only from out of the country, but also from other parts of the U.S. where thy have originally

They are encouraged to move <sup>10</sup> Cal., he said, when they hear leports of the favorable climate, the job opportunities and the free

De Anza President Robert De said in his "Planning for the that Asian minorities in the Anza service area are increasespecially since 1977 and the of the refugees. "Our pro-

grams and services must remain sensitive to any special needs of head of the Tutorial Center said minorities.'

CHANCELLOR FRYER said in an interview with La Voz, "I think the financial effect (of the asian refugees) has been positive. Many have paid out-of-state tuition to attend." He added up to this year the college has not been penalized specifically for growth, but now, "we have to reassess financial" impact of refugees on our

Mary Heeney, district director Fiscal Administration, said there are several million dollars in state funds which are to be released and divided among 197 community colleges in 70 districts.

programs.'

De Anza/Foothill District's share could be between \$50 and \$100 thousand, she said.

THE FUNDS necessary for programs such as work study, financial aid, the tutorial center and ESL classes which are invaluable to the refugee student, are in danger of drastic cutbacks.

Jose Robledo, financial aid coordinator, said that educational oppoortunities to the refugees are denied, they must go on public assistance instead of working and paying their share of taxes.

Bert Manriquez, executive that the center's budget has been cut by 30 percent already.

ESL sections and staff have not expanded to meet the demand because of budget restrictions.

John Fleming, ESLcoordinator, believes tha it is the colleges' responsibility to either offer their courses necessary to learn the language, or allow the student to take other classes. This could result in non-English speaking students taking general education courses which they cannot translate or understand.

ZOON DUNZ, president of the Vietnamese Students Club, said that Asian students love to study because they have an opportunity for education here that was not available to them in their own country.

In a memo from the Social Science Division, Nov. 23, 1981, the issue of the refugees was presented and it was stated that "assimilating the foreign-born goes to the heart of the democratic mission of community colleges."

Sondra Herman, Social Sciences instructor, in aletter to President De Hart, said that "...the integration of immigrants is an essential part of our democracy..."

## Indochinese largest group applying for financial aid

by Grace Shimamoto

More than 50 percent of financial aid recipients are Vietnamese, according to Jose Robledo, financial aid coordinator.

"Indochinese refugees are the largest ethnic group applying for financial assistance. That's why you see more of them on financial aid," he said.

Although Robledo believes that the attitude of other students toward Vietnamese students is generally very supportive, he admits that he has heard rumors and negative comments many times.

"I'VE TRIED to explain to people that financial aid is not given on the basis of ethnicity. Everyone is given the opportunity to apply, and aid is granted on a greatest-need basis," he said.

According to Robledo, certain

complaints refer to the fact that more Vietnamese students qualify for the Work Study program than other students

Work Study, however, is not the largest source of student employment.

The district employs the greatest number of students, primarily because the tutorial center operates mostly on district funds. Students need not show financial need to qualify for district employment.

ROBLEDO IS quick to point out the social consequences of denying financial aid to refugees.

"To deny them the opportunity (for an education) would mean that they must go on public assistance, but if we provide now, when they go out into the world, they will be making contributions and paying taxes which will be used for financial aid practices in the future," he asserted.