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Student Life

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By Julie Widinski
Contributing Writer

As GSU celebrates its 40th year as a University, some on campus are asking, "What are GSU's goals for the future?" In late October, GSU's Board of Trustees unanimously approved a revised mission statement in anticipation of the Universities reaccredited next fall.

The new statement reads: "Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship."

The Board also approved a New Strategic Plan "Strategy 2015," which you can find online at www.govst.edu/strategy2015. The link is essentially a roadmap showing where the university is headed over the next six years. But what does the mission statement and strategic plan mean to GSU students?

As President Elaine Maimon described in her 2006 article, The Presidency, many American universities were built upon the vision of "a place apart from the real world - an ivory tower, a college on a hill."

This vision stems from the monks in the monasteries trying to preserve history and knowledge, but in modern times this view of a university may be intimidating and elusive for some groups of students.

GSU's goal is to continue to preserve knowledge but to also make it accessible to all students, and create an environment of a public square, which, according to Maimon, is a place "where universities have an opportunity to learn from diverse communities... and are willing to listen and engage in real dialogue."

The term public square is a reference to the ancient Greeks' place of study called an agora where students were taught to be leaders in the city. The Roman version, called a forum can be described as the downtown square, it was a hub of communication where predominant and sometimes controversial issues were discussed and decided.

President Maimon hopes to encourage the GSU community to take an active role in the discussion of current issues and increase student roles in the decision making process. Students have already experienced this emphasis when the University placed much of its focus on the presidential election, displaying large TV monitors with up-to-the-election coverage and hosting discussion forums on the biggest issues.

The University wants to encourage students to become engaged in the issues that affect the university, the state, and the globe.

The goal is to make students aware of the issues, and help them discover that they have a voice. This connects with the mission statement's idea of Responsible Citizenship where GSU students are aware of the issues, take a stand, and actively influence the outcomes.

Involvement in local community, the act of voting in elections, and volunteering in the community are major steps we all can take in bettering our communities.

As the world becomes more interconnected, one of GSU's primary goals is to prepare students for a global society. America is undoubtedly interconnected with other nations, and issues in one country can significantly influence US economies and employment rates.

The University's goals include communicating the new perspective of the global economy into coursework and preparing students to work in this interconnected job market.

As Dr. Eric Martin, Dean of the College of Arts and Sciences, explains, "Part of this is capturing... what we have done, have always done, and know what we are really good at and also a part of this is setting some new goals... that doesn't mean that its scripted for a single course or for a single major but an infusion [of global perspectives]."

Provost and Vice President of Academic Affairs, Dr. Jane Hudak is currently working to expand global opportunities for students and to infuse this global perspective into the curriculum. The University hopes to expand grant opportunities, internships and connections with global as well as local partners.

It is difficult to ascertain the full reach of GSU's impact on the local economy because though Alumni office dedicates a significant amount of time surveying graduates, issues with low response rates, and address changes affect results. There is no doubt that GSU provides training, education, and job opportunities for a broad region. GSU even offers training and resources to people who want to open a small business through the Small Business Develop Center (www.centerpointgsu.com).

President Maimon summarized the mission statement best: "This is a very exciting time for GSU, as we celebrate our 40th anniversary, and [an exciting time] for students," she said. "It's a wonderful place to be right now because together we are building a model 21st century university. The students who are here now will not only experience a very high quality education, they will be part of something that I believe is going to influence other universities because we are taking a leadership role in the idea of the university as a public square."

GSU to Award Honorary Degree to District 162 Superintendent

At its Winter Commencement ceremony on Jan. 31, Governors State University granted more than 650 bachelor's and master's degrees to students who have worked diligently and with great success toward this goal. The university will also award an honorary degree, Doctor of Humane Letters (Honoris Causa), to Dr. Blondead Davis, Superintendent of Matteson School District 162.

"Dr. Davis' exceptional work as an educator and dedication to the achievement of all children deserve our greatest respect, deepest gratitude, and the highest honor the university can bestow," said Dr. Elaine P. Maimon, President of Governors State University.

According to Maimon, more than 4,500 graduates of GSU's College of Education teach in Illinois' schools including the schools in Matteson School District 162.

Under Davis' leadership, the students of District 162 attained a 45 percent rise in achievement scores on the Illinois Standards Achievement Test. Schools in her district rank among the top elementary schools in the state.

In addition to Dr. Davis, the graduates also heard from student speaker Sheryl Yarbough of Chicago Heights. Yarbough is receiving a Bachelor of Arts in Interdisciplinary Studies. For the past 18 years, she has worked for the Illinois Department of Corrections and is currently a Senior Parole Agent.

"It gnawed at me that I did not have a degree. I decided to return to school because I wanted to be formally educated," said Yarbough. "My thirst for knowledge is why I went back to school."

According to Yarbough, "Everyone at GSU fully embraced me, from financial aid counselors to my program advisors, and from the professors to members of student government. I was welcomed and encouraged all the way."

The GSU Commencement took place on Saturday, Jan. 31, at the Tinley Park Convention Center, Tinley Park, Ill.

