Administration Appoints New Legal Counsel

Following an extensive search, Governors State University (GSU) President Stuart Fagan has announced that he has selected a new university general counsel. Fagan has selected Alexis Kennedy to serve as the university’s chief legal advisor. Kennedy comes to GSU from the City Colleges of Chicago where she served as senior attorney for more than five years. Her duties included advising the chancellor and college presidents, overseeing compliance with state, federal and municipal rules and statutes and advising the board on employment and civil rights matters.

Prior to that, Kennedy was an associate at Friedman and Holtz in Chicago. Additionally, she has served as first assistant general attorney and acting general attorney for the Chicago Park District. Kennedy earned her bachelor of arts degree from the University of Illinois at Urbana and a juris doctorate degree from the University of Chicago School of Law. Kennedy assumed her position as general counsel at GSU on August 14, 2000.

GSU Founding Father Reminds “Students Shall Have Major Role in the Evaluation of Faculty”

On the afternoon of Thursday July 20, 2000 piles of yellow Xeroxed documents appeared on flat surfaces all over campus. Though the building echoed the two-thirds-capacity hum of summer trimester attendance, the energy emanating from the secretaries, faculty members, graduate assistants, administrators, and students busy discussing the ideas expressed on eye-catching yellow paper by Dr. David Crispin, Professor Emeritus, Department of Psychology and Counseling, stirred, perhaps, perhaps awakened, the soul of “old” Governors State University.

Originally, at least, the GSU Interoffice Memo was addressed to the office of Bill Yacullo, College of Health Professions Professor, and member of the University Personnel Committee, who authored a May 25th memo entitled “Evaluation of Faculty” that reflected the University Personnel Committee’s recommendation to remove students from the faculty evaluation process.

It is uncertain how the 3,000-plus copies of Crispin’s rebuttal arrived at the GSU print shop, but Bob Woodward, Print Shop Supervisor, explained that, “This is a trip,” exclaimed one student club member as she stood leaning against the mailboxes reading Crispin’s document in the student leadership suite, “I didn’t know that GSU ever thought in terms of ‘open’ and ‘democratic’ practices in regards to students. To think that this place used to be an institution where students were at the center of all the decisions, and is not that way now, makes my heart hurt too.” Dr. Crispin’s open letter to the community is printed in its entirety here as follows:

I have read your memo of May 25, 2000, entitled “Evaluation of Faculty.” My heart hurts. Thirty years ago, the President, Vice President, four deans, seven colleagues and I—the “Founding Fathers” of Governors State University (GSU)—decided “the students of this new, open, democratic, humane, humanistic student-centered university—with special concerns for minorities and women—shall have a major role in the evaluation of faculty and input into recruiting, hiring, promoting tenure, and non-retenion.” For thirty years we have done that; we even have a student representative on our university’s (cont. p. 10)

Oil and Water?

How are standards kept high when graduate students are educated in the same classrooms as undergraduate level learners?

by Kelly R. Bober

One of the curriculum problems at Governors State University (GSU) concerns undergraduate students in undergraduate classes. Graduate students (as well as undergraduate students) are required to take electives for completion of their respective programs. Most programs offer electives at the 400 and 500 levels, which are open to both graduates and undergraduates. The problem with this is that undergraduates are not at the same level of knowledge as the graduate students, and often slow down the class.

There is a distinct difference between graduates and undergraduates, that being the completion of a degree. A graduate student has undoubtedly taken more classes than an undergraduate, and is therefore more advanced and knowledgeable about her/his particular area of study. How can GSU expect that sticking both undergraduates and graduates together in a classroom will produce a quality learning experience? If there are more undergraduates, or even an equal number, than graduates in a particular class, the professor will most likely teach at the level of the undergraduates. This is not fair to the graduates, who are just being re-taught information.

On the other hand, undergraduates can be slighted if the professor teaches at a graduate level, and the material too difficult for them.

What is the most plausible solution? There need to be electives at both graduate and undergraduate levels. If an undergraduate wants to take a graduate level class, that should be allowed, as long as the student understands the level of difficulty of the course. Administrators may argue that there is not enough money to teach new classes or hire new teachers, but that is not what is being recommended. What is being recommended is that all electives get a designation of either “graduate” or “undergraduate.” The levels of each elective course can change each trimester, in order that each level of students will have the opportunity to take particular courses.

A perfect example of this huge problem is the Shakespeare class that was offered through the (cont. p. 17)
take elective courses that "sound scholarly," or they would not be used toward my degree. Well, why would a university offer upper-division courses that could not be used to earn a degree from its institution? Bothered by this idea, I decided to speak with another advisor in the department. The first professor, or advisor, depending on when and where you catch him, refused to answer any of my questions about my study plan. He said, "I do not feel comfortable enough with this whole academic advising thing to address that issue. Wait until your advisor comes back, and ask him.

Wow! This particular professor/advisor has been at GSU for a number of years. If he does not feel comfortable with the advising process, why should the student? Instead of heeding his advice, I chose to speak with a professor whom I truly respect and admire. Most importantly, however, he has been at the university for over two decades. When I asked him about the advising process, he said that he encourages his undergraduate students to take, as electives, as many courses outside their disciplines as possible. The reasoning for this response was based on his belief that a student should be knowledgeable of things studied in several academic areas. Finally, I had received the answer for which I had been looking. He approved my choice of electives, and I graduated with a B.A. this past spring.

Now, it was not until I was asked to write for the INNOVATOR that I realized the real importance of academic advising. If each professor had offered a similar response to my choice of electives, I would have been upset, but satisfied, I learned how to "follow the rules" very early in life. As each advisor, however, responded differently to my choices, I realized just how subjective each study plan is. This idea raised an even more serious question in my mind: Who will benefit most by the selection of courses used as elective credit towards my degree, my advisor or me? The obvious answer is me.

Academic advising is extremely important. It is important because the study plan which is created and amended while the student is completing courses toward a degree serves as an outline for the student to follow. It serves also as a sort or map, used to determine location and destination in one's academic career. The advisors, therefore, should be in accordance with one another, and should take steps to become more "comfortable" in the advising process.

Yet the problem that I have presented is quite mild when compared to some other academic advising injustices that have occurred at GSU. The most disturbing of these happened this past spring, when a student, whom I know personally, received her degree with only 115 college credits. (The handbook clearly states that 120 are needed to receive a degree from GSU.) Since her advisor made a mistake, she was allowed to graduate. Her name appeared in the program, she got her graduation packet, and she was allowed to take part in the graduation ceremony. Now, she has to take five more credit hours, but she was afforded all the privileges of those who actually met the graduation requirements. That is not fair. It is unfair to the student who was afforded special privileges, and it is unfair to the actual graduates. There were other students who had situations similar to that of the "mock graduate," however, they were not allowed to graduate. This action was not fair to them either.

Again, it must be made clear that I like GSU, and that this column exists to point out areas in which this institution needs improvement. Since good academic advising ensures a student's success in college, steps should be taken to ensure that each professor/advisor is competent in the process. Not only should all advisors be required to attend training seminars, but universal guidelines which apply to all of the courses at the university should be created. Although the catalog outlines what the requirements for degree completion are, it leaves much to be desired. So much, in fact, that some advisors present their own suggestions as being requisite for graduation purposes. If advisors continue to make such serious errors, they should be held accountable for their actions; covering up mistakes or ignoring them will do no good for anyone. As the university catalog does not designate degree-specific electives, advisors should not be allowed to determine which courses are acceptable as electives.

Students should take the time to read their student handbooks, in order to know the rules for themselves. If both advisors and students adhere to their respective responsibilities, it seems clear that the advising process will go much more smoothly. I encourage you, therefore, the readers of this column, to do your part to help make these suggestions a reality.
Dear Editor:

Good job on all the improvements to this paper. It still needs work, but it looks and reads like a COLLEGE paper now. I am writing to address my concerns regarding the classes that are offered each trimester. How is it that professors are allowed to teach the same class topics over and over again? Who regulates these official courses? I read in the Spring/Summer schedule about one English teacher that taught the exact same class that he did the trimester before. How is that helpful to students who need to take electives? Student-centered university?

New letter-writer

Dear Editor:

As an anachronistic alumni of GSU (circa '79) and freelance cartoonist/columnist for the INNOVATOR (within that last-of-the-Hippies/Nam-era), I wish to commend the columnist M.L. Hasty's elite writing and topic(s) skills. Indeed, she/sha have no problems securing editorial or teaching positions! I must caution him/her, however, that when a gifted journalist begins to take life too seriously within the nucleus of faith, she will be walking on very thin ice. There are multitudes of examples, including legendary (and in a way "undivine" saint) Fawn Brodie-Jefferson, who earlier communicated from the Mormons for her exhaustive treatise book on the first "prophet," Joseph Smith, revealing that he was nothing but a con-artist and womanizer, who made-up the whole book of Mormon (Moroni), and who sexually molested "young maidens" at Navoo, IL. Spiritual temples! (Yet today, the Mormon complex in Utah is the wealthiest/healthiest format on this globe, with handsome portraits of "Saint Joseph," adorning murals of Salt Lake cathedrals! (His death mask indicates a long hangover, and that he was easily ugly.) More recently, an extremely factual Moslem writer exiled and still hiding in England with a price on his head for his book on The Real Mohammed and Moslemic Myth. The consistent evidence regarding the mythology of Christianity has never waivered "the faithfulness." Most recently, Dawkins (not Hawkins, also a die-hard atheist) published a biophysical book stating that Homo sapiens within the Darwinian theorem are nothing more than "selfish genes/proteins," and that we are only here to produce more and more (and healthier/survival of the species) rosy-cheeked bouncing babies!!! One more, he (having three PhDs and having been knighted), along with others, now contend that sometime between the reasoning crossover Homo erectus and Neanderthal man was forced to "adjust" his brain to any kind of faith and idioms to "triplanize" the fearful force of being the first animal to reason abstractly and awareness of mortality! (i.e., our neural L-dopamine and "happy-cell blockers") M.L. Hasty's quotes on those famous in poetry and literature who got their inspiration from the Bible are questionable, when you balance this with others that totally rejected the Judeo-Christian philosophy, the post-reformation research into it. (Kant, Nietzsche, Einstein, Adler, Freud, Carl Sagan, Joseph Campbell, and the majority of our founding fathers.) However, like the famous 1920's Tennessee "monkey trial" between William Jennings Bryant and Clarence Darrow regarding the teaching of evolution, even where in 2000, we have die-hard creationists, you cannot change that in a publication and interpretive research was conducted by independent academic sources, whose chairs held a keep-calm-and-carry-on-in-our-lancets of religious, language, geocentric/Hebrew/Latin history and documentation-forgery. (These texts are available in most main university libraries, etc. Strangely, they were either either banned in most rural and Bible-belt town libraries!!) The exclusion unbiased conclusions, based on the rare/parachuted-almost Dead Sea Scroll conditions of Felixon's original voluminous diary historical writings was that...Little-if-any mention of a Jesus/Christ/Divine Person did he record! Only one minute mention Josephus rapidly indicates that "At the time many magicians and prophets were around." The Josephus transcripts were transferred from ancient Hebrew to ancient Greek to...the last were during the time of Christian...converted Roman emperors, mainly a highly-biased emperors's secretary named Eusibus! (Almost like King James boys taking out "fairy tales" that even James couldn't abide...like Baby Jesus the Old Testament, upon indexing and checking all of the vast archeological and Egyptian field excavations by hundreds of universities and groups...none has come up with any evidence of a Moses! (Span of 200 years of University of Chicago/Rosenthal Museum of Egyptology/Time magazine, etc.) As a high-testosterone youth, I used to welcome the innately dressed Bap-Mormons/Jehovah's Witnesses door-to-door guys and gals that lean on the door buzzer. All seemed to be so keen to possess a smile (brain washed) as they pushed their pamphlets in my hands, and with robotic voices blurted "Are you saved, brother?", etc. I'd debate until I was blue in the face...until these disturbing smiling, marching finally away, condemning me to a road to Hell! Now, I merely let them buzz away until slipping their papers under the door. I've saved a ton of energy and blood pressure, now armed with the wife and children with...and their "holy" pamphlets spread out—great for the cat's litter box!

EW, '79 alumnus
M.L. Hasty responds:

You touch upon a myriad of subjects, many of which are slated to be addressed in future columns, such as the topics of creation, witnessing propriety, seemingly contrary "evidence," and even the absence of Moses

(Cont'd, p. 4)
Dear Disappointed Working Mom:

As Supervisor for Building Services, I am responsible for the cleanliness of the university, and I take this seriously. If you know me, you should know that I am serious about this. I take care of a lot of buildings, and I have instructed the building services worker responsible for this area to pay particular attention to any possible instances of sloppiness. My subordinates or I will increase our inspections if we discover any issues. However, I have instructed the building services worker responsible for this area to pay particular attention to any possible instances of sloppiness. My subordinates or I will increase our inspections if we discover any issues.

I would like to point out to you that I have had a complaint about the state of the locker rooms, specifically the women's locker room. I have instructed the building services worker responsible for this area to increase inspections if we discover any issues. However, I have instructed the building services worker responsible for this area to pay particular attention to any possible instances of sloppiness. My subordinates or I will increase our inspections if we discover any issues.

