



## Devil's Advocate

By ANNA NEMCHUK  
Editor-in-chief

### Ohlone the Ugly Duckling

In high school, I looked down at Ohlone. Coming from the academically torturous Mission San Jose High, it was considered shameful at best to end up here, a dead end, a last ditch resort to working at a taco stand. Junior year, my GPA shall not be published due to my having some sense of decency, suffice it to state it was somewhat on the nonexistent side of things. I didn't hate school, I did dislike MSJHS, I hated busywork. To be fair, that spilled over into not liking any work. I tended to pass tests with flying colors - my SAT scores were phenomenal - but grades were a different matter. To have enough units to graduate, I needed to make up a math and a history course during the summer. I came to Ohlone, cringing all the way.

I loved it. Imagine - students that actually wanted to be in school! Class time spent in heated debate over the sociological ramifications of the Civil War instead of griping about late projects, unexcused absences, and inappropriate headwear. These were classes of less than 25 people! Everyone was treated as an adult, and explanations for anything from lateness to potty breaks were not only not required but actually discouraged. At 17 years of age, this was a heady experience.

I dropped out of those classes, and then out of high school in general. (Fun as they were, the sudden freedom of attendance was a little too much at first.) Senior year was spent working part-time, then loafing around with a giddiness only someone who's spent the last 11 years of life with a structured schedule five days a week, nine months a year can appreciate. I became bored. To tears. I went back to Ohlone.

This time, I actually started staying in classes. For the next two years, I worked full-time and attended Ohlone, with varying degrees of academic accomplishment. I dropped classes, but I also learned how to deal with college, how to pick effective instructors, and how to effectively study. I grew up. And I didn't spend \$20,000 a year doing it.

Among higher education, it is my sincere opinion that community colleges are just what the doctor ordered. There are those shining examples of virtue that cruise through high school with As, obtain PhDs at 25, buy houses in Milan at 30 and die of a heart attack at 43 and they are to be commended, never mind pitied. The rest of us need a little more time to learn how to balance life with trivia such as a job, education and other negligent responsibilities. Leafy, rambling Ohlone with its capricious fountains and over-worked administration is a haven for such souls.

And that, teacher, is what I love about Ohlone.

## Trustee Yee serving with army in Iraq

By MORGAN BRINLEE  
Staff writer

As a member of the Ohlone College Board of Trustees, your day would not normally include 14 long hours of work, frequent travel around Iraq and living in military barracks. Except if you're Garrett Yee.

Although Yee is currently stationed in Iraq, he is also a member of the Ohlone College Board of Trustees.

Currently, Yee is stationed at Camp Victory, which is near the Baghdad International Airport. He works for an army-run organization known as the Center for Army Lessons Learned.

"Part of my job in Iraq is to collect lessons learned from Army units in Iraq and share these insights,

observations...So far, it has required frequent travel throughout Iraq, both by ground and air. Another aspect of the job is to help units back in the US that are getting ready to come out here to Iraq," said Yee.

After returning from work in Fort Bliss, Texas in April of 2006, Yee was able to spend only a short time with his family before receiving orders of deployment to Iraq. On July 11, he trained at both Fort Leavenworth, Kansas and Fort Bliss before leaving for Iraq on July 25.

While his assignment in Iraq does not require him to spend time fighting on the front lines, he wishes us all to remember that "Iraq is still a dangerous place and every day we have brave men and women serving our country in a very austere and harsh environment."

Yee's military career began

when he attended Santa Clara University and joined the Reserve Officer Training Corps (ROTC). Upon graduating in 1987, Yee was commissioned a Second Lieutenant in the Army Reserve.

"I have always felt a sense of duty to serve our country. From a young age, I realized that what we have as freedoms, freedom of speech, freedom of religion, is a direct result of our nation's ability to protect and defend herself against enemies, both foreign and domestic. Our military helps to protect the rights of those that may have opinions that I don't agree with, but that's okay," Yee said when questioned on his choice to join the military.

Back home, Yee works as a manager at the Workers' Compensation Insurance Rating Bureau of California while also raising three

children with his wife.

"I miss my wife, Maria, a whole bunch and I can't wait to get back to see her and get back to a somewhat regular life. It has been a long time, and I have missed time with my kids that I will not be able to recapture," Yee said.

Yee hopes to return to California some time in Jan. 2007 and be able to resume his board duties in time for the Spring Semester.

"The positive support that I have received from the college has been more than [I] expected. I just want to say thank you to Ohlone for the continued support," Yee said.

Yee also plans to run for a second term this November. So far, it appears that he will be running unopposed, although he has said that he would have no objection to having to campaign from Iraq.

## Ex-Ohlone student launches news site

By EMILY BURKETT  
Staff writer

Former Ohlone student Barry Shatzman has unveiled his new website - Newbor.com.