This article printed courtesy of the GSU Public Relations Department.
I WANT YOU! TO WRITE FOR THE STUDENT NEWSPAPER OF COURSE!

If you have an interest in writing, journalism, or design, the Phoenix has a place for you!

The Phoenix Student Newspaper is looking for student contributors to help in making the Phoenix a success.

If you are interested, please contact the Phoenix office at 708-534-4517 or phoenix@govst.edu.

PHOENIX

The Phoenix is Governors State University's student newspaper. It is published twice monthly during the fall and winter, and monthly during the spring/summer.

We welcome articles, suggestions, photos, commentary, cartoons, and letters to the editor on issues that concern you or the greater GSU population.

We reserve the right to edit submissions for clarity, legality, and interest to our GSU readership.

All submissions should be signed, and include the student, faculty, or staff member's ID number, department, and phone number.

PHOENIX

OUTLOOK

Editorials & Opinions

02/10/09

Some Well-Deserved, Good Criticism

By Sarah Silhan

Editor

For the past few weeks, I was ready to write my editorial about the Super Bowl. I had ideas floating around in my head and I was set to congratulate either the Steelers or the Cardinals on their big win. But then I came to campus on Monday and saw a sign which completely altered my original intentions.

As part of the "Get Fit" campaign on campus, someone has posted signs on campus to encourage students who walk the halls for exercise. The signs read, "Keep going! You're doing good!" Ever since I saw the sign, its irritated me.

Granted, I am a Secondary Education/English major. I will be spending the next 30 years teaching America's adolescents the ins and outs of the English language. And yet, my university-level peers can't even master the basics. What a disappointment.

You're doing GOOD? Really? Did the author of these motivational signs miss EVERY day of basic grammar class?

I admit that I can be picky about certain things which other people can easily overlook. For example, it drives me crazy when someone says "armite" instead of Arctic. Yes, there is a "C" in the word and it should be pronounced. A few other grammar irritations:

- A pitch is for beverages and baseball games. A picture hangs on the wall.
- "Me" and "I" are not interchangeable. "Kelly and I went to the mall," but "Mom bought purses for Diana and me."
- "Myself" is a reflexive pronoun. If it's not reflecting anything, don't use it, i.e. "Hand those tests to Miss Anderson or myself."
- "You and I" wouldn't say, "Hand those tests to myself," would you? It's ok to use "me!"

The month is February. (Think "brew" in the middle.)

So, I'm positing the challenge to you – the GSU community. Whether you are chairman of a student organization, president of a club or a faculty member looking for volunteers, check your signs, postings and bulletin board announcements.

If you're unsure of word usage, ask someone. There are plenty of grammar nerds like me who are willing to help. And if you're ever unsure of its importance, just remember the words of William Safire: "Only in grammar can you be more than perfect."

GSU Responds to Inauguration Day 2009

By Amy Beth Porter

Contributing Writer

The question of this generation, and indeed this century, may now be "Where were you when Obama was inaugurated?" GSU students and faculty alike were quick to respond, detailing what distinguished this day from others of historical importance and sharing their initial reactions to the landmark event.

Most people could attest to the fact that the turn-out of voters was staggering, judging by the media coverage of the inauguration. Brigid, an occupational therapy student, admits that she was "blown away by the mass of people that were there."

Faculty member Becky found the number of people who were there "positively astonishing, [and] to see them uniformly joyous was affirming." Like many people of her generation, she saw the event as nothing short of a miracle.

Said Rachel, a criminal justice major, "my kids are mixed, so it's really important to me that the world shows them that all things are possible." It's apparent that the wild enthusiasm present during Obama's campaign carried over to inauguration day and forged a sense of unity that Americans have not felt in some time.

A number of people were not able to watch the inauguration as it was happening, but found ways to view fragments of Obama's big day at their workplaces. GSU's television screens were constantly tuned in to the coverage throughout the day, where students, faculty, and staff alike stood in clusters to hear public reactions and hear Obama's words.

Outside of GSU, Jessica, a business major, says that she was excited that at least she was able to "sneak into the break room at work and watch [the inauguration] off and on."

Others were forced to check the news later on after work or class. Wilhelmia, an interdisciplinary student, gave her reactions based on news coverage. Of Obama's oratory prowess, she asserts that people feel unified because he "makes people feel like he's speaking just to them."

This is all not to say that America is walking into the next presidential term with nothing but blind hope. There is a fair amount of trepidation when considering the magnitude of rain Obama has been appointed to clean up.

One GSU staff member agreed: "he's got such a pile of garbage shed in him."

The media made mention of a honeymoon period in the following handful of days, after which Americans will remain watchful to see that Obama makes good on the promises of his campaign.

More than one student also expressed disappointment over the frivolous "Hollywood-ization," as one student put it, of this important historical event. Several interviewees claimed that, by and large, media coverage was "a little over-the-top" with its unrelenting discussions surrounding the fashions the Obamas sported.

Staff member, John, quipped, "Where's the money coming from for all these inaugural balls?" (Perhaps in response to such questions, Obama unceremoniously cut the salaries of select staff members during his first day of office.)