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Abolishing the Silent Gender Dress Code Enforced by the Hazards of the Zipper & the Crew-Cut: the Myths About Manly Odor, Skirts, Jewelry & X-Dressing

by P. R. Fumbanks

Society is filled with a wide range of people who willingly subscribe to, adhere to, and agree upon a silent code, a list of checks—pluses and minuses—in relation to not only how a man should stride, speak, or gesture, but how he should look, and most important of all, what he should wear in order to define and emphasize his masculinity. Slacks, button-down shirts, and close-cropped hair are the basic, rigid fundamentals that many individuals adhere to as the one and only accepted dress code which is universally without question assigned to men. Many people are hoping to break away from this rigid dress code, discover, much to their dismay, that by choosing to flout the unspeoken rules of grooming and "traditional masculine" attire, they are often on the receiving end of countless insults and physical/verbal assaults from aggressively opinionated strangers. Oftentimes these dress-code rebels are questioned by family and friends about the need to express their own sense of style, as though their sexuality and credibility are on trial. It is certainly difficult to deny that there are many who disapprove of men displaying "excessive" amounts of jewelry, long hair, fragrances, rich fabrics (velvet, satin, lace), and bright colors or pastels.

In a culture where body odor is a faux pas, there are still those who believe that men should carry a "manly scent," in order to better enhance their image with an au naturel fragrance, and also to give evidence of their vigor and brute strength. The hirsute aroma of a hard day's work is a contrast, an antithesis, to the aroma assumed, sweats and dandruff of by-gone days. One who in this day and dandy is not an "Exquisite Fashionable," but an effeminate mockery of the leisure class. Past and present, body odors and scents, flowing tresses, and cosmetics were (and still are) part of a daily ritual for many men of various cultures, including those of the West. The Edwardian male of fashion and respectability was very often mutton dressed, in order to cut a dashing figure in his evening clothes. Many Celtic and Viking warriors proudly flouted their long hair as both a symbol of virility and their status as warriors. For those who wish to argue in terms of biblical text, please refer to Samson, the long-haired hero of the Old Testament who delivered his people from their enemies. To be certain, the Messiah is frequently portrayed as a man in his prime, with a full beard and flowing locks proclaim his adult status. This very popular image and portrayal of Christ is featured in countless works of art. The Cavaliers pranced about in high heels, velvet and lace, elaborate wigs, and beribboned boots, but for all of their raiment, they were the deadliest fighters and most celebrated swordsmen and lovers of their age. Okay, so they were Royalists, and many wrote sappy poetry, but very few individuals dared to cross them as a rule. Any man foolish enough to refer to a Highland warrior's kilt as a "skirt" was (and still is) in danger of losing both life and limb. For those who wish to argue that the skirt has never been "in" for the contemporary male, the world of fashion must beg to differ.

During the eighties, Parachute produced a line of very expensive skirts for men. So too, the skirt made a popular comeback on the runways of Paris in the 90's, when Jean-Paul Gaultier's cutting-edge fashions revamped the archaic design of the skirt into an unconventional success. Yet who in his/her right mind could honestly say that those towering, enormous clan chiefesses of Scotland, with their free-flowing manes and their swinging claymores, looked "girly"?

Or oceans away, say it of the clansman's counterpart, the island king, regal in his elegantly draped sarong and proudly wearing a crown of flowers and brilliant fragrant leis about his stalwart neck? Or of the ancient courts of Asia, where androgynous male dancers in full-costume fluidly gesture with exaggerated grace to portray both the hero and heroine? Press onward then to Alexandra in North Africa, where an Egyptian prince saunters along a sunlit garden in full regalia, wearing make-up, jewelry, and a wig, complete with a cone of scented perfume and animal fat piled high upon his head on his way to an elaborate feast in his honor. Press then a little further to Rome, where a seasoned gladiator, who before his moment of truth in the arena, anoints his muscular, battle-scarred physique with the headiest oils while describing the on-coming fray in gory detail (and anticipation) to his comrades.

No one could accurately accuse any of these men of demonstrating effeminate behavior, or transvestitism, because before the modern male in the power suit and designer tie swaggered into the boardroom, these pillars of manhood existed, and were not lesser men for their appearance or grooming. A country founded on the principle of freedom for extravagance, which oftentimes condones and reinforces a great deal of the most deplorable hypocrisy. After all, it is important to note that despite the fact that this dress code for men is the concept of heterosexual American idealism, many men of the gay community revere masculinity in one of its most extreme expressions. One artist, Tom of Finland, epitomizes these ideals in his controversial artworks by portraying ruggedly handsome, well-endowed objects of desire that are "not larger than life" because the men depicted by him are "real." In Tom's work, the world of men is a world where men are policeman, construction workers, farm hands, bikers, and prison guards with close-cropped hair, all set in motion and oozing a brand of masculinity to the infinite power.

So what does this mean? Is the "ideal" man of the present a construct created from the testosterone-laced sweat of gay men's desires? If this is so, then the ultimate ideal of attire prescribed for men is in question, as the standard—a code of clothing and behavior that may have possibly originated in a subculture that has become "accepted" as the latest trend—may have influenced what men should and should not wear to the work place, the sporting arena, or the local bar, out of a fear of being ostracized and placed in the ranks what of they fear the most. What might those ranks be? Why the ranks of "non-men" of course.

From Milton Berle and Flip Wilson to Dame Edna and Rupaul, television and movies have capitalized on men in drag, and there is no one to contest the notion as long as the public is entertained by the spectacle. After years of cult status, films such as The Rocky Horror Picture Show have paved the way to a new trend and different audience far beyond the borders of the gay community. In the music world, rock icon/legend David Bowie, the 70's punk-glamsters, The New York Dolls, and the innovative guru of Funk himself, George Clinton, have been significant in promoting a penchant to towards gender-bending. As a result, many men are policem, construction workers, farm hands, bikers, and prison guards with close-cropped hair, all set in motion and oozing a brand of masculinity to the infinite power.

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Capital punishment is one of the many injustices that this country faces today. Capital punishment neither deters crime nor implements equal justice under the law. The American government would like us, the citizens, to believe that they are doing what is right, that they are saving our tax dollars. The fact is that they are destroying the lives of innocent people who have not committed a crime.

On June 22, 2000, I had the experience of attending a protest to prevent the killing of a Texas man, Gary Graham. Gary Graham was being held on robbery charges, at the age of 17, when he became a suspect in the murder of Bobby Lambert, a white man. Graham’s conviction was based on the testimony of only one witness, in fact, there were six other witnesses who stated that Graham was definitely not the man. Graham also had four other persons to corroborate his alibi. Therefore, it was best for the state to halt executions and examine the system thoroughly. This is, however, only one state, and there are still many others that are using the death penalty. The death penalty is riddled with unethical practices, and it is founded on constitutional principles.

Although the American government would like us, the citizens, to believe that they are saving our tax dollars, and should not be allowed to murder again. It would be interesting to see the reactions of anti-death penalty activists if it was proposed that convicted murderers on parole were all to live in the activities ‘towns.’ Would they still be on their mission, or would they start thinking about their own and their families’ safety? If we can say that capital punishment is not a deterrent, then why are there prisons? Their purpose is essentially the same—to punish criminals and to deter others from committing crimes.

Many abolitionists argue that murderers should not be executed, and that life in prison should be punishment enough. That is also a joke. There are many times when criminals with life sentences are released on parole for some reason or another. According to the U.S. Department of Justice, the average prison sentence served for murder is five years and eleven months. Also, there are countless occurrences where criminals on death row (and those who aren’t) kill prison guards, and some that even escape. It cost a great deal of money to keep a criminal in jail for the rest of his/her life—that is one reason why the criminals are released on parole. There just isn’t enough room, and not nearly enough money. We need to stop playing these games. Violent murders have, by their very nature, no respect for human life. If they can murder, why wouldn’t capital punishment deter other murderers? Every murder is a tragedy, but if the murderer slips through the numerous loopholes in the judicial system and murders again. The judicial system is at fault for that. There is much in the world to way evidence is presented. It is possible that capital punishment is an effective and necessary component of the criminal justice system. To begin with is the deterrent factor. Why do I even mention facts, since capital punishment has such an obvious effect? Economist Stephen Layson declared that every execution deters an average of 18 murders: While some [death penalty] abolitionists try to face down the results of their disastrous experiment and still argue to the contrary, the...[data] concludes that a substantial deterrent effect has...fewer people. More Americans are murdered than have killed by execution in this entire century....Until we begin to fight crime in earnest [by using the death penalty], every person who dies at a criminal’s hands is a victim of our inaction.

Our constitution, specifically the Bill of Rights, consists of fundamental rights, such as the right to a speedy trial and protection from cruel and unusual punishments, which are being ignored by our government, not only in Texas, but in our entire country.

Although the American government would like us, the citizens, to believe that the death penalty deters crime and is saving tax dollars, this is untrue. There have been no statistics brought forth by any entity in the government that prove that by enforcing capital punishment, people are participating in less crime. In fact, our country has one of the highest crime rates in the world, and the most people in prison. Many people are unaware that it costs between 1 to 3 million dollars for an execution, while life in prison usually costs between a half to a million dollars. The politicians would like for us to believe that they are saving our tax dollars while ridding us of murderers, when in actuality, all they are doing is destroying the constitutional rights our forefathers created as an American, I urge you to take a stand against those in the government who are guaranteed to us by being born...in the good old U.S.A.
August 28, 2000
Prairie State College
Offering Free Classes to Teachers
by M. L. Hosty

Prairie State College (PSC) is offering free classes to teachers hoping to meet new state requirements for re-certification. Trustees of the college hope that teachers in the area will benefit from the offer, and will consider taking more classes as a result of it. The college has mailed letters to local school district superintendents and principals regarding the "one-free-class policy" it has recently adopted.

According to Linda Uzureau, the college's vice president of academic affairs, "All of these people have bachelor's (degrees), and many of them have master's (degrees). Many of them are going to want to update their computer knowledge so that they can handle coursework toward the re-certification requirements. We understand that.

On the other hand, there are courses we offer at the lower division level that may fit into some of their professional development plans."

Classes pertaining to technology are a perfect example of courses not traditionally required by teachers already in their field, but which can assist them in the computer-oriented direction of their pupils' education. Classes will be offered on computer languages (such as Java) and utilizing popular software packages.

Tutors are sought for the areas of sciences, chemistry, and physics, and utilizing popular computer-aided design courses.

While PSC will not be collecting tuition from the teachers who elect to take advantage of this opportunity, the college will be receiving reimbursement from the state for each of the program's participants. PSC trustees are hopeful that the teachers who opt to enroll for classes under the state-funded program will return for future classes at their own expenses, and that they will recommend PSC favorably to their friends and children as a result of their experiences, which the college perceives will be positive.

Upward Bound Seeks Tutors

Upward Bound, a federally funded Trio program, is seeking tutors for the academic year. Upward Bound serves low-income, first-generation students of Chicago Heights and Ford Heights who are attending Bloom Township and Bloom Trail high schools. Upward Bound participants are high school students between the ages 14-19. The program's mission is to assist these students with completion of their high school diplomas, and to prepare preparation for post-secondary education. Tutors are sought for the areas of English, science (life sciences, chemistry, and physics), and mathematics (pre-algebra, algebra, geometry, calculus, and trigonometry). The academic year sessions are conducted on weekdays at designated sites, starting in October and running through May, and tutorial sessions will incorporate some Saturdays.

Tutor qualifications are:

• successful completion of at least two years as an undergraduate student, including college-level courses in the area in which she/he tutors; and

• demonstrated proficiency in the areas of study which the applicant intends to mentor (minimum of GPA of 2.5).

Tutors must be comfortable with and effective working with a diverse and multicultural population of staff and students. Individuals interested in becoming Upward Bound tutors should contact Sharon Sprang, Room A2124, who may also be reached at (708) 235-2206.

Learn about the recreational offerings of the
GSU Division of Student Life. Call 708/554-4550 for more information.

NEWS

SpringField Hill

Page 7

By Claudie R. Hill, IV

SpringField Hill News From the Desk of the Illinois Board of Higher Education Student Advisory Committee Representative

Over the summer, the Illinois Board of Higher Education-Student Advisory Committee (IBHE-SAC) meeting was hosted by John Wood Community College in Quincy, Illinois on June 3-4, 2000. The host was Darren Cawthon. This meeting was a transition meeting for the Student Advisory Committee (SAC). The new Chair of the SAC is Scott Andrews. The new chair, newly elected from the April 1-2, 2000 elections meeting hosted by Governors State University (GSU), seems to be very comfortable establishing a new foundation for the SAC. Andrews was an alternate student board member on the IBHE-SAC in 1996-1997. He is familiar with the principles that define the core of the SAC. The chair gave the sectors and internal subcommittees their assigned agenda items to discuss with their respective sector and subcommittee. I had the chance to sit in on the subcommittee regarding budget affairs. The subcommittee had a budget specialist from the IBHE who specializes in fiscal budget projects, and she explained the IBHE institutions make requests and how deadlines to have those requests met were to be submitted. She also discussed student fees.

IBHE-SAC created its own definition of what student fees should support. The following is the definition of "student fees," as defined by the SAC: "Student fees include any voluntary or compulsory fees assessed against students to support functions separate and apart from the regularly scheduled academic functions of the institution. Student fees may only be established to fund services, activities, or facilities that are available to all students, and all students who are required to pay such fees. These services, activities, and facilities include, but are not limited to, the payment of direct and indirect operating expenses of recognized student governments, textbook rentals, recreational activities, health and medical services, intercollegiate athletics, student publications, technology, and student transportation services."

