Back to Africa

Bob Press, professor in the College of Education, returned in March from Governors State University. He came to GSU January, 1971 from the Peace Corp in Africa. "We (GSU) were in a factory," Press stated, "and then we moved here."

"What goes around, comes around," he said, "I'm dressed the same as when I first started (at GSU) in a dashiki and jeans."

Press plans on spending four weeks in Malawi working with orphans and two weeks touring Kenya. He will reside in Albuquerque, New Mexico when he returns from Africa.

The INNOVATOR at the Third World Conference

The Swissotel, Chicago, was the site where the INNOVATOR staff confirmed themselves as 'innovators' on Saturday, March 18th. Two of my staff members, Oscar Mardis, managing editor, and George Ceska, III, technical information consultant, joined me in presenting a panel at the Annual Third World Conference. Their expertise in the themes they chose came as no surprise. We felt honored by the confidence Dr. Roger K. Odén, dean of the College of Arts and Sciences and the Third World Conference Foundation chairman of the Board, displayed in giving us the opportunity to present.

A job fair?

by Lisa M. Bly

That joke of a Job Fair held on campus March 21, 2000 in the gymnasium was an insult to communication majors. As a graduate student in Media Communication, I was highly offended by the choices to choose from, none whatsoever. There wasn't one table at the job fair looking for communication majors. Not to be confused, I'm not speaking of media careers, just your basic company looking for communication majors. You know, the people, who write, develop, train, design, articulate, and communicate.

I received four invitations requesting my presence at an event that had absolutely nothing to offer. If there were a communications major helping with this project, Career Services would have known that they weren't appealing to the masses, and they would have done a better job at marketing to their actual target audiences; the people in education, health care, criminal justice and information systems.

I expected there would be people looking for Tech students, but I didn't expect to see recruiters for criminal justice majors on campus twice in two weeks. I guess Career Services forgot to tell criminal justice majors that they would have a job fair of their own the next week.

The invitation assured me that there would be people representative of each department in the university. Not true. The invitation specifically told people in Education that they would have a job fair at a later date. You would think there weren't going to be recruiters looking for people in the field of education, not so. Actually, there were quite a few seeking education majors. What a pity, the invitation indicated education majors probably shouldn't come; some might have missed out on career opportunities. This would have been an area where a Communications major could have helped with the process.

If the job fair had held true to this, they could have used the booths for recruiting students in Communications. I guess they forgot that communication majors exist in the university as well. They must have also forgot how vocal those communication people are as well.

This degree seems to be one that would be useful in a number of areas of continued on page 2

Continued on page 2
It is a privilege to be re-elected as the student representative from Governors State University to the position of the Illinois Board of Higher Education/Student Advisory Committee for the term 2000-2001. On April 4, 2000, the students at Governors State University gave me their "voice" for another year. Thank you! Knowledge is Power!

"Around Campus" is a column that focuses on the issues of the IBHE/SAC. Its mission was to reconnect the students at Governors State University to the issues being discussed by the Illinois Board of Higher Education/Student Advisory Committee. The students at Governors State University have a right to know what they can do to voice their concerns in Higher Education. I believe that the mission of this column should be changed to include the voice of the student senators at Governors State University. As of April 19, 2000, the IBHE/SAC Student Representative will be on vacation till May 18, 2000.

I believe that the IBHE/SAC representative and the Student Senate should work together to keep the students of Governors State University aware of all on campus and off campus activities.

How do you say goodbye to someone whose presence has had such an impact on

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Facing page: The "Student Voice" at Governors State University? I pondered these same thoughts about Cindy Kansoer-Schneider, editor-in-chief of the school newspaper, the INNOVATOR. Sometimes, without a full staff, Cindy would spend endless hours trying to put the INNOVATOR together. She contributed her friendship and her skills as a journalist, to the students at Governor\n
ators State University. This issue of the INNOVATOR will be her last as editor. " til we meet again, God-speed, Cindy.

The next goodbye goes to Oscar Mardis, a graduate student, at GSU. When I first met Oscar, I thought of him as a big brother because he cares about the students. He has been an outstanding inspiration since I became the IBHE/SAC student representative. Oscar has been around the world and back; his experiences have given me a lot to think about regarding the path I will follow in life. Oscar is Secretary of the Veteran Club and the managing editor of the INNOVATOR. Forward March, Oscar!!!