The site isn't what you'd expect. By combining news and community information, Newbor seeks to deliver the information citizens need to know and connect them to their community and government.

The site, which went online last week, offers everything from school schedules to information on the avian flu.

In the works for almost a year, Newbor is the manifestation of Shatzman's ambition to change the world.

"I always knew I wanted to do something different," Shatzman said.

Newbor has a unique interface. By selecting a town from the drop down menu, Newbor automatically shows the news pertinent to the community. It highlights sights and activities, logs all community events, and keeps an ongoing guide to locally owned restaurants.

In addition to its many other merits, Newbor also features an unusually accessible interface. The site was designed for ease of use.

In addition, Newbor has community networking features. After registering with the site, users are given the opportunity to present their own thoughts with special

sections for high school students to communicate their own concerns or events.

Businesses are also given the opportunity to advertise on the site. The idea is for Newbor to make enough income from advertisements to pay for itself, but Shatzman has strict standards for businesses.

All businesses promoted on Newbor must be locally owned. This eliminates the competition stemming from popular corporate businesses that have had a strangling effect on the independent, family-owned stores.

Barry Shatzman didn't just walk away from college with this idea. It took an A.A. in Journalism, working on *The Monitor* as a staff writer,

news editor, and editor in chief, an internship and one and a half years at *The Argus* before he found his calling. Supportive staff at Ohlone and great personal ambition focused Shatzman on his goal.

"There were a lot of false starts," he said.

Creating a site so elaborate in scope took work and drive. Shatzman's goal was to change the world; his method was to change the face of media even if it meant having to invent a new form of media.

"I don't think the media is doing a good job of communicating what's going on," explained Shatzman. This site is his way of showing what the media should be doing: telling people what is relevant to them.

## Affordable textbooks - fact or fiction?

By ANNA NEMCHUK  
Editor-in-chief

The first thing students dread at the start of a new semester is not getting the classes they want. If obliged, they rejoice at their luck and skip cheerily off to collect the necessary course materials. That's when the real shrieking commences - textbook prices.

Presently, Ohlone charges \$26 per unit, so the average class runs about as much as a pricey dinner out. Occasionally, the required texts will total twice as much. More often, especially for technical courses, the price tag is much higher. For a full-time student, \$400 worth of books per semester is de rigueur these days.

What are the options? The campus bookstore is the obvious choice for many. The campus bookstore, of course, charges an arm and a leg for books, often bumping new books above the original publisher's suggested retail price. Unless the pupil in question has just moved to Timbuktu and is only taking online classes, the place is conveniently located; students aren't likely to find a quicker way to obtain the required books and the shelves are conveniently labeled with all the needed texts for each class.

They can also try to sell their texts back at the end of the semester, though the level of success is dependant on too many factors to reliably

predict a favorable outcome, much less an actual dollar amount.

Trolling neighboring bookshops like Fremont's Half Price Books and Moe's Books in Berkeley is a recourse many try yet few succeed in. Chances are, by the time a particular student has thought of it, a couple of dozen others have already attempted it. Nevertheless, lightning does strike and the search is always worth it; people entering bookstores tend to come out better educated at the end, however unintentionally.

Grabbing phone numbers off Ohlone's bulletin boards and taking one's chances with someone's else's used books is a good concept in principle, with major possibilities of iffy results. And again, it presumes the books haven't already been swiped by someone else.

Acquiring one's tomes online is currently the method most rapidly growing in popularity. Sites like Ebay.com, Alibris.com, Half.com and Amazon.com offer new and used books sold by individuals as well as businesses at prices that veer from the absurdly exorbitant to the incredibly thrifty. But shipping costs and times, inventory mistakes and the unknown condition of the items must be factored in. Then there's the problem of discovering exactly the book one needs.

Almost all texts these days have a unique 10-digit ISBN (International Standard Book Number) printed either on the lower part of the back

cover or in varying locations on the copyright page. The ISBN is by far the simplest way to identify a specific book, as with abounding multiple editions and the use of similar titles by different authors, pinpointing the correct text sometimes seems easier to do blindfolded.

Because by the time one's professor hands out the syllabus with the appropriate ISBNs hopefully neatly printed at the top, many websites are unable to ship the books fast enough without charging more for shipping than the actual order, it is highly preferable to figure it out before classes begin, the sooner the better. Emailing the teacher is probably a fairly fool-proof way; they'll appreciate students' eagerness to learn and if they don't know what textbook they'll be using, no one does. Accessing the Ohlone bookstore online requires some guess and check, as the information provided there is minimal.