The IBHE-SAC also proposed that each institution should create a student advisory committee that would be made up entirely of students, and be able to have input on existing fees or in the creation of new fees. There is currently no resolute definition for student fees that is unanimously recognized by the Illinois higher education community. The above definition has allowed Illinois institutions to charge students fees for other activities, such as "lost university funds, faculty provisions, and programs that are not designed for students." Students of Northeastern Illinois University (NEIU) told the IBHE-SAC that the SAC had "trashed" their institution at the April 4, 2000 IBHE meeting at Wilbur Community College in Chicago, Illinois. They claimed that the past chair of IBHE-SAC didn't have the correct facts about the graduates at their institution not being allowed to be student trustees. They posed the following questions to the SAC: Why didn't the SAC get in contact with the NEIU student government? Why did the SAC decide the NEIU student representative and alternate? The IBHE-SAC answered these questions as professionally as possible. I pondered, "What kind of student government would ask us why they made a choice on bad representation for their institution?" Should the IBHE-SAC pay for an institution's incompetence? I agree that the SAC should have been in close contact with NEIU, but what is the point of having an IBHE-SAC representative and alternate, if their institution can't trust them? The IBHE-SAC is the SAC's representative. In the future, the IBHE-SAC will keep in close contact with student governments. The last item on the agenda was subcommittee appointments for the IBHE-SAC Executive Board. I was the vice-chair on the subcommittee pertaining to minorities affairs. On June 2, I was appointed the new Chair of the Access and Diversity Committee (ADC) of the IBHE-SAC. My vice-chair is Maria A. Grandara, who attends NEIU. Our first meeting as the chair and vice-chair was at the University of Illinois (Champaign-Urbana), on August 19-20, 2000. (More on what transpired there in a future column.) At this point in time, I would like to say goodbye to Michael Leshoure, who has chaired the subcommittee on minority affairs for the past year. He played a crucial role in giving it a new path to follow. May God be with you always, Michael!
Despite the fact that the levels of activity at Governors State University (GSU) tend to gear down during the summer trimester, the Student Senate has been revving up for a productive, positive, and powerful year. Since the events reported in the previous issue's column, many alarming and wonderful events have occurred within our senate meetings. Alarming because we have learned about (and experienced) incidents of inappropriate behavior by our administration towards the students. Wonderful because we have acted together as a unified body towards addressing and resolving these many concerns.

Members of the GSU community have shared grievances, queries, and suspicions of wrongdoing with the student senators, and the senate has attempted to act upon them. The purpose of this column is to provide the public with an update on information to make matters more transparent.

Research is being conducted by several ad hoc committees regarding misappropriation of student fees and tuition/state/federal money on the part of the administration here at GSU. Presently, the apportioning and recordkeeping of the technology fee is being scrutinized, as well as dubious purchases which might have been made by the College of Arts and Sciences (CAS). Each of the four colleges is slated to be examined at some point (time permitting), however, the CAS is the first alphabetically, and the most suspect of wrongdoing at this time, per information shared with members of the Student Senate.

The Student Senate will continue to share its readers any progress or drawbacks pursuant to these matters, so be certain to look for updates in future issues of the INNOVATOR.

Interestingly enough, students who had anticipated taking Hist570 (World History), a core course in the university's Integrative Studies program, have discussed with the Student Senate concerns about the CAS dean's (Roger Oden) extremely recent (this past Friday) pulling of the class from the fall schedule. Apparently, the dean of that college is in the thick of a grievance filed against him by the instructor who designed the curriculum and ordered the books for the course. Dr. Geoffrey de Laforcade, a Yale graduate specially brought to GSU to help develop the Integrative Studies program. (Oden has dismissed de Laforcade on the claims that no program need exists for the retention of the instructor's services.) Although the details of the grievance are confidential, a few specific articles of contention include a lack of work hours. This is another issue the Student Senate will encourage any student reader of this column to think not a useful public servant and to contact the administration in the near future, so you may look to future issues of the INNOVATOR for coverage of this matter.

Sadly, the Student Senate has experienced much in the way of resistance this trimester in terms of being permitted to exercise the rights guaranteed to it pertaining to participation in university governance. (For an additional read on the possible further exclusion of "the student voice," see cover story about memo from GSU "founding father" David Crispin.) Upcoming senate meetings will focus on the rights and responsibilities of the student senate, faculty senate, and civil servant senate, each of which play an important role in ensuring proper, prompt, and productivity for the university. Future topics also include the possibility of an investigation examining accounts of racial (and possibly religious) discrimination on the part of certain members of the CAS, and lobbying efforts and grant requests to be made to our state's capital and the federal government for the purposes of program development and effective use of campus resources.

The student government is moving toward becoming an association (an SGA), which would empower it more to some degree.

Recently, the president of the Student Senate (Dorothy Ferguson), the public relations officer (Jeni' Porche'), and I (vice president) met with Dr. Stuart Fagan, our university's president. We proposed the idea of hosting a constitutional convention at GSU as it has been 20 years since the last major re-tooling of the university's (supposedly) democratic governance system to be made in terms of the campus' present (outdated and problematic) modes of operation. Dr. Fagan informed us at this meeting that he had recently sent out a memo regarding the initiation of a strategic planning committee, which would essentially serve as a task force to examine strengthening university practices and policies. Unfortunately, upon careful perusal of the missive, it should be rather apparent that students are effectively excluded from participating in the effort, despite the fact that the memo is addressed to the "university community"—a community that is comprised of anywhere from six to nine thousand students and a scant few-hundred employees. When Dr. Fagan was consulted about this seeming oversight in terms of student participation, he explained that the president of our senate would be allowed to engage in the planning discussions, and therefore, student concerns, insights, and perspectives would (supposedly) be conveyed via her/his representative right. What this means is (if true) that the administration intends to essentially avoid the need of opting to utilize what may be the best and largest possible pool of resources available to it (namely people), the university is planning to rely on the experience, insight, and effort of a single student. "Strategic planning"? Bad planning is more like it, so far as I see it. Perhaps the administration should reconsider its current agenda, and at the very least, invite the student clubs and organizations leaders to participate—or do a significant random polling of the student body. Currently, students who are older, more that the bulk of GSU's students are experienced and experienced leaders of the problems existing at (or created by the university, the seemingly deliberate exclusion of their involvement not only seems unwise, but in direct opposition of the "student-centered" credo of the GSU rhetoric.

In conjunction with this thought, there will be a Board of Trustees meeting held at GSU on Friday, September 15, 2000, at 9:30 a.m. in the Hall of Honors. By all means, I encourage students to attend, in order to make their thoughts known to the administration. Of course, the times scheduled for meetings on matters which students should be and are interested in discussing are regularly slated at ridiculously early times, considering that the administration knows full well (at least if it reads its own publicized demographics) that most students have career and/or familial obligations during regular work hours. This is another issue the Student Senate is presently examining, as most students cannot participate if they are not provided the opportunity to attend meetings which determine issues which primarily affect them. For the duration of Welcome Week for the fall 2000 trimester, the Student Senate will have available petition forms on concerns being discussed by the student body at present, and I encourage any student readers of this column to please swing by the senate table and sign as many petitions as possible in support of their sentiments, in order to make their opinions more than merely feedback, which seems to be all that the university has deemed permissible for some time now, so far as has been my experience. At this time, students are not entitled to vote on issues discussed and determined by the university-wide committees on which they sit. Does this seem reasonable, equitable, or cooperative? Every vote is an opinion registered to some effect, and talk is all too often cheap and ineffectual. In order for the students to be truly involved, and for the university to be as truthfully inclusive as it claims to be in all of its books, speeches, and press releases, the students must be granted the same voting rights as the students, faculty, and civil servant and faculty members on these pertinent committees; it doesn't matter if one talks softly if one doesn't carry the big stick to back up the talk.

Students interested in becoming student senators should contact the senate via email at senate@gsu.edu, or by calling (708) 534-7056. The Student Senate office is located on the second floor of A-wing, in the rear of the Student Leadership Suite, A2100.

This correspondence concerns all senate meetings are open to students. We can’t solve problems we don’t know exist, so student input is both necessary and valuable. Please write, call, or visit the student senate if you have complaints, suggestions, or information you would like to share: We count on the students as much as they count on us.

"I never have and never will (I hope) do anything for the sake of popularity; he that steers by any other compass than his own sense of duty may be a popular, but cannot be an honest, and I think not a useful public servant."—John Wilson Croker, 1816.

Please visit the GSU Student Senate table during Welcome Week 2000, Monday, August 28th- Friday, September 1st. Learn about the issues that are affecting you...
August 28, 2000

Beginnings Teacher Program Holds Annual Seminar

Governors State University's Beginning Teachers Program held its annual seminar on August 16-18, 2000. The program held professional development workshops on campus for new educators and experienced teachers who have signed on to be mentors. "The program helps new teachers bridge the gap between their experience as student teachers and the real teaching world. Mentors provide the professional and emotional support that are so critical for novices," said Dr. Karen Peterson, program coordinator.

The GSU Beginning Teachers Program is in its eighth year of operation. It provides professional development and mentoring for pre-kindergarten through high school teachers. The collaborative effort is supported by six area school districts: 130-Biue development and mentoring for pre-kindergarten through high school teachers. The collaborative

Local Coffeehouse Launches New Forums for Artists

Spuntik, a cosmic coffeehouse featuring live entertainment, has included visual art to its calendar of events. "Artists' Open Frame," exhibitions of individual artists and student workshops are among the artistic offerings at Spuntik.

Every third Monday night of the month, the venue opens its doors to visual artists working in an HRCI, "Artists' Open Frame" provides a unique opportunity for artists to display their work via a continuous slide presentation. This original idea came from Spuntik owner John Brazas, who recognizes the need for artists to have a place to show and the public's continuing interest in the arts.

"In the same spirit as Spuntik's "Music Open Mic on Wednesdays, and our "Spoken Word Open Mic," the "Artists' Open Frame" is available to everyone. Participating artists are encouraged to submit the work they most want viewers of an audience to abstract or naturalistic, traditional or avant-garde. This venue offers a forum that is totally open to creative expression for all types of visual art," says Brazas.

In addition to "Artists' Open Frame," Spuntik offers shows of individual artists. Rather than displaying a potpourri of art work as coffeehouses typically do, Spuntik's exhibitions are designed in the style of an art gallery. There is an opening reception for the artist, and his/her work is exhibited for a four to six week period. In conjunction with the shows, the art-ists offers workshops for students.

Homewood resident John Lustig's paintings are currently on display at Spuntik. Lustig is a native of Chicago Heights, and an assistant professor of fine arts at Prairie State College. He is a resident artist/curator of the Union Street Gallery in Chicago Heights, and his paintings have been exhibited throughout the south suburbs and the surrounding region. The Spuntik reception for Lustig was on Saturday, July 29, 2000 from 5:00 to 7:30 p.m., and was followed by a performance of local jazz guitarist Tom Castonzo.

Spuntik is located in south suburban Homewood, 2 blocks east of the Homewood Metra station. For further information, please call (708) 922-9950.

HR Director Earns Professional Certification

Janice B. Schultz, Associate Director of the Department of Human Resources (DHR) at Governors State University (GSU) recently earned certification as a Senior Professional in Human Resources (SPHR). Awarded by the Human Resource Certification Institute (HRCI), the certification means that Schultz has the theoretical and practical experience in human resource management necessary to pass a rigorous exam demonstrating mastery in the field. HRCI awards two levels of certification: Senior Professional in Human Resources (SPHR), and Senior Professional in Human Resources (SPHR).

To receive certification, an applicant must pass a comprehensive exam and demonstrate a strong background of professional human resource experience. The HRCI is affiliated with the Society for Human Resource Management (SHRM), the world's largest organization dedicated to the human resource profession. Schultz, from Peotone, IL, has a Bachelor of Arts degree in English from North Central College in Naperville, IL, and a Master of Arts degree in Communication Studies from GSU, in addition to having more than 15 years of management experience in the human resource profession.

GSU Offers Degree Program at Local College

The Criminal Justice Program at Governors State University (GSU) will offer its Bachelor of Arts in Criminal Justice at Kankakee Community College this fall trimester. New students and adults seeking continuing education and professional development are encouraged to consider this valuable program opportunity. Core courses, as well as a three-course series on policing and drugs, will be offered beginning the week of August 28, 2000.

"Justice will be taught by Kendall Wenzel, Chief Judge of the Kankakee County Circuit Court. Wenzel has presided over the Juvenile Court in Kankakee County since 1996, and is an advocate for community adolescent-and-family based initiatives. He has worked in collaboration to create and implement the Kankakee County Enhanced Family Court.

Judge Michael Kick will offer the core course Judicial Process and Constitutional Issues. Kick, a former Kankakee County State Attorney, brings an in-depth perspective to the application of criminal and civil law to the classroom. His continued affiliation with Kankakee Community College Adult Drug Court offers a unique view of the 'cutting edge' changes in justice programming.

A great challenge for students and professionals is to advance their academic career close to home. We hope to bring our programming to Kankakee in multimedia formats to ease the academic process for learners, who have work schedules that aren't conducive to travel," said Dr. Jagan Lingamneni, program coordinator of the GSU Criminal Justice Program.

The course schedule is listed on GSU's website at www.govst.edu. Students are encouraged to contact the university's Admissions office at (708) 534-4490, or the Division of Extended Learning at (708) 543-4099 for additional details. Course enrollment forms are available at the Kankakee Community College Transfer Center.

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administrators will unfairly use some negative statements by students against you, block you from tenure, or fire you! Good reasons! Wrong solution. Those administrators will find other reasons to fire you, or block your tenure if you have strong reasons for doing so. That is a problem between faculty and administration. You will not solve the problem by cutting off our student evaluation of us. Consistently strong positive student evaluations are the greatest support we faculty have against "unfair" administrators. They know that our statements are paying their salaries too! Consistently negative evaluations, by many students, over many classes, over several years SHOULD result in no tenure—even non-renewal.