Regardless of who voted for whom in this last year's election, the collective eyes of America are steadfastly watching to see what happens now.
Swim this Winter at GSU!

By Michelle Hulett
Staff Writer

It's hard to imagine days at the beach or laying by the pool when there's a foot of snow on the ground, but summer is only a few months away. If you don't know how to swim, or need to work your swimming skills, now is the time to start. Luckily, GSU has swim programs in its newly renovated 167,000 gallon heated swimming pool. AI Shorey teaches child and adult swim classes for all skill levels. He has been at GSU since 1994 when he began working as the pool lifeguard. Soon after, he began helping with the swim instruction program and has been the swim instructor ever since.

Shorey looks back on his swimming experience explaining that he swam briefly on a high school and then a Junior College team in Chicago. After he began work as a lifeguard he says "he became keenly aware of the health and safety needs of our community." Shorey says he has continued to pass on his knowledge of aquatic skills to his students.

He is currently certified by the American Red Cross as a Water Safety Instructor and as a Lifeguard/First Aid/CPR Instructor. His background includes 35 years of work with the Chicago Park District in the Beach and Pool Unit.

Student Life currently provides instruction in swim lessons and lifeguard instruction, both of which AI Shorey teaches. He provides three 12-week sessions of swimming lessons each year. Classes for adults and children are held on Saturday mornings starting at 9 a.m. for adults and continuing at 11 a.m. for children.

While SCUBA training is not yet offered at GSU, Shorey says students can begin to pursue their interest with snorkeling.

"Students interested in beginning the process are offered the opportunity to learn to use a mask, fins, and snorkel, which are skills leading into both of which Al Shorey teaches. He provides three 12-week sessions of swimming skills to his students. It is that time of year again for students to apply for financial aid and secure funding for the upcoming school year. Though it may seem like a hassle, there are a few steps you can take now to make the process easier.

First, complete the Free Application for Federal Student Aid, or FAFSA. This form needs to be filled out by any student wishing to obtain state or federal aid.

Students can access the forms on the web at www.fafsa.ed.gov or can pick up an application at the Financial Aid office, and mail it to the address provided on the form.

It is recommended by the Financial Aid office that students complete the online form as this form is easier to fill out, and paper forms are harder to access as the Department of Education sends a limited supply to schools.

Priority consideration for aid is given to students who finish their applications by Apr. 1, 2009. FAFSA for the 2009-2010 has an open application period until June 30, 2010. FAFSA will accept only one application per student.

Students are also reminded that question No. 26 needs to be answered before any aid is considered. Students also need to remember to hit the "submit button" on the online FAFSA form. If the button has not been clicked the application has not been processed.

When the application asks for tax paid, it will tell you what line on the 1040A/EZ/1040 you should use. Do not use the tax withheld on your W-2 form.

Upon completion of the form students will receive a Student Aid Report (SAR) via email or through the US postal mail. Review the SAR to ensure all the information is correct. If incorrect, you can visit www.fafsa.ed.gov to make corrections.

GSU's financial aid office advises students to keep a photocopy of all forms, letters, and applications sent to their office, along with any documents used to complete the FAFSA. These documents could include Worksheets A, B, C, federal tax returns and W2's.

The Office of Financial Aid will process your financial aid application for students that are degree seeking and admitted. Students can still apply for aid if they have been admitted. The FAFSA application must be completed every year by students to be considered for aid. Students also need at least six credit hours to receive a student loan.

Students that are having a difficult time completing the FAFSA application will have the opportunity to attend a workshop provided by the financial aid office. The Office of Financial Aid will be sending an email to GSU students soon with more information. Look for posters which will be displayed as well with the date and time for any upcoming workshops.

Student with any questions can contact the financial aid office at (708) 534-4480. Office hours are Monday-Thursday 8:30a.m. to 7p.m. and Friday 8:30a.m. to 5 p.m.
This piece was submitted by Cynthia Hutson, a GSU Program Administrative Assistant. She experienced President Obama's Inauguration Day first-hand. Her story is shared below.

**A First-Hand Account of Inauguration Day**

I attended the swearing in of President Barack Obama, the 44th president of the United States and our nation's first African American president. It was an unbelievable and inspirational experience!

I was considering going to Washington, D.C., but had not confirmed my plans until I received a call from my cousin in Maryland, with words that were music to my ears, "I'VE GOT TICKETS TO THE INAUGURATION!"

Little did I know that having tickets still meant standing outside in the frigid cold! Also, because Washington, D.C. was closed to traffic other than official vehicles, on Inauguration Day, we and what seemed like everyone else in Washington, Virginia and Maryland were relegated to riding the Metro to view the swearing in. But all was good!

My spot within the masses did not allow the opportunity to get "up close and personal" with the U.S. Commander-in-Chief, but being in the midst of the one million plus crowd was an experience in itself. The massive number of people was somewhat frightening, yet all, were surprisingly well behaved.