Arriving there in person and jotting down the ISBNs is a viable alternative, though the numbers are no longer being actively printed on the shelf labels for exactly this reason and, as one employee commented, "because everyone needs to make a living." The ethics of the store aside, the exact title, author and edition of the textbook is still likely to yield good results online, though as the bookstore receives the next semester's materials rather late and is not always the paragon of neatness

to put it mildly, the issue of shipping times comes up once more.

What about older editions? Teachers are poor people, mostly, so they tend to sympathize with students, who are generally also not drinking champagne from jewel-encrusted goblets. Though it depends on the instructor and the course, a very large percentage of the time they are agreeable with students' using a preceding edition of the current textbook and will work with and around it if pleaded with. However, if the book is the first edition, one's pretty much up the creek.

It will behoove students to also keep in mind the differences that succeeding editions will contain; though unlikely to be many, they are periodically substantial in nature, as the complete rearrangement of chapter order and/or altered exercises. One's professor may very well have copies of prior publications and in that case can assist with any confusion. In other words, utilizing out-dated printings is a great recourse as long as one is fine with a bit more work; they will also tend to ship faster and more reliably than more in-demand works, the owners being desperate to rid themselves of the unneeded merchandise.

Getting through college is a task that is both honorable and often unfortunately expensive, but there are ways to be smart about it. Pardon the pun.

# 'Radical Reality' motivates with physical prowess

By **NOAH LEVIN**  
Staff writer

A motivational speech hosted by Extended Opportunity Programs & Services (EOPS) was given on Wednesday in front of the pond at the Fremont Ohlone campus.

After a brief introduction by EOPS, two muscular men in black jeans and t-shirts came up to speak. These men were Joey and Terry of Radical Reality, a Stockton-based group of motivational speakers that travel the country delivering speeches at junior highs, high schools and colleges.

Radical Reality stands out from other similar motivational programs in that its speakers use "Feats of Strength" to exemplify their core philosophy - that one can overcome the pressures and hardships of youth through perseverance and strength of will.

The group uses these feats to grab the attention of the audience, showing off their athletic prowess

to show that inner strength is what allowed them to overcome problems such as gang involvement and drug addiction.

Radical Reality's "Feats of Strength" involve the speakers breaking baseball bats, tearing thick objects in half, and breaking ice blocks and boards with their heads.

"Whatever your mind conceives, and your heart believes, you then can achieve," said Joey "Steelman," principal speaker at the presentation.

Joey had dropped out of junior high school and was involved in gang activity. However, he received his GED at the age of 22 and attended college.

The core message given by Radical Reality is that young people should never give up on their dreams.

"The Feats of Strength is just a hook - a tool - to get young people's attention," said Joey. "The idea is to incorporate the Feats of Strength

into the walls that life puts up in front of you. That if you break through those walls, and never quit, you will win, and achieve your goals."

Joey also stated, toward the end of his speech, that God helped him through the harder parts of his life and then informed his audience that Radical Reality would be appearing at a local church in Milpitas and welcomed all to come.

Radical Reality, however, is not expressly a Christian group, and EOPS is not affiliated with any religious program.

Members of EOPS who attended the speech found it to be very inspirational. EOPS is a program created to help low-income or educationally disadvantaged students achieve their educational or vocational goals.

The program also offers financial aid, tours of the campus, academic advisory, workshops on life skills and updates on welfare reform. For more information about EOPS, contact them at [EOPS@ohlone.edu](mailto:EOPS@ohlone.edu).



**Joey "Steelman" was the principal speaker at Radical Reality Wednesday.**

## Online classes provide educational convenience

By **DANELLE MEYER**  
Staff writer

For some it's a way to multitask, for others it's a way to sustain their current lives. But no matter what the reason may be, it's no doubt that online classes are growing in popularity despite the drawbacks.

With over 90 courses available to students this fall that are fully online, the community has grown indefinitely. Courses range from Principles of Economics and Introduction to Business to classes like English 101A and Computer Applications.

Students choose online classes for a variety of reasons, including things like being able to stay at home and being able to work at their own pace. Online courses are also mobile and teachers sometimes

set up the class so that students can work ahead if they want.

"I chose an online class because the regular class had been canceled and I needed it to fulfill my requirement as soon as possible," said student Xiaoyu Chen.

"I chose to take online classes because I work 40 hours a week and I'm a full-time single mother," said Laurena Yarbrough.

The waitlist numbers have been increasing for teachers as more students decide to take Web classes.

"I would say it is a three-sided story...students have more experience in taking online classes...faculty has more experience in teaching... [and] administration has more experience to provide an accessible, stable WebCT environment," said Professor Young Gao.

Like students, teachers also have

a variety of motives as to why they decide to offer online classes.

"Online learning encourages collaborative and exploratory learning environments...it encourages more student to student interaction, it is accessible any time and it is more cost-effective for the students," said Professor Rick Arellano.

"I don't want to be at a particular place at a particular time: the students and I can access the course according to our respective schedule," explains Professor Marge Segraves.