Some friendly suggestions:

1. Use no prepared forms. Give students at least 15 minutes to think and to write near the end of class about the learning and teaching they've experienced in your class. Say to them: "Learning: Was this a good learning experience for you? In general, what did you learn? A lot? A little? Is this learning valuable to you personally? Explain. Teaching: What did this teacher—who did I—do—that helped you to learn? Be specific. My methods. My behavior. My personality, whatever. Friendly suggestions: Any ideas that could improve what I'm doing here? Please sign your name. That will make you responsible for your words. And, will increase your influence. It's okay not to sign. Don't hide behind that. If you have a serious criticism of something I've said or done, let's talk about it. If you were really afraid that it would affect your grade, call me, or come see me after you received your grade. I can't grow if I've caused a problem for you, and I don't know it. Put your evaluations in this big brown envelope. (one of the students) has agreed to deliver these to my chairperson. My chairperson will read these and pass them to me. For those of us faculty up for promotion or tenure, copies of the evaluations, positive student evaluations are the greatest support. Those administrators need real, specific information about you and me as teachers. They know all they need to know about our research, publications, presentations, and community service because we tell them and show them. Let's show them, and each other, our teaching. Let's ask them for advice. Most (I hope all) of them were teachers too!

Openly exposing our inadequacies and our "blunders," hearing friendly suggestions, and growing and changing will build trust. Administrators are human beings, imperfect, like us. Please do not discount, dehumanize, or disregard our students by cutting off the (only) real influence they have upon the education they receive here at wonderful, democratic, humane, open student-centered Governors State University, with special attention to women and minorities. (Ask also for their concerns about parking lots, cafeterias, and more.)

What I suggest above is what I've been doing here for 30 years. I'll gladly share my students' handwritten evaluations with you, as I have always done with my deans, chairpersons, and personnel committees. Ask them how they feel about my giving these to them.

Thank you for your consideration. Feel free to visit or call me. My office is located in D34045 (OE/P &C), and my secretary, Bonnie Jepson, can inform you as to when I am available. Her number is (708) 534-4840.

CC: Stuart Fagan, President, GSU Jagan Lingamneni, President, Faculty Senate

News Story Leads? Ring 708/534-4517

1. Call for Texas State University

Department of Human Resources

PROFESSIONAL ENRICHMENT AND WELLNESS PROGRAM LECTURE

"Balancing Work and Home"

Presented by Cheri Selye, L. O.P.C.

Thursday, September 14, 2000

11:00a.m.- Noon

Hall of Honors

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Sponsored by the Department of Human Resources

To Register: Call Ruth Zayas, ext. 5305
TALE Launches Fall Registration

Fall classes at The Adult Learning Exchange (TALE) at Governors State University (GSU) include a diverse array of courses which range from a study of Beowulf to Learning from the Boob Tube," an analysis of television documentaries. Individuals seeking more details on the courses offered and registration should call TALE's office at (708) 799-7650. Moreover, a special registration and program showcase will be held at GSU on Friday, September 15, 2000. TALE is a resource for adults in the greater South Suburban and Northwest Indiana region who are interested in pursuing intellectual challenges and acquiring and sharing knowledge. The program is sponsored by the university in collaboration with the Anita M. Stone Jewish Community Center.

GSU Expands On-Line Library Collection

The library at Governors State University (GSU) has added new research databases, in order to augment its current offerings. As a result of the expansion, which was funded by the Illinois Digital Academic Library (IDAL), GSU's library has 10 additional databases, which would have cost the library $160,000 to subscribe to, which brings the total number of online data bases available to the library to 100. "IDAL effectively demonstrates the state's commitment to Illinois library patrons, ensuring greater access to an expanded number of information data bases and research tools," said Rebecca Boslian, GSU library director.

The new databases add the full text of 5,500 electronic fiction and non-fiction books to GSU's current collection of eBooks, and significantly expands the library's collection of general news, professional and trade magazines, and journals covering all the academic disciplines of the university. The eBook collection includes new scholarly titles such as High Technology and Low-income Communities, published by MIT Press; User-Centered Technology, published by Harvard Business School Press; and Designing 21st Century Healthcare, published by Health Administration Press. At the heart of the academic community, GSU's library offers state-of-the-art, computerized access to a growing number of on-line bibliographies and full-text journal databases, as well as its collection of over 360,000 volumes, and the holdings of 44 additional academic libraries. For information, call 708-534-4110, or visit our web site at http://www.govst.edu.

$100,000 Grant Boosts GSU Science Program

A grant from the National Science Foundation (NSF) will be used by the Science Department at Governors State University (GSU) to establish a regional nuclear magnetic resonance (NMR) center on campus. At the heart of the center will be a new NMR instrument which can be accessed via the Internet by students at colleges and universities throughout the southern metropolitan region. NMR technology produces structural information about chemicals, with resolution down to the atomic level. For students pursuing careers in medicine or the sciences, the ability to research and interpret data using NMR technology is critical. The new addition replaces NMR technology acquired by GSU in 1978. "Any institution that does serious research in chemistry must have modern equipment like this," said GSU professor Greg Moehring, who spearheaded the project in 1996, and who has since worked in collaboration with faculty at both the University of St. Francis and South Suburban College to implement the center.

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PSC Releases Non-Credit Class Schedule
Prairie State College (PSC) now has available its Fall 2000 schedule of non-credit classes, featuring 35 pages of personal and professional interest course listings. The schedules recently have been mailed to South Chicagoland residents, and are available at both the main campus in Chicago Heights, IL, and the Matteson Area Center in Matteson, IL. The classes, which vary in length from one-day seminars to 13 weeks, cover a wide range of topics, including business and computers, music and dance, arts and crafts, and health improving exercises. For further information and course listings, visit the PSC Web site at http://www.prairie.cc.il.us.

News from the Illinois Board of Higher Education
The explosive growth in Internet-based courses has fueled an impressive gain in distance education since the Illinois Virtual Campus (IVC) went online a year ago, according to a report presented to the Illinois Board of Higher Education (IBHE) on August 22, 2000, at North Central College in Naperville, IL. IBHE members also reviewed a study showing that faculty salaries at public universities remain behind those paid to peers across the nation, and will act on more than $20 million in grants for technology, school-college partnerships, minority education, community development, and high-tech research. The distance learning report shows that the IVC has experienced a significant growth spurt in just its one year of being in operation. There were 26,000-plus students enrolled in distance learning offerings through the IVC during the Spring 2000 semester, up from approximately 9,000 students in the Fall 1999 term. Enrollments in IVC online courses increased by 58%, and accounted for a third of the rise in distance learning activity. The IVC was launched in August of 1999 with “a virtual ribbon-cutting ceremony” during an IBHE meeting in Springfield, IL, where the IVC is based.

According to Cathy Gunn, Director of the IVC, the electronic course catalog now lists more than 1,800 courses, up from 800 a year ago. Fifty-six percent of the courses are on the Internet, and 82% are taken by undergraduate students. The IVC catalog also lists 45 certificate and degree programs available through the Internet, interactive television, or other distance learning means. The IVC has expanded the number of student support centers on community college campuses from 15 to 40. The centers offer access to computers and the Internet, technical support, testing services, academic advising, and access to libraries. “We are delighted to report the strong interest by both students and institutions in using the IVC to expand access to higher education,” Gunn said, adding “The growth we have seen is a testament to the need for distance learning programs and the strong support by the state.”

Keith R. Sanders, Executive Director for the IBHE, commented “We are grateful to the University of Illinois for developing this very useful and widely used tool for linking students with college courses and degree programs. The IVC has filled a void in higher education. We must now examine ways in which technology can help us plug other gaps in the education needs of students and employers, including the Illinois Virtual High School and bachelor’s degree completion programs.”

In other matters, the IBHE received an update on faculty pay, which showed how little progress has been made in terms of public university salaries being competitive with peers across the nation. According to the report, the average salary for public university faculty in fiscal year 2000 was $59,700, an increase of 3.8% since the previous fiscal year. At private universities, the average salary was $67,100, an 8.1% increase for the same time period. Over the past two years, faculty salaries did well compared to the cost of living, the increase in average salaries in all states exceeded the rise in the Consumer Price Index (CPI) for total compensation. Average faculty salaries in state-funded universities increased faster than the national average, while private institutions also increased faster than the jump in Illinois per capita income, although salary increases at community colleges lagged behind that statewide measure. During the 1990's, the salaries in all three sectors outpaced inflation, as measured by the CPI, but all lagged behind in increases in Illinois per capita income.

The study examined salaries from the first of a five-year plan to eliminate the persistent discrepancy between compensation levels for Illinois faculty and their counterparts at similar institutions across the country. That plan, known as the “3+1+1 Initiative,” is now in its second year of granting a general 3% salary increase, with an additional 1% from the state matched by 1% from institutional resources. Although the initiative kept Illinois salaries from falling further behind, it has yet to show much headway in reducing the competitive gap. The report notes that despite attempts to catch up to salaries paid in other states, it states that “Illinois institutions have made no major progress in improving salary levels in comparison to their peers. Other states have increased salaries at rates greater than anticipated in the "3+1+1 model, and have met or exceeded Illinois' investment in salaries." Illinois' public university salaries remain about 5% below faculty salaries of peer institutions. The IHEA will be acting on a 21.4 million dollars in grants allocated through the Higher Education Cooperation Act (HECA) for fiscal year 2001. The grants are shared by all public universities, 31 community colleges, 14 private institutions, and 5 not-for-profit organizations. Overall, the grants fund 148 projects, reaching students from third grade through graduate school. IBHE members will also hear a presentation on the Illinois Manufacturing Center, funded by HECA grants, showing that 2,417 jobs were created or retained through the center's assistance to small and medium-sized companies in fiscal year 1999.

GSU Community Students, Staff, and Faculty
Announcing:
Classes in
"Tai Chi"

I learn the historical and traditional background of this ancient art which promotes physical health and relaxation through gentle movement, stretching, and deep breathing.

Presented by Gary Paruszkiewicz

Thursdays, September 7-December 14, 2000
Classes will run fourteen weeks and cost $50.00 (Two installments will be considered.)
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Registration deadline is Friday, September 1, 2000
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and the DOLFUNLINE ©

by Al Shorey

Considering the recent occurrences of aquatic fatalities in the Chicagoland area, and knowing that the best way to protect people from this fate is by teaching them to swim, the authorities in Dolfunland have dispatched two of their emissaries to the south suburban area to assist in this endeavor.

Visiting us at GSU from their land beyond the South Pole, Danny and Denise Dolfun are two mammalian creatures who, while closely resembling their Dolphin cousins, possess unique abilities unknown to the Dolphin family. Amongst these capabilities are the ability to easily communicate with humans, the power to become invisible to the human eye, and the ability to exist in both aquatic and non-aquatic atmospheric conditions.

An important piece of equipment brought to us from Dolfunland by Danny and Denise is the Dolfunline, an implement which, when utilized along with strictly adhered to guidelines for swim instruction designed by recognized aquatic authorities, has been found to enhance the aquatic learning experience.

On September 1, 2000, a water show, "Summer Dreams," will be presented in the Student Life Pool. The show will include an exhibition of competitive swim team workout elements by the Marian Catholic swim team, water ballet presentations, a demonstration of lifesaving techniques, and, when a presentation by swim lessons participants is in progress, the Dolfunline will be employed.

All members of the GSU family are invited to observe the show which will be held in the Student Life pool located in the A building. The date again is Sept 1, and showtime will be 6:00 PM.

Website Awards Given to the Region's Best

The Homewood-Flossmoor Park District has won first place in a website design contest sponsored by LincolnNet, a public information computer network for south suburban communities. The South Metropolitan Regional Leadership Center (SMRLC) at Governors State University maintains the website. The village of Homewood won second place in the fourth annual web page design competition. Third place honors went to the South Suburban Public Action to Deliver Shelter (PADS) program for the homeless. The staff of the SMRLC reviewed member home pages and picked the top 15 websites, based on content, design, and ease of navigation. LincolnNet members voted for the top three sites. "Selecting a winner was very difficult. All of our members worked hard to develop their sites," said Larry McClellan, executive director of the SMRLC. The LincolnNet homepage can be accessed at www.lincolnnet.net. Additionally, there is a telephone hotline, the Lincoln InfoLine, at (708) 235-4132.

Meeting Held on Thorn Creek Watershed Plan

The Thorn Creek Ecosystem Partnership met at Governors State University (GSU) on Monday, August 21, 2000, in order to discuss the draft of its watershed plan. The plan encompasses Thorn Creek and its tributaries, which include Deer Creek, Butterfield Creek, Third Creek, and North Creek. Earlier this year, the partnership held initial strategic planning sessions to discuss ways to preserve and restore the natural landscape and to improve water quality. Drafting the plan is a requirement of the Illinois Department of Natural Resources (IDNR) "C" 2000 Program. IDNR has supported the planning effort with a $10,000 grant. The partnership includes representatives from the Forest Preserve Districts of Will and Cook Counties, and the villages of University Park, Park Forest, Flossmoor, and Matteson. For more information, or a copy of the drafted watershed plan, please call (708) 534-4526.

GSU To Offer Classes at Thompson Center

Governors State University (GSU) has announced its Fall 2000 schedule of classes offered at the James R. Thompson Center in Chicago, IL. During the week of August 28th, GSU's College of Business and Public Administration (CBPA) and College of Health Professions (CHP) will begin holding evening classes at the Center. The CBPA will offer courses for the Master of Public Administration Degree Program. The classes offered will be Foundations of Managerial Statistics, The Dynamic of the Public Policy Process, and Seminar in Urban Government. For further information on these offerings, contact (708) 534-4391. The Addictions Studies Program of the CHP will offer two courses, entitled Group Techniques and Etiology and Epidemiology of Substance Abuse. For additional information on these courses, call (708) 534-4918.
GSU Disability Awareness Day

On July 1, 2000, President Clinton proclaimed July 2000 as being Spirit of ADA month, stating "I urge government officials, business people, community leaders, educators, and all the people of the United States to celebrate the contributions people with disabilities have made, and continue to make, to the progress and prosperity of our nation, and to renew our commitment to upholding the nondiscrimination principles of the ADA." On July 18, 2000, Governors State University (GSU) celebrated the 10th anniversary of the signing of the Americans with Disabilities Act (ADA) by hosting a disability awareness day. The day's events began with a luncheon, and continued with a national teleconference entitled "Breaking Ground: Ten Years ofADA," which was held in the Hall of Honors. Following the teleconference, a fair featuring area businesses which provide resources and services to person with disabilities took place in the Hall of Governors. The day's activities concluded with a reception and remarks made by GSU President Stuart Fagen.