People were standing and sitting, everywhere and anywhere, to get a view. People were perched throughout the trees and even atop the rows of port-a-potties! The amount of love, and camaraderie amongst strangers was unbelievable.

Everyone was kind, and cordial. I met people from California, Delaware, Massachusetts, Texas and Virginia. Most repeated the same mantra, "I had to be here for this historic event." "I wanted to be a part of history," or "I wanted to have a story to tell my children/grandchildren." Whatever the motivation, all were there in good spirits.

There were huge TV monitors and speakers throughout the National Mall, an approximate two-mile open area park between the U.S. Capital and the Washington Monument, and the area where the inaugural attendees stood to view the ceremony in ceremony.

An unbelievable husk came over the crowd when the ceremony started promptly at 11:30a.m. with opening remarks by the Honorable Dianne Feinstein. When Aretha Franklin sang "My Country 'Tis of Thee," many cried. (And believe it or not, Aretha's hat was not a topic of discussion).

When President Obama was finally introduced, the cheers and applause reached an ear deafening timbre.

and in fact, each time his name was mentioned before, during and after induction the cheers and applause were thunderous. As he spoke, his words did not fall on deaf ears.

Later that night, I watched the local Maryland news and was astounded that there was such a low incident of crime or reported "incidents" associated with the inauguration. One report said only 450 incidents. Amazing, considering that between 1-2million were in attendance.

There were however, numerous weather related incidents, which I also saw firsthand. Some from other parts of the country were not well prepared or properly dressed for the cold day. My group of course, being from Chicago, was well prepared for the weather.

There was such a myriad of well wishers and supporters of the new president. It was heartwarming to see a diverse representation of nationalities, races, ethnicities, men, women, young, old, even those in wheelchairs and on crutches.

America truly is a melting pot for humanity and the turnout for this inauguration confirmed it.

Editor's Note: If YOU attended the ceremonies in Washington, D.C. and would like to share YOUR story, we'd love to hear it. Please email it to phoenix@govest.edu or sarahsilhan@aol.com.

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**African Prince Visits GSU for Distinguished Lecture**

By Renee Wieschmann
Contribution Writer

GSU will enjoy a royal visit tomorrow, Feb. 6. Prince Ngolohsong Mbecky of the Kuba, a tribal Kingdom in the Democratic Republic of the Congo, will give a lecture on the Art of the Kuba, which is currently on exhibit at the GSU Visual Arts Gallery. The lecture will be at 6p.m. Friday in the Sherman Music Recital Hall. A reception will follow from 7-9p.m. in the gallery.

Art History Professor Dr. Arthur Bourgeois, who coordinates GSU's art program, said the exhibit comes mainly from two private collectors, although he also donated a Kuba mask from his own collection. In addition to masks, the exhibit includes a royal coffin dating to 1900, a replica of the Basket of Wisdom and many other artifacts.

"Nothing on this scale has ever been shown before in the U.S.," Bourgeois said. "It is some of the finest art in Africa."

Prince Mbecky was raised in the Kuba culture although he was mostly educated in Italy and is now studying for his doctorate in International Business in the United States. His lecture and the Kuba exhibit coincide with Black History Month as well as the university's 40th anniversary celebration, Bourgeois said.

The Kuba are a tribe of roughly 250,000 people living in the Democratic Republic of the Congo or what is formerly known and Zaire and the Belgian Congo.

The politically and socially versatile kingdom is made up of 18 individual subgroups. The Kuba Kingdom is governed by theBushong, the largest subgroup. Consequently, the king is always a member of the Bushong, but each ethnic group has a representative at court.

The kingdom has been in existence since the 17th century, but the people have lived in the area much longer. It was discovered by Westerners in the 1880's.

The political system is filled with public receptions and a highly developed legal procedure. It is the last of many kingdoms that once thrived in equatorial Africa.

Oral traditions play a major role in the recording of Kuba history. Many known stories discuss cosmology, the creation of the world and man, and the genealogy of kings, chiefs, and other people of importance.

Art plays a major role in Kuba culture. Detailed patterns, woven or carved, can be found on architecture, basketry, textiles, and female body parts. More patterns are carved into weapons, pipes, horns, bells, and musical instruments.

The most identifiable Kuba art is found on masks. There are more than 20 different types of masks. Many materials can be used in the construction of these masks, including animal hair, fur, cowrie shells, feathers and beads.

Accompanying the masks are costumes made of raffia fabric or bark cloth with bead embellishments woven into the fabric.

The bell shaped Kuba masks are liberally ornamented with beads, skins, cowrie shells. The ornamentation style is closer to weaving and embroidery than carved sculpture. The masks are used for general celebrations, initiation rites and burial ceremonies.

There are three types of masks linked with royal authority. The mbooshi a mask is used only by certain male members of the royal family. It is related to the traditional hero of Kuba legend, Woor.

The corresponding female mask is known as the mbong. The mask symbolizes Woor's wife/sister Mweel, stressing the importance of women in the culture.

The third mask is called Mbombo. Unlike the previous two masks, Mbombo is carved from wood. Mbombo signifies opposition to the king's authority in the dance. The mask stands for the common man as well.