Bill Olson is the assistant editor-in-chief of the INNOVATOR and has contributed numerous hours to make the publication a success. He will also be missed in the coming semesters.

A driving force behind the INNOVATOR, Mardis displays the creativity and dedication that he instills in staff members. He is finishing his studies and will soon attain his Masters degree. This is Mardis' last trimester with the INNOVATOR. There is more to publishing a paper than setting words down on paper. Ceska supplies the support that enables the staff to refine aesthetics and utilize the available technology to its fullest. He ensures the paper's credibility by checking technical information published and keeps the paper running by soliciting suggestions when things go awry.

He is a proven asset to the paper and I hope that he will continue to provide his much needed and appreciated support to the INNOVATOR.

Our success as a panel was evident by the attendance and the audience participation. As students, Ceska, Mardis, and I extend our gratitude to Dean Oden for giving us the opportunity to present and add to the experience as team members and student leaders. As their editor, I convey sincere thanks to Ceska and Mardis for providing me with another reason and opportunity to boast regarding the INNOVATOR's talented staff.

I extend many thanks to John Borgman, copy editor, for two and a half years of dedicated support and friendship; Walter Perkins, proceeding advisor, for his guidance when I was starting out and metabolically coping over my own feet; Josh Depier, proceeding managing editor, for his patience; and the entire staff of Human that kept things glued together, Geo De Laforcade, advisor, for his prolific writing for and support of the INNOVATOR before and after becoming advisor; Bill Olson, assistant editor-in-chief and Oscar Mardis, managing editor for two trimesters of extensive hours of dedication invested in this publication; past and present INNOVATOR staff members, for all the good and not so good times; contributors who submitted articles, poems, cartoons, puz\n
les, and pictures. I wish to congratulate Oscar Mardis, Bill Olson, and myself for attaining our Masters degrees this coming trimester. I hope all of you will miss me, as I will miss you.
Family feud

by Cindy Kansoer-Schneider

He is finally rescued and placed in the care of his great uncle and cousin who showed him with gifts and attention. Add to family attention the extensive flurry of media coverage and community rallies and Elian was transported from nearly drowning anonymously to celebrity status. I don't think that a child as young as Elian can understand the situation; it would seem more like a game.

However, it's a safer bet that he knew that his father was alive, and, without passing judgment of what was said to Elian, he at least anticipated that his father would come or had come to take him home. Elian had to wonder why he couldn't be with his father.

The next thing the child knew, the INS stormed the house and whisked him away under gunpoint. I am sure that this was traumatic for Elian, but looking at the pictures of him with his father and observing Elian's smiles and gestures, the evidence of trauma seemed to quickly fade.

I keep wondering what the undertones of the situation are saying. There does not seem to be any love lost between Juan Miguel Gonzalez and his in-laws. From the time Gonzalez came to the U.S., both parties refused to have anything to do with each other. This situation occurs daily in the U.S.; it's called a custody battle. The difference in this instance is that country borders were breached and, hence, the government had to intervene.

The situation was an opportunity for a family and community to shed their anonymity through press coverage. It turned into a political facade and I have to wonder if anyone considered Elian and his needs.

The family harboring Elian made it clear that they would not relinquish him and insinuated that they would use weapons against anyone attempting to remove him from their custody. It had to be anticipated that force would be used to free Elian from this environment.

The stories that the family propagated following the raid don't add up to what had transpired. It was claimed that the family was unaware of a raid that would take place, particularly in the early hours of the morning. If this was true, then how is it that a newspaper photographer and television technician with a camera was admitted to their home before the INS stormed the house? The family also alleged that an officer had pointed a weapon at Elian, but pictures of an officer encountering Elian and the fisherman who rescued him in a closet showed the weapon was pointed down and away from them, and that the officer's finger was not on the trigger. Elian was placed in the arms of a Spanish-speaking officer and whisked to an awaiting official vehicle.

It behooves me that a community that professed concern for Elian's welfare would pitch rocks and other projectiles at the vehicle that then transported Elian. How could endangering the vehicle possibly benefit the person that the community stated they wanted to protect? For that matter, how would the not conditions and ensuing damages help the situation? The only things this accomplished was the community members hurt themselves and lost any credibility to their argument of their concern for Elian.