Local Photographic Department Celebrates 20 Years

The Photographic Studies Program at Prairie State College (PSC) kicked off a year-long celebration of its 20th anniversary at the opening of this year's Photographers of the Year Exhibit on Friday, August 25, 2000 at the Christopher Art Gallery. This open-house event is free to the public, and will feature the works of Robert L. Gunther of Park Forest, named photographer of the year for 2000. The 20-year anniversary is being marked with numerous events throughout the year, including donated gift-giveaways, manufacturer demos, and guest speakers. "It's very exciting," said Don Kouba, Department Chair of Fine and Applied Arts and Coordinator of Photography at PSC. "We've been working with photography companies and asking them for materials and assistance." The PSC Photo Department and Photo Society also work with digital camera, party, camera raffle, photo competition and photo auction. According to Kouba, the anniversary events will showcase the progress of PSC's Photo Department over the years. "We've built quite a reputation and we've seen incredible growth over this past year alone," he said. "We're using more digital camera technology, and that has really piqued interest in the community." For more information on the Photographic Studies Program at PSC and the 20-year celebration, call Don Kouba at (708) 709-3897. The Photographers of the Year Exhibit runs until Thursday, September 21, 2000, in the Christopher Art Gallery. The gallery is open Monday through Thursday, and Fridays from 1:00 a.m. to 7:00 p.m. (and by appointment). Call PSC at (708) 709-3368 for more information.

Local Photography Department Celebrates 20 Years

With the completion of Prairie State College's new Health/Technology Center, the College has an ideal training facility for its new Surgical Technology program. This unique program, to begin this fall, will prepare students to work as surgical technicians in hospital operating rooms, labor and delivery, ambulatory surgical care centers, physicians' offices, and other medical centers. The new Health/Technology Center, located next to the college's main campus on south Haiti St., will offer students an ideal training facility, explained Pat Hunter, consultant to the Surgical Technology Department. According to Hunter, "We have a state-of-the-art surgical suite in the new building to train students."

The evolution of health care services has created a high demand for skilled surgical technicians. These professionals have become an integral part of hospitals' staffs, and are members of a team of specialists which includes surgeons, nurses, anesthesiologists, and others. According to the U.S. Bureau of Labor, surgical technology is one of the fastest growing professions, and demand is expected to increase 43% in the next five to ten years. "We developed this program partly in response to requests from area hospitals," said Hunter; "They have a real need for this program; they're desperate for certified surgical technicians."

To receive certification through the program, students are required to complete 36 credit hours of specialized courses. These courses are based on a curriculum recommended by the Association of Surgical Technologists (AST), and include in-class and laboratory work, as well as clinical experience. Students can complete the program in as little as one year, after which they can earn up to $13 an hour as a surgical technician, according to AST statistics.

PSC is the only college to offer this program within the South Metropolitan Career Network, which includes Joliet Junior College, Kankakee Community College, Illinois Valley College, Moraine Valley Community College, Morton College, South Suburban College, and PSC. As students who live in the districts served by any of those colleges can enroll in the Surgical Technology program without having to pay out-of-district tuition rates. Students in the program are encouraged to apply early. For more information, call Susan Chap at (708) 709-3500, or PSC Admissions at (708) 709-3516.

GSU Professor Presents Paper at Oxford University

Dr. George Garrett presented a paper at the Sir William Gladstone Colloquium on Higher Education Law as part of the Oxford University round table on education policy. The colloquium was held July 20-24, 2000, at Somerville College, Oxford University, England. Dr. Garrett's paper, which addressed the subject of tort law, was entitled "Trick or Tort." The paper examines the problem of computer-tampering and practical-joking resulting in criminal activity and potential tort actions.

Dr. Garrett joined Dr. Barry Rider, director of the Institute of Advanced Legal Studies, University of London, and Dr. James Mingle, university legal counsel for Cornell University, in addressing the program topic of "Impediments on the International Information Highway." Garrett will also present a paper on the colloquium's topic at GSU, sometime during the upcoming fall trimester. Garrett, a resident of Park Forest, teaches School law in the College of Education at GSU, and coordinates the Chicago Board of Education Cohorts in Educational Administration.

GSU Teams with U.S. Navy

The Board of Governors (BOG) degree program at Governors State University (GSU) has been involved in a unique partnership with the United States Navy. GSU has partnered with the Navy College PACE (Program of Afloat College Education) through the Middlesex Research Center (MRC), in order to offer GSU telecourses and access to the BOG's B.A. program to sailors on ships and submarines around the world.

GSU cooperates with Coastline Community College and the Dallas County College in offering on-duty sailors a "2 plus 2" pathway to the BOG program towards earning a bachelor's degree. Since the first GSU courses were offered at sea in the spring last year, nearly 500 sailors have registered and completed upper-division courses. This summer, Lt. Scott McClelland became GSU's first Navy College PACE graduate. Three new telecourses are being revised on CD-ROMs for PACE, which are to be added to the already available courses for this year. They will run on computers in the learning centers located on most Navy ships, and the program anticipates greater enrollment in the future.
Get Your Money's Worth in the Career Services Office
by Valerie Smith

Have you ever gone to a store, given them $20, and walked out of the store without having taken advantage of what your $20 could purchase? Many college students at Governors State University (GSU) do it every trimester. Maybe you are guilty of not taking advantage of the services available through the Department of Career Services (DCS). If you have a dream job in mind, whether it is part-time, full-time, or an internship, you could possibly find it in that department. Why not take advantage of it? After all, you're paying for it.

The DCS is located in the C Building, across from the cashier's window, in room 1321. It is accessible to both students and alumni. As you eagerly enter the department, anticipating finding the job of your dreams, you will be greeted by a helpful secretarial assistant, willing to help you meet your career needs. She will ask you in what college you are, and from there, she will direct you to several books to help you in your search. These books include "help wanted" advertisements in all four university divisions, which consist of the College of Arts and Sciences (CAS), College of Business and Public Administration (CBPA), College of Education (CE), and College of Health Professional (CHP). It also lists job notices for various organizations and companies (such as Argon Lab or Rush Prudentia), as well as city, state, and federal jobs. You have a variety of resources to view based on your individual career needs. Be advised to take a pad and pencil with you, as you will find probably more jobs then you might have imagined. In fact, new jobs are added everyday. For teaching jobs, you can access the career service job hotline on the web at www.govst.edu/careers, and this list is updated two times per month. Students and alumni can access a multiple listing of jobs on the Internet, however, they must go to DCS to get a password. In addition, if you need help with job search strategies and career planning, they have a wealth of resource information available.

Before students begin the job searching process, they should contact DCS to help them develop eye-catching resumes and sharpen interview skills which can increase their chances of getting the jobs they want. Professional career advisors are available at all times that are convenient for most students, and how often students with them is based on individual need. If you are indecisive about as to what career field might interest you, most, the advisors can administer a career test to help you discover what career may be best for you. Robby Peppers, the Coordinator of Student Employment and Internships at GSU, proudly stated that, "We help students to continue their education, get job training, and have supplemental income while in school.''

The department is open from 8:30 a.m. to 7:00 p.m., Mondays through Thursdays and 8:30 a.m. to 5:00 p.m. on Fridays. If those times are inconvenient for you, the circulation desk in the library is holding copies of three locator job books, which list notices for the CAS, the CBPA, and the CHP.

Napster: Trading Revolution or Theft?
by Michael Hargot

We are immersed in a dot-com world that bombards us with advertising gimmicks that call for us to visit its web sites and utilize what it is being offered. The more we become familiar (and even comfortable) with these web sources, the more we choose to use and seek out other forms of entertainment. We find ourselves continually looking for bargains on the Internet in an attempt to outwit high market prices. We shop for cars, vacation packages, computers, books, and entertainment items, among other things on the Net. We are familiar with these web sources, the more we choose to use and seek out other forms of entertainment. These sources or sites provide us with easy access to information, goods, and entertainment. This procedure is what has generated the band Metallica's lawsuit against Napster.

In the summer of 1999, people began to stumble upon a little unknown site by the name of Napster. Word soon got out that a website existed where anyone would be able to log on to this site and download music at no cost, avoiding the high price of compact discs (CDs). Napster visitors were simply able to type in the name of the song or artist they were looking for, and then a list of that particular song or artist would pop up on the screen. You then click on the song title, and your computer begins to download that file within minutes, depending on the speed of the modem. It is not Napster, however, that is providing the music files, but other Napster visitors who make all their music files (MP3s) readily available. This is where the debate begins. Napster claims that they are only providing the service that allows their visitors to swap files with each other. They are not, technically speaking, committing copyright infringement against the music companies and the artists themselves, and therefore, it is the Napster visitors who receives and relinquishes his/her music files that are at the culprits of the copyright infringement.

Music labels and many music artists are outraged with the service that Napster provides, yet as long as customers receive their music at no cost, they will happily play the role of guinea pigs. While we are still in the early stages of the Internet legislature currently no laws are in the books regarding copyright infringement through the use of the Net. It will not be long, however, before this will change. Napster has been faced with lawsuits from the Recording Industry Association of America (RIAA), the heavy metal band Metallica, and rapper Dr. Dre, whose songs and music videos have been removed from Napster. It has also been reported that the FBI is investigating the Napster site for potential violation of copyright infringement.

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Mystery of the Dead Sea
Visits Chicago Museum
by Patti Kreischer

Entering into the dimly lit passageway leading to an exhibit of the Dead Sea Scrolls, one could encounter ancient Israel and a world of politics, religion, law, and covenants with the God of Abraham, Isaac, and Jacob. The Dead Sea Scrolls were scheduled to be on exhibit at the Chicago Field Museum of History from March 10-June 10, 2000, however, due to an extreme demand for tickets, the exhibit was allowed to remain at the museum for an additional week, thanks to the graciousness of the Israel Antiquities Authority, from whom the scrolls were loaned. Prior to this exhibition, the scrolls had never been displayed outside the state of Israel.

The Dead Sea Scrolls were initially discovered in 1947, in a cave at Qumran, located on the western coast of the Dead Sea. A young Bedouin shepherd, searching for a lost goat, came upon a small cave. Throwing a stone into the darkened cave, perhaps in hopes of stirring the wayward animal, the shepherd heard, instead, the sound of shattering pottery. Upon further exploration of the cave, the shepherd made one of the most remarkable archeological discoveries of the 20th century.

The scrolls were written on parchment made from animal hides and papyrus—thin, pressed strips from the plant of the same name. The scroll fragments on display were written in Greek, Hebrew, and Aramaic languages, and are dated between 250 B.C.E. and 70 C.E. Most of the fragments were partial texts from the Old Testament. Small portions of the book of Leviticus (23:22-29) were enclosed in environmentally protective cases with controlled oxygen levels and interval lighting. Psalms 101-150 were discovered also, and portions of these were on display, as well as those of Deuteronomy (5:1-6:1 and 8:5). Other significant fragments pertained to the Beatitudes, the War Ruse, the Aramaic Apocalypse, and a manuscript referred to as the Coptic Document. The calendar used most commonly during the time at which the scrolls were written was lunar-based, meaning that the days and months were measured according to the setting of the sun and phases of the moon. One fragment, entitled "Prayer for Jonathan," was written as a blessing to King Jonathan, a Hasmonean king, who is presumed to have been a remarkable leader of the Qumran community. Pieces of pottery and coinage found in the cave were also on display. Of unusual interest to many of the young children who attended the exhibit was a giant poster of the English alphabet, with the Hebrew and Aramaic alphabets directly below it.

The exhibit concluded in an enclosed viewing area, where visitors watched as a technician with the archeological team continued the tedious and painstaking task of restoring the individual fragment pieces. Patrons watched with great amazement as bit-by-bit, a tiny portion of an ancient language became distinguishable. Regardless of one's personal religious beliefs, the Dead Sea Scrolls exhibit gave a sense of history coming to life in the 21st century. Most people will never walk down the Via Dolorosa or visit the ancient ruins of Jericho, but for an hour or so, visitors could be transported back to Jerusalem where a carpenter's son made such an impact that, 2000 years later, millions of individuals are scrutinizing and translating still manuscripts pertaining to that time period and the events that transpired there.

People Will Talk...

"Governments derive their just powers from the consent of the governed." — Thomas Jefferson

"Pack it up, pack it in, let it begin." — from "Jump Around" House of Pain

"A reform is a correction of abuses; a revolution is a transfer of power." — Edward George Bulwer-Lytton

"Any man more right than his neighbors constitutes a majority of one." — Henry David Thoreau

"Secrecy and a free, democratic society don't mix." — Harry S. Truman

"All men have secrets, and here is mine: so let it be known, I have been through hell and back again." — Morrissey

"Napster" (cont. from 15)

Infringement. Well, Napster, that would be all of your users! Napster, however, will only ban those users when prompted to by the artists, record labels, or their attorneys. This past May, rapper Dr. Dre went a step further, suit five universities (as did Metallica), and seeking legal action against the students of those universities. While these lawsuits are scare tactics, they seem to be placing fear in many Napster users. While it is impossible for them to sue the more than nine million users who use Napster, they can randomly sue some of the individuals, placing the fear in users that they might be the one chosen. Even when laws are enacted that is not to say that swapping free music files will be completely obliterated but rather we will in all likelihood see the obliteration of Napster. Then the fight will continue with other pirate sites that exist today. It will be interesting to see how they fight a site such as Freenet who provide the same service as Napster without requiring users to provide personal information to it. The music industry will be devoid of their scare tactics they are currently using in the fight against Napster and its users. It should be realized that these pirate music sites are run by companies receiving investments from even larger companies, who will want a bigger piece of the profit pie. This can only mean that the music files users are currently receiving free will eventually come with a price tag. Although it may be small price compared to the money spent on CDs, it will only rise as companies such as Napster grow. Users will have to remember that free cannot last forever.