These three masks are all part of the Bushong subgroup. The other Kuba subgroups have created masks as well.

Nuph, is a wooden mask decorated with cowrie shells and the temples and red and white feathers on the top of the head. Mundawula has chameleon eyes and a white plume sticking out above the head. Makobu is an elephant trunk along with more beadwork and embroidery.

The Art of the Kuba exhibit is currently open to the public from 11a.m. to 6p.m. Monday through Thursday in the art gallery adjacent to the E-Lounge until Feb. 17.
Students are Invited to

CHAT WITH
THE PRESIDENT

Dr. Elaine Maimon

Wednesday, March 4
6 p.m.
Cafeteria Annex
Pizza will be served

JOIN THE CONVERSATION

Ask Questions
Share Ideas
Discuss GSU's Future
By Barbara Hogu
Contributing Writer

"Ears: The New Fingerprint," was a recent graduate exhibit by Jessica JoAnn Van Swol in the Visual Arts Gallery at GSU. Throughout the gallery there were sculptured ears in varied displays from large groupings of small ears in fired clay with no glaze, one each on 50 tiles, to medium size colored ears on colored tiles to extremely large ears with no glaze on pedestals which looked like landscapes of hills and valleys.

Van Swol says in her artist’s statement, “My interest in ears as a sculptural element began when I learned about the process of creating prosthetic ears, eyes, and noses for burn victims. Even though the eyes and nose are both far more central features, my focus gravitated towards ears.”

“I liked the irony that the least prominent feature is the most challenging to re-create,” she added. “Even though they are a small part of the human body, ears hold a tremendous amount of detail... Similar to fingerprints, no two ears are identical, even the pair on one individual,” she adds.

The sculptured ears which are displayed are examples of her family members, friends, and GSU faculty, staff, and students. When examining the ears in the gallery, visitors were able to analyze the details of each part of the ear in terms of the "Helix, Auricular Tubercle, Lobule, Cuna of Anthelix, the Anthelix, Crux of the Helix, as well as the Concha" which Van Swol has illustrated on her postcard invitation and displayed as a labeled illustration within the exhibit.

"The more I thought about ears as small sculptures, the more I began looking at them as landscapes. The peaks, valleys and shadows created by the shape of an ear are unique," she states. “These traits provoked my detail-oriented mind with the challenge of re-creating ears and also inspired me to present my insights with a message of individuality.”

Van Swol believes that "Ears: The New Fingerprint is a cross between artistic inspiration and scientific investigation." All of the ears are sculpted out of clay using 50 models for a reference to ensure diverse realistic details,” she says. "This level of details is important in order to view the ears as representations of actual ears. It is important for the ears to be identified, not just as an individual ear, but also as belonging to a particular person." There is a listing of the 50 models on a ledger and each one has a number and the name of the model that was used, so when people are viewing the ears, they may reference the name of the model for the ears that are displayed in various sizes.

"By displaying several ears in comparison to each other, I have provided an opportunity where subtle distinctions can be discovered," she adds. "I would like to offer others the opportunity to reflect on the larger scope of individuality, including: appearance, personality, behavior, and belief through my work.”

However, Van Swol also took note of how onlookers reacted to the exhibit.

"I took the role of an observer of everyone’s reactions," she explained. "I observed how difficult it was for everyone to recognize their own ear. While some models reacted with delight, others reacted with disappointment.”

She added, “I believe their disappointment stemmed as much from their disappointment in not being able to recognize their own ear as from not liking the appearance of their ear.”

Most people do not see their ears in everyday life from the view from which they were sculptured unless they have two mirrors at the same time to view it, by looking in one mirror to see the reflection of the ear in the other. People only see their ears in perspective which causes them to see a distorted view from the front.

That may be one of the reasons why Van Swol’s models did not recognize their ears. However, the models had great discussions upon comparing their ears at the opening of the exhibit and in periodically viewing the exhibit during its run in the gallery, especially those who frequented it and work at GSU.

After graduating from GSU, Jessica Jo Van Swol plans to use the portfolio of this exhibit to apply to various MFA programs.
To Find A Great Job, Build A Great Network

By Bob Roth
The "College & Career Success" Coach

Picture yourself standing in the center of a circle surrounded by all of your friends, relatives and acquaintances, approximately 200 people. Then, picture each of those 200 people at the center of their own circles, surrounded by everyone they know.

If you were to contact all 200 of your relatives, friends and acquaintances with a question, you would have access to information and feedback from the more than 40,000 people in their networks. That is the power of networking.

You may think that you don't know 200 people, but most students do. You just don't realize it yet. So let's see if we can identify the 200 people you know. Start by listing your relatives, friends and acquaintances. Include everyone in the following groups.

High School - Use your yearbook to list classmates, class officers, club members, team members, teachers, administrators, counselors and service personnel. Also include acquaintances in the classes ahead of you and behind you in school.

College - Roommates, dorm mates, friends, classmates, class officers, club members, team members, professors, administrators, counselors and service personnel. Also include acquaintances in classes ahead of you and behind you in college.