But just like any other aspect in life, online classes do have their drawbacks, like lack of face-to-face interaction.

"Finding information is not always easy [online]," said one student, Shreya Gopal.

"I don't have the live feedback

from the instructor and I can't get the answers to my questions fast," said another, Lwin Ye.

And just as regular classes have their difficulties for teachers, so do online courses. "I, personally, don't like to teach online classes because they are a lot of work, very time consuming and emailing as the main way of communication is not my thing. I enjoy the personal contact with my students and I am much better in the classroom than I would be online."

"A friend of mine took an online real estate class offered at a real state school, and although she passed it, she doesn't feel as if she knows anything," explained Professor Carmen Madden.

The form of teaching and learning for online classes is completely different than regular classes, there-

fore making web courses not the best of choices for everyone. It takes a certain personality to benefit heavily from the online experience. "To succeed in an online environment one needs to be a self-motivated person," said Arellano.

"Online classes are not for everyone. Some students do better with face-to-face teaching, while others excel in online classes...In some ways, it's easier to teach online than in the classroom - I don't have to get up in front of the class and 'present' - but, on the other hand, I have to present information in written form, which can be difficult," explained Segraves.

Either way, most teachers and students that partake in the online environment enjoy the set-up and end up teaching or taking more online classes.

## High schoolers attend Ohlone

By **ERIC DORMAN**  
Staff writer

They look like a regular high school class with books out, pencils down and students joking with each other in English and Spanish.

However, these high school students are hardly typical because every afternoon they go out and take college courses.

"It's a great opportunity," said Javier Sanchez, one of the 25 seniors from Newark Memorial High School who are taking part in the College Connection High School/College Joint Enrollment program. "It gives you a chance to get college credits while you're still in high school."

The class is at Ohlone all day. In the morning, they take high school classes such as American Government and World Mythology from Newark Memorial teacher Jackie Lacero. In the afternoon, they take whatever college classes they want, ranging from English courses and Psychology to History of Rock and Roll.

Although this is the first year that Ohlone has implemented this

kind of program, dual enrollment has been going on for quite some time in colleges all over the country, particularly in California.

"This is part of a national movement to get high schoolers involved in college," said Ohlone's Vice President of Instruction Jim Wright. "It's to meet the needs of high school students who would like to try something different their senior year."

College President Doug Treadway set the program in motion at Ohlone, Wright said, by sending out notices to high schools in the Fremont, Newark and New Haven school districts. Of the three districts, only Newark moved fast enough to get the program running in time.

Newark Memorial High School contacted its students at the end of April; in May, interested juniors were asked to submit applications, along with essays and teacher recommendations, said Lucero. The applications were collected in July and Newark Memorial selected 25 students to take part in the program.

Will the program expand?

Definitely, said Wright. He cited one school in particular, James Logan High in Fremont, that had expressed interest in the program and would likely send some students to Ohlone next year.

"I think that now that we have a model in place, it will lend itself to expansion," said Wright.

The idea for the project, Wright said, came from Shasta college, where Treadway formerly worked.

Shasta now has over 120 high school students and ten teachers in the program. This prompted Treadway to try the program at Ohlone. It wasn't until two years later, though, that the program finally got off the ground.

Some students involved in the program who did not provide their last names also reflected on their experience.

"I guess I expected more," said Ann. "Still, it's pretty good."

"High school is all about fights and dramas and girls and stuff," said Melinda, "The students here are more mature."

"It's been a great experience for us," said Sanchez.

## Staff receives raises

By **FRANKIE ADDIEGO**  
Staff writer

Recently, the Ohlone College Board of Trustees voted to approve a five percent pay raise for the college's employees, most notably President and Superintendent Dr. Doug Treadway, which increased his salary from \$185,993 per year to \$195,293 per year.

Treadway's salary remains consistent with those of other community colleges in the Bay Area. According to Chabot College, their president, Dr. Robert Carlson, makes \$180,664 per year.

Likewise, Delta College's salary for a president/superintendent is \$189,880 to \$191,934 per year, depending on the education level of the person holding the position.

Every employee of Ohlone College received a five percent increase. "I got the same as everybody else," Treadway said. Treadway also told the Monitor that some of it is supplemental, "8,500 out of that is for my benefits," he said.

As it stands, a nursing instructor can receive anywhere between \$49,384 and \$98,181, a counselor at Ohlone makes anywhere in the range of \$57,025 and \$113,901, and an Information Systems Technologist's compensation can make from \$6,143 to \$7,817 per month.

Whether or not this boost in salary increases the faculty's productivity or leads to the decrease of funding for significant programs remains to be seen.

One must note as well, however, that salary increases and pay raises in general are necessary from time to time to accommodate the economy's inflation trends.