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WEBSHOTS
http://www.webshots.com

You will find access to not only the program, which is free to download, but to hundreds of wallpapers and screen savers, as well as the ability to download your photos into their gallery so that you may share your favorite photos with the world. Webshots also has an area that lets you send postcards to friends for free.

GRADUATE SCHOOL GUIDE
http://www.graduatetguide.com/cgi-bin/webc.cgi/index.html

Search the Graduate School Guide's database by school name, by state, or by the 52 listed majors. You will find the information you need there, or in the "Questions to Ask When Applying to Grad School" section. Look at "What Other Sites Can I Try" for great links, which include: Minority Online Information Service and Business; legal sites; medical and scientific sites; and engineering links. This site also provides information about Praxis, the American Dental Admissions Association, and the Optometry Admissions Test Programs. It's all here with links, addresses, phone numbers, and dates. Distance Learning has seven links including the GlobalWeb Network Academy, with 15,000 distance learning offerings. You can even find information concerning financial aid, which is covered in "Help from Uncle Sam," and "Your State, Your School and Foundations." This is an easily navigated site, with helpful links to aid in your graduate school search.

TODAY IN HISTORY
http://lcweb2.loc.gov/ammem/today/today.html

Today in History is part of the Library of Congress' American Memory historical collection. Each day, you will find an event from American history illustrated. You can visit this site daily for an in-depth look at the key events from history for that day. This site provides more than just a brief statement; it includes articles, pictures, and links that are related to the day's event. You can search the archive by date or by subject to find other events in history. This is an excellent way to make connections to cultural and historical events. It provides a way in which to make each day special, by remembering the past events that have brought us to where we are today.
With the growing amount of sexually transmitted diseases, it would be wise to consider some additional information on the female condom. I heard rumors that they are difficult to use, rather messy, and not as effective as the male condom. Is this true?

Condoms help prevent against both pregnancy and sexually transmitted diseases (STDs). Used correctly, they keep sperm and any diseased organisms in the semen out of the vagina, as well as any disease-causing organisms from entering the penis.

The female condom is a thin, soft, loose-fitting polyurethane plastic pouch that lines the vagina. It has two flexible rings; an inner-ring at the closed end, which is used to insert the device inside the vagina and to hold it in place and an outer-ring, which remains outside the vagina and covers the external genitalia. The female condom is made from polyurethane, and can be used with any type of lubricant without compromising the integrity of the device.

To use the female condom correctly, you need to first remove it from its package, and then rub the outside of the pouch together to be sure the lubrication is evenly spread inside the pouch. If you wish to add more lubricant, give one quick squeeze (or about two drops) of the lubricant provided with the condom. Be sure the inner-ring is at the bottom, closed-end of the pouch. Hold the pouch with the open end hanging down. Squeeze the inner-ring with thumb and middle finger, and insert the inner-ring and pouch into the vaginal opening and with index finger push this inner-ring with the pouch way up into the vagina, making sure the inner-ring is past the pubic bone. Make sure the female condom is inserted straight, not twisted, into the vagina. Now the outside ring lies against the outer lips, with about one inch staying outside the body, this helps protect both partners during intercourse. Once the penis enters, the vagina will expand and the "slack" will decrease. After intercourse, to remove the female condom, squeeze and twist the outer-ring gently to keep the sperm inside the pouch, and pull out gently and discard. Do not flush or reuse. If used properly, the percentage of accidental pregnancy in the first 12 months of use is only 5%. Studies done by Family Health International (FHI) with regards to the female condom showed that many women liked the device, and would recommend it to others. Women tended to accept the device more favorably than did men. Though it was also found during these studies that while women in general would recommend the device to other women and felt fairly positive about it, many of the women in these studies discontinued use due to partner objections.

FHI study participants cited the following advantages and disadvantages of the female condom:

Advantages:
- Female-controlled;
- More comfortable to men, and less decrease in sensation than with the male latex condom;
- Offers greater protection (covers both internal and external genitalia);
- More convenient (can be inserted pre-coitus); and
- Stronger (polyurethane is 40% stronger than latex).

Additional advantages are that the female condom does not constrict the penis, as do latex condoms. As a result, sensitivity of the male partner may not be substantially reduced, as no loss of sensitivity was reported by the males in the study. Since the device covers both the internal and much of the external female genitalia, as well as providing a barrier between the male and female sex organs, it may offer greater protection against STDs. Additionally, the female condom was perceived as more convenient because it can be inserted well in advance of intercourse. Most importantly, for a woman at high risk of contracting STDs, the female condom provides a prophylactic option should her partner refuse to use a male condom.

Disadvantages:
- Not aesthetically pleasing; and difficulties in insertion/removal

The major disadvantages of the device noted by study participants centered on one of the female condom's major advantages: coverage of the external female genitalia. This coverage had a decidedly negative impact on the device's aesthetics and acceptance. Other problems related to aesthetics included dislike of the appearance of the device, noise associated with use, size, and partner resistance. Some participants noted: difficulties associated with insertion or removal of the female condom, discomfort, messiness and inconvenience associated with use, and movement of the device during use. A few cases of the penis slipping between the device and the woman's body, and slippage and breakage of the device itself were also noted. While not a factor in FHI studies, it should be noted that female condoms are relatively expensive.

While condoms are becoming increasingly important in the prevention against STDs, acceptance of the female condom is limited because of real and perceived drawbacks. The concept, appearance, and use of the female condom is still unfamiliar to most couples worldwide, and perceptions are apt to change significantly as the female condom is more widely used. Attitudes may become more favorable.

Information provided by:

Family Health International (FHI)
http://www.fhi.org

Journal of American Medical Assoc.
2000, American Medical Association
October, 1999.
http://www.ama-assn.org
As of the Spring/Summer 2000 trimester, Governors State University’s Writing Center (WC) has a program that helps students who are unacquainted with or even fear computers. The program will introduce students to the components of the computer, allow them a chance to work through tutorials familiarizing them with basic word processing programs, and log onto and experience the Internet. While the program is offered this term, full implementation will begin in the upcoming fall term. The WC will fully promote this program, encouraging all students who are deficient in this area to seek help.

The need for such a program was brought to the attention of the WC (and Becky Nugent in particular, head of the WC), by professors who have experienced students who do not possess the basic skills needed to succeed in the classroom. The program also serves to promote an awareness that not only are these skills necessary to succeed in the classroom, they are also vital to success in the business world.

Many universities do not need to offer such a program because their students enter their schools straight out of high schools or community colleges already having the know-how when it comes to computers and common computer programs. GSU happens to be a school that provides higher learning to many returning students. It is the time-lapse that many of these students experience between their current education at GSU and their past studies that is the cause of the deficiency in these necessary skills. For many current students, it has been upwards of ten years since their last college education. When these students return, many are faced with the task of mastering basic computer skills in order to pass the classes in which they are enrolled.

Fear is often the predominant reason many of these students withdraw from their classes or receive poor grades, all due to the lack of knowledge in this area. It is not that, however, they are unable to attain these skills, but rather fear the technology that they have heard about throughout the past years. The WC has three computers set up for this program at present, however, plans are in the works to add another three computers. The staff of the WC wants to provide students with a comfortable zone in which they can feel free to ask questions which might not be asked out of fear that many others will hear. Students who choose to take advantage of this program are free to spend as much time as they like working through the tutorials and getting input from WC staff. Appointments are not necessary for this program, as it is strictly on a walk-in basis. The WC is located in room B2125, and is open Mondays through Thursdays, 8:30 a.m. to 7:00 p.m., and Fridays, 8:30 a.m. to 5:00 p.m.

Do you Know...

by Dennis Lee Thom

1) ...that the 18th (1920) and the 21st (1933) amendments to the U.S. Constitution dealt with the same issue? What was that issue?

2) ...that when Carl Wickman offered rides to people on his Hupmobile (1914), he started a famous bus company? What is the name of that company?

3) ...that Otto Lilienthal invented the hang glider in 1896? He died 14 years later. How?

4) ...that of these two words (bluestocking and armagnac), one means "an intellectual woman," and the other means "a quaresome, nagging woman"? Which is which?

"Capital Punishment" (cont. from p. 6)

On October 3, 1991, Frank Kolitz brutally shot and murdered Carolyn Heniff and Thomas Lunkes. Kolitz was out of prison in less than four years. Would Kolitz have shot and killed his two victims if he had thought he could be executed? We will never know. Will Kolitz murder again? If he does (if he hasn’t again already), then it will be the legal system’s fault (of course in addition to Kolitz’s) because he never should have been released in the first place. Why are all these murderers given second chances? We are giving them second chances to kill again.

There is the argument that some innocent people have been executed. While that may be true, those numbers are small, and it is impossible to have any type of flawless system. While those lives are certainly precious, were those few people more important than thousands upon thousands who have been saved? When dealing with an issue such as the value of one life over another, statistics must be used. Statistically, more people will be saved if there are executions than if there are not.

Also in the capital punishment argument is the notion that violence does not solve anything. First of all, it must be stated that murder is against the law while execution is the law. Capital punishment is not "an eye for an eye." It is to deter and to prevent other possible murders. A lecture certainly will not accomplish this. We need to tough. We need criminals to know that it is not acceptable to murder, and violence is a way to do this. Well-known Robert A. Heinlein said, "The idea that 'violence doesn't solve anything' is a historically untruthful and immoral doctrine. Violence, naked force, has settled more issues in history than has any other factor, and the contrary opinion is wishful thinking at its worst. People that forget this basic truth have always paid for it with their lives and freedoms."

Then there are those religious people who feel that criminals should be given a second chance and that no one, regardless of any circumstances, should be executed. It has been said that it is not God’s will to kill anyone. So is it God's will to do nothing to stop a murderer from killing again? Columnist Charley Reese stated it best when he said, "When I think of all the sweet, innocent people who suffer extreme pain and who die every day in this country, then I think that the outpouring of sympathy for cold-blooded killers enrages me. Where is your (explicative deleted) sympathy for the good, the kind, and the innocent? This fixation on murderers is a sickness, a putrefaction of the soul. It's the equivalent of someone spending all day moaning and cooing over a handful of human feces. Sick and abnormal."

People, we need to stop playing around. Murder is a serious problem, and we need to use a serious solution. Capital punishment is the most effective way to help keep our streets safer and to reduce the annual number of murders. It may not be pretty, but it is something that must be done. For those of you who already believe in capital punishment, help in the fight to make sure that it is implemented. For those of you who do not believe, ask yourself the following question: "Would it bother me if a convicted murderer on parole was at the same park as my son/daughter?" Regardless of how much you think someone deserves a second chance or how it is wrong to execute, if you cannot say "yes" to this question, maybe you should rethink your philosophy.
Most college freshmen experience a huge rude awakening. It is usually the first time they are away from Mom and Dad, and are able to do basically whatever, whenever, wherever they please. It is a time when they will probably be with the greatest concentration of people of their own age group. Yet what most college freshmen do not realize is that that experience will not be the biggest shock. The biggest shock will be when graduation occurs, and they enter "the real world."

Mom and Dad stop paying the bills. They have to get real jobs, typically those of the "5 to 5" variety. Once they realize that they cannot have those late night parties and still get up at six o'clock in the morning, the adjusting begins.

They will look forward to quiet time, and wish that they were still working the job driving the university bus for three hours a day. If they end up in the corporate world, they must prepare themselves for some serious aggravation. They will find out the hard way that they might not get paid for education, or even experience, but for how well they "kiss up" to those above them on the proverbial corporate ladder.

They probably didn't learn that in college. Those four years busting themselves (amidst the parties) in college might not mean a thing if they cannot "kiss up." It's a tough choice, either throw away one's pride, or walk around frustrated. So one hates one's job, and thinks of ways to get a new job or a new career.

While getting the boss coffee, one plans her death while daydreaming about the upcoming sacred weekend. After saving up for awhile, the plan is to visit the old college friends who just didn't make it out of college on time (whom one now envies). After great excitement and planning, one secures a 450 mg dose of vitamin C and 30 mg dose of beta carotene in supplement form will suffice if one's diet is not consistently balanced.

Vitamin C and Beta Carotene These are two of the most powerful nutrients—and experts say that maintaining high blood levels can lower the risk of getting virtually every form of cancer by as much as 80%. They boost the body's supply of antibodies and white blood cell activity (the immune system's defense against cancer), and also shield healthy cells from free radicals. Foods containing these nutrients include red bell peppers, broccoli, sweet potatoes, kiwi, and berries.

Vitamin E Food sources of this vitamin are a little tricky to find, it's concentrated in nuts, vegetable and olive oils, and wheat germ. Studies have shown that vitamin E lowers the risk of getting cancer of the colon, lung, throat, and prostate by as much as 34%. Doctors recommend 400 mg daily, and it can be found best in foods such as almonds and peanut butter.

Selenium Selenium is one of the most powerful of the anticancer minerals around. Getting enough of it can lower one's risk of getting cancer by as much as 65%. What's more, researchers have reported that people who have already been diagnosed with cancer are 50% more likely to beat the disease when they take selenium daily. Experts recommend taking 200 mcg per day, and the mineral can be found in sunflower seeds, oysters, and tuna—and a single Brazil nut contains up to 839 mcg.