Local Community - (At Home and At College) Neighbors, Police, Fire, Ambulance, Bank, Hospital, Religious Institutions, Library, Recreation, Accountant, Barber, Hair Stylist, Car Mechanic, Retailers, Business Professionals, Politicians, Community Leaders, City Employees, Village and Town Employees, etc.

Relatives - Parents, Siblings, Close Relatives, More Distant Relatives

Employers - (Past and Present) Supervisors, co-workers, executives, employees in other departments, suppliers, customers and delivery people.

Associations - Local and National Business, Professional and Community organizations.

Military - Active and Retired Military Personnel, Members of the Military Reserves

After you complete your list, you will find that you know more people than you thought. Record their names, mailing addresses, phone numbers, e-mail addresses and notes about your relationship, their professions and information exchanges. The group that you've just assembled is your network. However, to be effective, your network must be cultivated and nurtured. Most of all, it must be used and strengthened.

"An effective network is the secret weapon of the best job hunters."

College students who create and effectively tap their networks can unleash a plethora of targeted and useful job hunting information. Whenever you need information and contacts for your job search, you would be wise to tap your network. There will be people in your network who have the information and contacts you need.

Your network can only work if you contact the people within it. The key to a working network is mutual respect, concern for others and a genuine interest in helping others. Importantly, you must understand that networks operate in both directions. Not only do they provide you with information and contacts, you must be willing to share your information and contacts with others.

Creating and maintaining a network is very difficult, since a network requires constant attention. That means that you must contact and share information with the people in your network on a regular basis. If you only contact people when you need help, you may turn them off. The best networks take a genuine interest in others. They contact their network just to keep in touch and to see if there is anything they can do to help. Because they can unleash the power of their network, giving people will always receive more in return.

Since networking can provide critical information about people, employers and job opportunities, it makes a lot of sense for college students to take advantage of this job hunting technique. It works in even the worst economic times and helps to uncover the jobs that never get advertised. That's why I say, "To find a great job, build a great network."


The Diversifying Higher Education Faculty in Illinois (DFI) Fellowship Program is recruiting applicants for the 2009-2010 Class of Fellows

“For more than 20 years, the DFI program and its predecessor programs have provided competitive need-based financial awards to more than 300 underrepresented minority students who have earned graduate degrees (Masters or PhD) from a participating Illinois higher education institution.” (letter from T. Nunn, IBHE, 2009)

Interested students should go to the link below to answer preliminary eligibility questions online:


The Governors State University DFI Institutional Representative is Sherilyn W. Poole, Associate Vice President for Student Affairs and Dean of Students. Dr. Poole will hold informative sessions for eligible DFI applicants to help students prepare their applications for submission.

Students who are determined to be eligible after completing the forms on the website should let Dean Poole know they intend to submit an application packet by sending her an email at s-poole@govst.edu.

*Deadline for submitting completed applications to Dean Poole is February 9, 2009.*
Teachers have class

Find your class at the
TEACHER EDUCATION CAREER FAIR
Thursday, February 19, 2009
3 to 6 p.m.
Hall of Governors

Open to students, alumni, and community members
Bring plenty of resumes

Governors State University
1 University Parkway
University Park, Illinois

For more information, call 708.235.3974
Sponsored by the Office of Career Services
GSU may soon have more painters, sculptors and photographers roaming the hallways.

The Illinois Board of Higher Education has approved the university’s request to change the Bachelor of Arts program to a Bachelor of Fine Arts program.

The approval came after a year of hard work by the GSU art department, faculty and staff, who hope the enhanced program will attract more creative students and offer more choices for those seeking an art degree. Final accreditation has not occurred yet.

GSU’s faculty and staff of the college of art have been on a year-long mission to have their proposal for the BFA (Bachelor of Fine Arts) program approved. Throughout the past year, the faculty worked to implement more than 30 courses into their BA program. This crucial step is what ultimately allowed the change to the BFA program.

“The BFA Program has more concentration on art work,” says Lisa Hendrickson, Administrative Coordinator for the Art Department, noting that many of the new classes are hands on. “We developed a lot of classes for the Bachelor of Fine Arts program; ceramics, sculpture, print work and painting.”

The BFA program is also more intense and the degree has more prestige.

“The requirements for a BFA are a 27-30 credit hour difference of actual studio course work,” said Hendrickson. With the Bachelor of Fine Arts degree, students will also be eligible to teach, she said.

Students can be admitted to the new BFA program in the fall of 2009. At some point in the future, the department is also hoping to offer an MFA.
2008: A Look at the Movies

By John Conrad
Associate Editor

Many great, and many terrible movies came out in 2008. Most of these titles are currently available to rent, and those that aren’t should be released shortly. I highly recommend you see the great films on my top ten list, and avoid those on the worst ten list like they were the plague. Happy viewing!