Calcium Research shows that calcium keeps carcinogens from attacking cell membranes and triggering the changes that eventually lead to cancer. Studies have shown that calcium can reduce the risk of getting colon cancer by as much as 65%, and it also can help to prevent breast cancer. Low-fat dairy products can provide up to 450 mg of the 1200 mg doctors recommend for daily consumption.

Sodium and fiber The American Institute for Cancer Research found that fiber protects against not merely colon cancer and breast cancer, but also obesity and heart disease. The daily recommended daily of 25g or more can be obtained by eating cereals, dried apricots, avocados, and dietary supplements.

This information taken from Woman's World magazine. (7/18/00)

Everyone's Business

Safety tips from the GSUPD

by Officer Kevin Doyle

When working late, keep your vehicle parked closer to the building, and park in a well-lit area. If possible, use a buddy system when walking to the parking lots in the evening.

Name: Officer James R. McGee
Job Title: State of Illinois police officer
Years of Service at GSU: One year, as of December 2000. (ten years of professional experience)
Are you a generation of a law enforcement legacy? Yes. Both my father and brother are in law enforcement. My dad, now retired, was a State of Illinois policeman, and my brother is currently serving as a local municipal cop.
When did you decide that law enforcement was to be your career? In college, I made the decision that I would like to devote my career to helping people. That decision was the motivating factor in my moving toward law enforcement.
In your estimation, what is it about police work that must be learned on the job that can't be learned, solely, from a book?
While books teach the student of criminal justice how to be prepared for certain situations, personalities, and the criminal mind, getting out there and experiencing police work, and finding out first hand how you will react in tense and volatile situations—that's when putting to work what you know is truly tested. Every scenario is different, and there is no way books of any kind can cover the spectrum of things that happen in one day of police work.

How does the stress of major shift changes affect your life and ability to do your job well? Shift work is definitely stressful on family life. I am getting married next week, and I have to carefully balance my time with loved ones as a result of the changing hours of my job. When I do have free time, I try to spend as much of it with the family as possible...more so than going out golfing and lifting weights. More importantly, in terms of my health, I make sure that I get the appropriate amount of sleep during a 24 hour period, so I am physically and mentally prepared for my shift.

What are the main differences between working for a municipality and working for a university the size of GSU? Having come from the police force in Harvey, Illinois, a town with a high crime rate, the atmospheres at GSU is relatively slow-paced, in comparison. It is nice to work in an environment of higher education where crime is minimal and the community is friendly.

Towards what professional goals are you working at this time? I will graduate from the BOG Program in December 2000, and at that point, I will begin applying to law schools. I hope to become a criminal lawyer.
One of the most wonderful things about living in America is our freedom of choice. We exercise this freedom in many ways, one of which is the selection of Biblical materials. Although tolerance and an acceptance of diversity are principles that Christians and non-Christians alike would do well to practice, they are not universally applicable, as variation often can give way to confusion. (Think of the results of the fall of the tower of Babylon. The confusion, in Hebrew, actually means "confusion.") Variations of the scriptures abound, and while this is all well and good in theory, the selection of one's study or guidance materials is not an activity to be considered lightly. Not all Bibles are created equal. As a student of English literature, I understand that the language of the vernacular is a cumbersome and problematic tool to modern-day readers. What must be considered, however, is that translation and transliteration efforts are often tricky, vague, and inaccurate, and they can alter greatly originally intended meanings. If one believes that the Lord is the "Architect of the Universe," and that the Bible is His gift to Christians as the blueprint for successful spiritual achievement and a means of coping in this world, they can be doing nothing less than mess with the "master plan" when they select a Bible.

A word or two, here and there, may seem insignificant, but as time progresses, a few more minute alterations are instrumented, and before you know it, you have put in your two terms, and presto—no one is exactly certain what to make of a word, a chapter, an entire book. (Bear in mind also that just one misplaced joint, a single word or phrase can level a building and render it unfit and useless—to say nothing of hazardous. Are not eternal souls much more precious than buildings? Why then work with substances that are so nebulous and difficult to understand?) Perhaps, too, the words are weighty because they are said to support the firmaments of the heavens and the earth, and these stones used to help Christians obtain the "many mansions in heaven" that God is said to be preparing (John 14:2); one wouldn't want Him to build with reeds, wood, or straw (Matthew 7:28), on the other hand, are of the progeny of Cain—it is a genealogical means of identification, and a phenomenally important one at that.

Kenites are always, always (in the original texts) associated with Cain's family, and these enemies from readers by ushering in small-but-significant changes. Even most biblical concordances have included the word "Caine" in place of "Cain" to this day. It should be considered, then, when attempting to locate a Bible that most properly suits your spiritual/scholarly success? Consider the list below:

- **"Babylon,"** as "vulgata" is a term connoting "common," from which our word "vulgar" originated, though now it has been reduced to mean as " coarse," or "unrefined," and, quite naturally, "undecorated," since it was not written for the uneducated masses at the time of its translation. As time progressed, the primary meaning of "vulgar" was used shifting again, and indeed, it is only highly educated people who can read, understand, and interpret the Bible. In 1380 A.D., an Englishman by the name of John Wyclif (commonly spelled Wycliffe) translated the entire Bible, using the Latin translation of the Roman Catholics, which means that it was a translation of a translation, and therefore, less than accurate it maintained the original meaning of the Hebrew and Greek texts. This translation was important in the sense that it was the first time that commoners as well as clergy could read the scriptures, although his accuracy is highly dubious, owing to the one remove of his

either a fire log or a cigarette abroad—quite different, you'll no doubt agree, in meanings, and, as a matter of fact, from the Latin term "flamming" derived in reference to game (by which I do not mean "happy") men. Countries like France have well over 400 dialects alone! For those readers who may differ in opinion that minute changes do not alter significantly meaning, allow me to provide you with possibly one of the most important examples of such alterations. The word "Kenite," as it is recorded in the original Hebrew texts is "Qayin," (pronounced ka'-yin), is meant to signify being the progeny of Cain. (The progeny of Cain who dwelt in the promised land—it is a geographical means of identification, and a phenomenally important one at that."

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translation from the Latin source. Approximately 500 years ago, during the 16th century (1534, to be exact), a British printer/publisher by the name of William Tyndale translated the Bible into English. Tyndale was educated at Oxford and Cambridge, and became impassioned about studying the scriptures, although he was not credited with being much as a scholar. At that time, it was prohibited by the Church-State to put the Bible into the language of the common people, as the Church-State feared loss of control over the masses would result. He fled, therefore, to Germany to work on his translation and the publication of it, and printed sheets of the scriptures had to be smuggled into England. He was arrested in Belgium, extradited to England, imprisoned, and eventually sentenced to death for this "crime against the state."

Tyndale was assisted with his translation of the Pentateuch by a man of the name of Miles Coverdale. Coverdale was an ordained Augustinian friar, and in 1539, published the very first Bible in English with the use of the printing press. (Prior to his edition, the scriptures were all laboriously copied by hand.) It is commonly referred to as the Coverdale Bible, but is also known as "The Great Bible" in a lesser amount of instances. Coverdale's knowledge of Latin and Greek was dubious, and he translated directly from the Hebrew and Greek texts, though scholars cite the fact he "freely translated," and that his knowledge of biblical languages (and Latin) was not stellar, and therefore, his translation is not the most accurate either. He was stripped of a bishopric when Queen Mary came into power, and only spared being burned at the stake by fleeing to Denmark, which protected him. Putting the Bible into English was forbidden under the rule of Queen Mary of England (also known as "Bloody Mary"), who was Roman Catholic, and responsible for the death of a multitude of Protestants (i.e., non-Roman Catholics), so the seven men who translated and published the Bible next (in 1557) had to seek safety in Geneva, Switzerland in order to continue their work. (Hence the name "Geneva Bible" on some translations.) Upon Queen Mary's being overtaken by her half-sister, Queen Elizabeth I (both of whom were daughters of Henry VIII), who was herself Protestant, translation was no longer prohibited, and the matter in question, why would anyone wish to promote Great Britain's unity as a world power. {Many scholars

accurate, some of the sites are definitely not with decided positions about the facts they relate. Please allow me to state for the record that I do NOT agree entirely with some of the less than complimentary tones the sites adopt towards the Roman Catholic Church: Despite the fact that history cannot be changed, open hearts, minds, and spirits can, and Christians are to believe that "with God, all things are possible." (Matt 19:26)

As this column focused on an abbreviated history of the Bible's translation into English, the next column will examine the original texts from which the KJV was translated. It will discuss the history of the Israelite prophets Nehemiah and Ezra, the nethinim, and the Masoretic texts. It will also provide a segue way into how readers may know that what is written in the KJV of the Bible is also the truth, which will be addressed in the column following the next issue's.

Recommended web sites are as follows:

- http://www.britannica.com (An excellent history of the Bible and related texts.)
- http://www.blueletterbible.org (A search tool which provides access to an online Strong's concordance. Advertised in a pinch, but a print version is recommended.)
- http://www.whitney.by.net/~cloud/bibis/verbhs.htm (A fabulous electronic library defending the use of the KJV Bible. It contains literally thousands of pages of texts.)
- http://www.jesus-is-lord.com/transto.htm (A listing and examination of the men who translated the KJV Bible.)
- http://www.ohiolink.edu/db/bible.html (A site that allows readers to peruse full text copies of 21 versions of the Bible's translation into English.)

Highly recommended books are as follows:

Biblical Mathematics: Keys to Scripture Numer- ics, by Rev. Ed F. Vallowe (very reader friendly)

Strong's Exhaustive Biblical Concordance, by Dr. James Strong

The Companion Bible (deluxe KJV version), by E.W. Bullinger

These titles are all available (as are the other study materials previously mentioned) through:

Shepherd's Chapel
P.O. Box 416
Gravette, Arkansas 72736-0416
(800) 643-4645

"Both read the Bible day and night, but thou read'st black where I read white." —William Blake
**Little City Seeks Artists With Disabilities**

Little City Foundation, which provides services for children and adults with developmental challenges, is looking for artists with disabilities from all over the world to submit art work for inclusion in its award-winning website, "You Are Here," has been such a success that we are extending it past its planned summer closing date," says John Grod, manager of the Video and Technical Program of Little City's multi-disciplinary art center. "We get up to 24,000 hits a month on this website from all over the world, and we would like the opportunity to showcase the work of other artists with disabilities," says Grod, adding "We have had artists from Little City and other communities display their work on our Little City website. Our success tells us that we can give even more artists this chance to show their work to a wider audience.

"You Are Here" is part of the Little City website, www.artists.org, which recently won an award from Ziggraph, a global computer-oriented organization comprised of researchers, technicians, developers, software manufacturers, educators, graphic designers, and other professionals in the computer industry. "The Little City website came out of a need to show our own artists' work in places beyond galleries, libraries, or cultural centers," says Grod, "and we can now showcase the work of artists with developmental disabilities to the global community.

The award has gone far to break down the stereotype that technology and people with disabilities cannot work together. The Ziggraph website, which will be available in the virtual world for the next three years, will include the Little City website. "Little City is offering the chance to present the work of these artists from all over the world to international viewers," offers Grod, "and we need art of all kinds for this website. This includes watercolors, oils, temperas, sculptures, cartoons, abstracts, or architectural drawings."

For further information, access the website, or call (847) 221-7764.

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**Crossword 101**

"0 to 100 Celsius"

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**Clues**

1. 10 Candy bar
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5. 18 Complete withdrawal
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7. 21 Lean
8. 22 Snouts
9. 23 Pays the bill
10. 25 What we are talking about
11. 27 Show up
12. 29 Super heated
13. 33 Slack
14. 34 Complains constantly
15. 35 Salern's loc.
16. 36 Melody
17. 37 Spouses
18. 38 Baseball's Mural
19. 39 NYC time
20. 40 Gift receiver
21. 41 Adhesive
22. 42 Mending
23. 44 Bag or swpree lead in
24. 45 Long time periods
25. 46 Eyebath
26. 47 Luster
27. 50 Empty
28. 51 Anda & buts lead in
29. 54 Violent moods
30. 57 Clinch
31. 58 Stake
32. 59 Girl of song
33. 60 Monster
34. 61 Brode
35. 62 Computer button
36. 63 Secondhand
37. 1 Damage
38. 2 Butter substitute
39. 3 Weather words
40. 4 Important
41. 5 Repeat verbatim
42. 6 Aromas
43. 7 Unequaled
44. 8 Insane
45. 9 JFK visitor
46. 10 Gloomy
47. 11 Requests
48. 12 Syngman _, Korean president
49. 13 Comments
50. 14 Single pieces
51. 15 Made cloth
52. 16 Belgian River
53. 17 The _, Tenors
54. 18 Weight watch'ers con- cerns
55. 19 Change
56. 20 Awaken
57. 21 Dilute
58. 22 Arkansas spa
59. 23 Speak
60. 24 Basic belief

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**Name:** Jazz N' Java  
**Location:** 3428 S. Martin Luther King, Chicago, IL 60616  
**Telephone:** (312) 791-1300  
**Hours:** Call for times open  
**Features:** Open-mic poetry on Tuesdays, 7 p.m., $2 cover charge for nonreaders; live jazz and open-mic on Saturdays, 10 p.m., $5 cover charge for all  
**Atmosphere:** Afro-centric and adult-themed

The place is called Jazz N'Java, and the patrons frequent there for more than what the coffee bar has to offer—the people there are there to listen. The style of poetry shared touched upon various urban themes concerning ridding the world of drugs, gangs, and crime, and the music plays upon notions of returning to Africa and ethnic roots. The readers vary in age, education, and socio-economic class, but they share a common goal, which is to get a message spread. Jazz N'Java is located on the south side of Chicago, in Bronzeville—a neighborhood in the midst of revitalization—and this little place blends in nicely. Jazz N' Java is a quaint establishment located in the basement of a three-flat building; it's not fancy, but it serves its purpose well. The room's décor is furnished in a late 70's/early 80's theme, with a few tables and folding chairs for the crowd, which often has to stand. The audience and participants are open and accepting to newcomers to the mic, and offer a great deal of encouragement to anyone who has something to say. Jazz N'Java is definitely the place to spend the evening with a friend, someone special, or even alone. If you go alone, you're likely to leave with a new friend or a powerful message. It's definitely a place that will see me again.

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**Are We There Yet?** The INNOVATOR seeks a columnist to write ongoing pieces about local fun, and educational places to take children. Interested? Please call 708/ 534-4517.

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Don't Miss SHOW the

AC/DC
New World Music Theatre, 8/31
Harry Belafonte
Ravinia, 9/2
Chicago Jazz Fest
Grant Park, 8/31-9/3
China International Orchestra
Orchestra Hall, 8/31
Culture Club
Rosemont Theatre, 10/4
John Fogerty, Aaron Neville & Marcia
Ball
New World Music Theatre, 9/1
Further 2000 with THE OTHER ONES,
Ziggy Marley & THE MELODY MAKERS
Alpine Valley, 9/1
D.L. Hughley (he makes noise...)
Chicago Theatre, 9/23
Gypsy Kings
Chicago Theatre, 8/31-9/1
Gladys Knight, Jeffery Osborne
Star Plaza, 9/10
Pearl Jam, Supergrass
Alpine Valley Music Theatre, 10/8
Temptations, Spinners
Ravinia, 9/1
Tina Turner, Joe Cocker
United Center, 10/4
Neil Young & Friends, Pretenders
New world Music Theatre, 9/2

Pearl Jam Rocks the Proverbial Casbah
A Review of New Album "Binaural"
by Carole Shanawaro

It seems that Pearl Jam is a band that incurs a lot of abuse in the music world. Being an avid fan, I hear a lot of it. Since they abandoned the super-grunge angst and opted for a more contemplative, insightful style of expressing feelings, they've been blamed for having 'lost their edge.' In my opinion, they are teetering closer to the ledge than ever. They prove it in their newest album Binaural. This thirteen-track ride is a fresh example of the power the band generates as an entity.

One of the most wonderful things about this album is the surprising growth of everyone's talent. On the past couple of albums, Pearl Jam has experienced some degree of role reversal, with lead singer Eddie Vedder writing more music, and resident musicians Stone Gossard (rhythm guitar) and Jeff Ament (bass) writing more, not to mention better, lyrics. Lead guitarist Mike McCready holds fast as a main current of tearing guitar riffs and fabulous arrangement. The recent addition of Matt Cameron, formerly of fellow Seattle grunge-rockers Soundgarden, is a welcome addition to their overall sound.

The album begins with "Breakerfall," a great revving-up first song. It then blasts into "Gods' Dice," with words and music written by Ament. He brings a lot to the album with this one, a commentary on the inevitability of life throwing a monkeywrench in the plans we make. As in many songs on the album, the theme is not necessarily an uncommon one, but the direction taken in examining it is new. It is a struggle between personal will and destiny, only the writer is winning.

Track three, "Evacuation," is a raw, ripping painting of feelings of helplessness and doubt. Advice is given through lyrics: When you're trying to plan your life to such an extent that it commands your existence, get away from that and just live. Evacuate, run like hell away from things that tie you down, and build what you want to build. It's motivated and full of energy. This song belts out screaming background vocals, breaking free from the lead vocal and going in a new direction. Pearl Jam has an extreme talent for making the music and words complement each other.

A sleepy guitar riff brings us "Light Years," a dreamy one about an age-old confusion. The speaker feels able to handle everything in his life—everything but the love for the woman that's left him. Melodiously, it reminds us that the power we manage our lives with can be obliterated in half a second by love. This tune is masterfully written and composed by Gossard.

"Nothing As It Seems," the single released from the album, is not one of my favorites. Its plodding tempo is hard to get through. This song is really great, though, when depressed. As strange as it sounds, the song reminds me of cowboys. It just has a homeless, Old West feel to it. The lyric content, though, is something the band writes about best—a man lost inside himself. This one also happens to be completely written by Ament. I could condemn him for the over-usage of one-sound rhyming in the song if it wasn't so inventive. The continuity is brought back up after this with "Thin Air." Gossard brings us this wonderfully simple, straightforward tune about everybody's favorite musical theme—love. "And I know she's reached my heart in thin air," is the chorus. What a great way to express the surprise of love sneaking up from behind and enveloping you. Next comes "Insignificance," with Vedder this time giving us sharp guitar riffs and ricocheting drum beats.

The spacey sounds of "Off The Girl" roll in with seamless arrangement. Bongos accentuate a tribal beat between lyrics of a man torn between his love for drugs and love for a girl. In another great usage of music imitating feelings, the song...
College of Education Grad Releases Folk Album

For more than eight years, Anna Stange has been performing folk music to the delight of crowds everywhere. Now her music can be appreciated anytime. Her first album, titled "A Family Album," was released on June 30, 2000. A resident of Blue Island, the Governors State University (GSU) graduate is a teacher as well as musical entertainer. She received a bachelor's degree in elementary education, with a focus on integrating music into the curriculum. She has led children's and adult music classes in the Blue Island park district, and is currently working towards her master's degree at GSU.

A former adjunct instructor at Morraine Valley Community College, Stange is also a member of the staff at The World Folk Music Company in Chicago's Beverly region. She is presently teaching guitar, dulcimer, and children's music. Although she spends much of her time working with and performing for children, she also enjoys performing for adults at coffeehouses at a variety of locations in the Chicago area. "Anna's got a great voice, and good guitar-pickin' to match! If you like folksinging, you'll love Anna's music, and you'll have a great evening of fun," said a patron of Changes Bookstore, which is located in Park Forest.

Stange mixes traditional folk, world music and songs about love, humor, and environmental and social issues. Her material ranges from the folk genre, including "old" folk songs—songs of Leadbelly, Pete Seeger, and Mississippi John Hurt, as well as sing-alongs and blues. Folk music means "people are singing it," and Stange often invites children and adults to participate on stage. She always maintains an entertaining balance through the use of humorous songs and simple folk instruments, such as spoons, shakers, and drums. She feels audience participation balances the newer material about food, love and animals, and songs in the Bluegrass tradition.

According to an admirer at The World Folk Music Company, "Anna Stange is a thoroughly entertaining folksinger who has captivated audiences wherever she performs. Her interpretations of the American folk songs are as good as it gets. Stange's performance is unique and delightful."

One of GSU's Own has made it to the top of the CLTV Battle of the Bands Competition!

WISH

Coyle's Tippling House
Wednesday, August 30th
2843 North Halsted, Chicago
For information call (708) 528-7569

Welcome Week Festivities
Friday, September 1, 2000
3 p.m. - 8 p.m.

Keith Scott, Blues Guitarist
3-5 p.m.

Dave Rudolph, Family Show
5-6 p.m.

Aquatics Show, GSU Pool
6-7 p.m.

Refreshments

Chicken Breasts, Hamburgers, Hot Dogs, Veggie Burgers
Corn-on-the-Cob, Canned Soda, Snacks

(4 p.m. - 7 p.m.)

Admission is free to GSU students, faculty, staff, guests, and their families.
**CHESS**

(Syndicated by the U.S. Chess Federation)

What do you do when your opponent doesn’t follow the book? The best advice is to follow general principles — especially when facing a gambit. For example, in today’s game, White departs from the usual 4...Nf6 5...Nbd4 where Black gets counterplay in what is known as the Falkbeer Counter Gambit.

Black does not panic after 4...Nf6 5...e4. Impressing as it may look, the position is still the result of non-developing pawn moves. So, Black has to make his development tell. Watch how he does it?

Benzinger—Heinig (Bad Ems, 1962), 1...e4 2...f5 3...d5 3...a5 4...e4 Nf6 5...Nc6 6...e5 Nf6 7...Nd5 Nf6 8...Nc2

It always seems to happen this way, but just as White is about to castle and feel safe...

8...c5 9...dxc5

Now it’s not a safe haven. A little too slow, but even 11...Nc3...

11...Bb4+ 12...Kb1 Nbd4 13...Nxe4 Bxe4 14...Nxe4 Bxe4

Forced, since 14...Qa5 runs into 15...Be6

15...0-0-0 Qe7 17...Nf3 (see diagram)

Again, starting to feel comfortable.

For more information about how to play, read and write chess, or receiving Chess Life, contact the non-profit U.S. Chess Federation at 1-800-368-6262 (UCPF), or write USCF, Dept. 71, 3064 Route SW, New Windsor, NY 12553. You can also visit us on the Internet: http://www.uscfchess.org

**Film**

**Lover?**

Explore the course offerings at GSU for Fall...

ENGS 85: Film: Analysis, Criticism, Ideologies (3)

Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. Fall course will concentrate on "classic" films. (Thursdays, 9:30-12:30 p.m., CARS registration# 106555)

Students interested in learning more about the course's offerings should contact Dr. Deborah Holdstein, Rm. E1548 in the English department, at (708) 534-4566.

MCOM 420 Media and Society (3)

Course surveys the development and influence of the mass media, including print, broadcasting, and film. Examines psychological, social, cultural, political, and economic impact of media. (Thursdays, 12:30-3:30 p.m., CARS registration# 108189)

and

MCOM 540 Film Seminar (3)

Course presents selected topics in film aesthetics, history, and genre analysis. Fall course will concentrate on silent films. (Tuesdays, 4:30-7:30 p.m., CARS registration# 108360)

Students interested in learning more about the two MCOM classes should contact Dr. El Segal, Rm. E2566 in the Media Communications department, at (708) 534-0984.

Interested in starting a GUS chapter of Amnesty International? Leave a message at 708/534-4517.

Let freedom ring.
### Hardcover Non-Fiction
1. *Tuesdays with Morrie*, by Mitch Albom
2. *It's Not About the Bike*, by Lance Armstrong & Sally Jenkins
3. *Life on the Other Side*, by Sylvia Browne
4. *American Rhapsody*, by Joe Eszterhas
5. *Me Talk Pretty One Day*, by David Sedaris
7. *In the Heart of the Sea*, by Nathaniel Philbrick
8. *In a Sunburned Country*, by Bill Bryson
9. *Kitchen Confidential*, by Anthony Bourdain
10. *Greatest Generation*, by Tom Brokaw
11. *Day John Died*, Christopher Andersen
12. *From Dawn to Decadence*, by Jacques Barzun
13. *Art of Happiness*, by the Dalai Lama
14. *Tis*, by Frank McCourt
15. *Papal Sin*, by Garry Wills

### Hardcover Fiction
1. *Winter Solstice*, by Rosamunde Pilcher
2. *Dust to Dust*, by Tami Hoag
3. *House on Hope Street*, by Danielle Steel
4. *Not a Day Goes By*, by E. Lynn Harris
5. *Omerta*, by Mario Puzo
6. *Purple Cane Road*, by James Lee Burke
7. *Stalker*, by Faye Kellerman
8. *Nora, Nora*, by Anne Rivers Siddons
9. *Mr. Perfect*, by Linda Howard
10. *Ridley*, by Catherine Coulter

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**Harry Potter Fever...**

Jill Stanley, research associate in the Department of Contract and Training Services, holds a volume of the newest in the saga of Harry Potter.

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Kathleen McCord (708) 423-0150

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Please contact the Job locator's office for eligibility requirements!

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WANTED*WANTED*WANTED
MIS & CS STUDENTS TO WORK AS NETWORK ASSISTANTS!
Network Assistants work directly with the GSU computer Network computers and servers—supplying direct end user support, PC configuration, maintenance, etc.

Information Technology Services seeks to fill existing student assistant positions in the next four weeks. To be considered, you must be an enrolled student with at least 4 credit hours of courses in the current trimester.

MIS and CS student encouraged to apply.
See Robbye Peppers in the Student Placement Office (near the Cashier's Office), or contact Erin Reed at ext. 2217.

The INNOVATOR is looking for skilled copy editors. To apply, please call (708) 534-4517
If you would like to place an ad in this classified section, or purchase space to advertise in another section of the newspaper, please be advised of the following rates and regulations. Students may advertise one message (in ten pt. font), up to twenty-five words, per issue, at no cost. The twenty-sixth word, and every word after, will cost a dime.

Please contact the INNOVATOR office to learn about larger ads, the use of graphics in ads, and our art service. All advertising inquiries are taken by the ad manager at (708) 534-3068.

Acknowledged A Job Well Done!
Nominate a GSU Employee for the Civil Service Employee of the Month Program

The Department of Human Resources (DHR) would like to remind the Governors State University community of its employee of the month program for civil servants employed on campus. This award recognizes employees who demonstrate exemplary performance in their duties, as well as those who go above and beyond the call of duty to assist fellow employees or students.

The recipient is given: a monetary award of $150; VIP parking for a month; a certificate of recognition; university-wide acknowledgement of appreciation; and the opportunity to be named GSU's Employee of the Year. Nomination forms and drop-boxes can be found at the main entrance of the university, and just outside of both President Fagan's office and the DHR. Additional information may be obtained by contacting the DHR at (708) 534-4100.

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Thank you Ray-Ray
Love, Debra

Joyce was contrary for the sake of being contrary, and Poe was a genius (and a moralist). How you like me now?

...the moral minority

Dear "D":
Any mail for Pat? Love, Sis

Thank you for all you do
Dr. Kumar
-a student

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Great Sentimental Value
Women's gold band
with red stone
please turn in to GSU security
or call (708) 748-0578

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Congratulations!
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Many happy, prosperous and healthy years together.

love your friends at the INNOVATOR

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One full bath and one half bath
Huge living room
Nice and spacious
Chiller and gas incl.
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