Top 3 of 2008

1. Let The Right One In

Oskar, a troubled 12-year-old boy in Sweden befriends the mysterious new girl that has moved in next door. But his new friend, Eli, is a bit strange. She smells funny, only comes out at night, and says that she’s only 12 years old, but she’s “been this age for a very long time.” After a string of recent murders in the area, Oskar begins to realize that Eli is not the innocent girl she seemed to be. This is one of the best and most original vampire movies I have ever seen. It is a very dark and grim tale, yet serves as a touching and heartfelt story of an unlikely friendship forged between two outcasts. Let the Right One In provides a fresh take on the vampire story, giving the bite back to a relatively dead genre.

This film has earned over 22 awards, including Best Narrative Feature at the Tribeca Film Festival, Audience Award for Best Film at the Toronto After Dark Film Festival, and Best Foreign Language Film by The Chicago Film Critic Association.

2. Snow Angels

This is a movie about lives crossing paths in a small town, some for the better and some for the worse. The story follows a father trying to make things right with his estranged wife and toddler daughter following a failed suicide attempt. This story is paralleled with that of a pair of high school students forging a friendship that is blossoming into a relationship. As one couple separate further apart, the other is pulled closer together... until a tragic event occurs that will bring this small town to its knees.

This is a movingly powerful and somber film that showcases the effects of a tragedy in a small town on those involved. Very powerful performances are provided by Sam Rockwell and Kate Beckinsale. This is a story of love and loss, family and separation, and downfall and redemption. It goes to show that most things as beautiful and fragile as a Snow Angel won’t last.

This film has been nominated for 3 awards, including Best Cinematography by the Satellite Awards, and the Grand Jury Prize at the Sundance Film Festival.

3. Slumdog Millionaire

Jamal is a poor boy from Mumbai, India who makes it on the game show Who Wants to be a Millionaire. During his appearance, he is accused of cheating and interrogated. Through this interrogation, the story of Jamal’s life is told; as events in Jamal’s life directly coincide with the tragic event that would bring this small town to its knees.

This movie has won over 42 awards, including Best Director (Danny Boyle), Best Adapted Screenplay, and Most Promising Performer (Dev Patel) from the Chicago Film Critic Association.

The Best of the Best

1. Let the Right One In
2. Snow Angels
3. Slumdog Millionaire
4. In Bruges
5. The Wrestler
6. WALL-E
7. Forgetting Sarah Marshall
8. Diary of the Dead
9. Man on Wire
10. Iron Man


The Worst of the Worst

1. The Happening
2. The Spirit
3. Righteous Kill
4. Harold and Kumar Escape From Guantanamo Bay
5. Choke
6. The Day the Earth Stood Still
7. Indiana Jones and the Kingdom of the Crystal Skull
8. Miracle at St. Anna
9. Funny Games
10. War, Inc.

Dishonorable Mention: (In no particular order) - The Incredible Hulk, Death Race, Religulous, Nobel Son, Quarantine, Strange Wilderness, Doomsday, and Eagle Eye.
This paper presents a ______________ method for ______________. Using ______________, the ______________ was measured to be ______________. Results show agreement with theoretical predictions and significant improvement over previous efforts by ______________ et al. The work presented here has profound implications for future studies of ______________ and may one day help solve the problem of ______________.

**Keywords**: ______________ (buzzword) ______________ (buzzword) ______________ (buzzword) (supreme sociological concern)

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**Music Review**

**PJ Harvey's To Bring You My Love**

By Amy Beth Porter

Contributing Writer

Delving into the annals of girl guitar rock, here we find a gem from 1995. For her first solo effort, British singer Polly Jean Harvey wrote her own songs and played keyboard, guitar, vibraphone, organ, and bells. This collection of tracks brews with spiritual reckoning and other heavy themes ranging from death of a child to streetwalking. Considered altogether, the songs seem to tell a unified story that equates abandonment at the hands of a lover with abandonment of God.

The first track, "To Bring You My Love," marks the slow unraveling of a woman who would give anything, her soul included, to be with her lover. Harvey combines Judeo-Christian metaphors (deserts, floods, hand of God) and "sex" (no context) "to convey a profound sense of abandonment."

"Meet ze Monsta," the next song, has a heavier beat and carries a touch of evil in its delivery. The narrator, who has heard the following song, is mumbled, either in confusion or, more likely, intoxication of some sort. It follows a prostitute who waits for dispensation of justice while trying to keep her faith alive.

"C'mon Billy" is an acoustic departure from the other, more synthesized tracks. The narrator of this song futilely waits for the man who would give anything, her soul included, to be with her lover. Harvey combines Judeo-Christian metaphors (deserts, floods, hand of a lover with abandonment of God). The lines to "Working for the Man,"

perhaps the song she is most known for, "Down by the Water" is a song about infanticide. If the lyrics are taken literally, it depicts a drowning, but if taken figuratively, the story may be one of abortion, with water acting more as a metaphor.

At any rate, this song seems to be the turning point where the narrator of the album has lost her spiritual bearings ("Oh help me Jesus/Come through the storms.")

"I Think I'm a Mother" falls out of sequence, positing perhaps what might have been before the events of Down by the Water: "I love her. I'll keep her. Better just keep her."

Rounding out the album, "Send His Love to Me" describes the conditions of grief using a deeply earthy appeal. The subject of the song seems to be singing either about her incarcerated lover ("This love becomes a tether/This room becomes a cell") or maybe the feeling of being imprisoned in the relationship she has fought so hard on the preceding tracks to save. The finale, "The Dancer," is a gorgeous song that starts out hopeful in a new and exciting relationship that promises everything but ends too soon.

Made of ten seamless songs about love, redemption, and mourning, this album packs a punch more powerful than most albums double its size.

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**PHOENIX FEATURES**

**Abstract Mad Libs!**

This paper presents a ______________ method for ______________. Using ______________, the ______________ was measured to be ______________. Results show agreement with theoretical predictions and significant improvement over previous efforts by ______________ et al. The work presented here has profound implications for future studies of ______________ and may one day help solve the problem of ______________.

**Keywords**: ______________ (buzzword) ______________ (buzzword) ______________ (buzzword) (supreme sociological concern)
Crossword & Sudoku: solutions on page 7

Across
1. Destiny
2. Separate
3. Nocturnal
4. Raise
5. Arboreal
6. In the past
7. Highway
8. White heron
9. Plan of action
10. Belonging to us
11. Lyric poem
12. Draw
13. Jump lightly
14. At any time
15. Fern leaf
16. Lull
17. Take a little at a time
18. Leave or strike out
19. Religious song
20. Tendancy
21. Test
22. Offend
23. Travesty
24. Two times
25. Lull
26. Distribute
27. Lighthouse
28. Negation of a word
29. Field game
30. Impartial
31. Metallic element
32. Tripod
33. Elude
34. Postpone
35. Connecting point of several lines
36. Side
37. Domestic companion
38. Sheltered side
39. Limb
40. Pinch
41. Historic period
42. Shrub
43. Negation of a word
44. Field game
45. Impartial
46. Metallic element
47. Tripod
48. Elude
49. Postpone
50. Connecting point of several lines
51. Side
52. Domestic companion
53. Sheltered side
54. Limb
55. Pinch
56. Historic period
57. Shrub
58. Length of sawn wood
59. Lighthouse
60. Negation of a word
61. Field game
62. Impartial
63. Metallic element
64. Tripod
65. Elude
66. Postpone
67. Connecting point of several lines
68. Side
69. Domestic companion
70. Sheltered side
71. Limb

Down
1. Typeface
2. Spelate
3. Nocturnal
4. Raise
5. Arboreal
6. In the past
7. Highways
8. White heron
9. Plan of action
10. Belonging to us
11. Lyric poem
12. Draw
13. Jump lightly
14. At any time
15. Fern leaf
16. Lull
17. Take a little at a time
18. Leave or strike out
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71. Limb

Sudoku: solutions on page 7

Happenings: What's going on at GSU!

Compiled by Sarah Silvan, Editor

Look what's going on at GSU! This month's events focus on celebrating Black History Month. All events are free and open to the public unless marked otherwise.

Black History Month Celebrations
Two open forums discussing the issues of living with oneself and living together:

"Let's Talk Diversity"
TODAY, 5-6 p.m.
Engbrenson Hall

"First Generation College Experience"
Tuesday, Feb. 17, 5-6 p.m.
E-Lounge

Screening and discussion of the film "King of Bingo"
Tuesday, Feb. 10, 6-7 p.m.
Room H2003

Motown Sock Hop
Wednesday, Feb. 11, 2-5 p.m.
Governors State

Comigpalooza
Friday, Feb. 13, 7 p.m.
The Center for Performing Arts
A performance by comedians who will have people laughing at life and each other. Tickets available at the door. The show contains adult content.

National African American Read-In at Governors State
Monday, Feb. 16, 6-8 p.m.
Sherman Hall

Volunteer readers celebrate literacy of African American literature and join the celebration.

For more information or to register as a volunteer reader, call (708) 235-3956.

"Steppin' into Black History." Thursday, Feb. 26, 4-6 p.m.
Cafeteria Annex
Come see an improvisational form of dancing unique to African Americans. Participation is encouraged.

"Brothers in the Kitchen" Friday, Feb. 27, 7 p.m.
Sherman Hall
"Brothers in the Kitchen" is an original play by GSU student Adrienne Farmer of University Park. Tickets are available at the door. For more information about GSU Black History Month activities, call (708) 534-4552 or visit www.govst.edu/calendar.

ANNOUNCEMENTS
Governors State Library is proud to have a selection of the New York Times Bestsellers added to their book collection. The Friends of the GSU Library have been providing funds to the library since the beginning of 2008 to purchase this collection.

Each week a new list comes out with both the top selling fiction and non-fiction titles. All of these books are available to students, staff, and faculty for a two week checkout period. Our community members, who have valid public library cards are also invited to browse and check out these books.

Several of our newest additions to this collection include: The Limits of Power, Hot Flas, Crooked, The stair of Edgar Snowell, The House, and of course Jezebel. So, come in over to Governors State Library and check out one or two of these bestsellers! Thanks to Pam Taylor, Library Specialist, for submitting this announcement!

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