Meanwhile, the politicians took the opportunity to promote their campaign images as Republicans accused Democrats of taking extreme measures in returning Elian to his father and the Democrats accused Republicans of doing nothing during a situation that warranted action. Clinton has been accused of sacrificing Elian's rights to promote relations with Cuba and I have heard several people state that Castro couldn't look better if this scenario was staged. The wa-
Reno was in the right!

by Bill Olson, assistant editor-in-chief

When I first saw the photos taken of the INS seizure of six-year old Elian Gonzalez, I was astounded. The semi-automatic rifle pointed in the young boy's direction was nearly half his size. The man pointing the gun with goggles, gloves, and a demanding look on his face was enough to make anyone sick. I was shocked.

Hours past, perhaps a day or so, and I began to realize that what transpired that early morning could not have gone more smoothly. Let's not forget, just a week before INS officers broke into the Gonzalez home, the Attorney General of the United States made a personal visit to Miami to plead with the family to reunite the boy with his father. Also, hours before the invasion, Reno tried again to negotiate a settlement between the father and the family, but talks broke off unsuccessfully for the second time. Could there have been any doubt that this family ever intended to give the boy back to his father? Young Elian's Miami relatives showed no sign of compromise from their obstinate position that the boy should remain with them. Reno had no other option but to order INS to go in and forcefully take the boy away.

The means by which Elian was taken were unfortunate, but necessary. The family's refusal to allow INS officials into their home forced them to break their way in. The guns had to be there too. In negotiations, a family member allegedly made a comment that insinuated guns may be in the house. In addition, the operation took place amid a large crowd of protesters outside the home. Had INS gone into the home unarmed or at another time of the day, the consequences could have been much worse. Perhaps a fight. Perhaps the boy could have been injured if a family member (or as it turned out, the fisherman who rescued him from the ocean several months ago) tried to hold onto the boy. For such a potentially dangerous operation, those involved ought to be commended for causing and incurring no injuries.

There's no doubt the whole ordeal frightened the young boy. But for the Miami relatives to blame the Attorney General or the INS is wrongheaded. Elian's relatives should have explained to the boy what might happen, and that his father was asking people to help the two be reunited. Instead, the family in Miami brainwashed this poor child, and broadcast a video of the boy to the nation to show what a pathetic thing they had done.

Elian Gonzalez should have never been seized from his home in Miami. It should never have come to this. Everyone involved in this fiasco knew from the start that he would be reunited with his father. It is very unfortunate that the Miami relatives did not have the foresight to see what could happen if they refused to cooperate. They should have agreed to transfer the child to the custody of his father in the first place. They would have avoided a great deal of hardship on everyone involved—including themselves.

Now that the boy is happily reunited with his father, the Miami relatives want to see him. They immediately rushed up to Andrews Air Force Base after they learned the boy and father were staying there. But now, Juan Miguel Gonzalez does not want them to see the child. Should it come as a shock to anyone that his father does not want his child to be in the company of a group of people who made life incredibly difficult for him and frighteningly dangerous for his child?

Juan and Elian, go back to Cuba. Send your relatives a post card telling them how grateful you both are for caring for Elian, and what a ridiculous thing they did by refusing to let a son live with his father.

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Congratulations to the new editor-in-chief
Jeni Porche

The following positions are available:

Managing editor
Business manager
News editor
Views editor
Features editor
Arts & Entertainment editor

Interested parties applying for these positions should contact:

Geoffroy de Laforcade
professor of Integrative Studies
College of Arts and Sciences

Extension 4020
Reflections from the pen of your editor-in-chief

I hate good-byes; the word has an uncomfortable finality to it, but this one can no longer be delayed. I am looking forward to finishing my communication studies and attain my second Master's degree. Extensive travel will take me out of the country, and I believe that it would not be fair to the INNOVATOR or our readership to remain as editor.

I have also pondered the question of overstaying the editorship. The INNOVATOR, like most other student publications, is an essential learning tool promoting creative thought and a major source of information enhancing communication throughout all of the university's community members—students, faculty, staff, and administration. It would be just or in the best interest of the paper for me to monopolize the benefits of my current position.

I also believe that when a publication begins to take on one person's personality, its credibility becomes jeopardized. It is time for thought and a major source of information enrichment to remain as editor.

Sam viewed Michele McMaster, professor of Communication, more as a friend than a professor, thought that Rashidah Muhammad, division chairperson and professor of English, was the greatest thing since sliced bread, thought Tony Wei, professor of English and Philosophy, was one of the most interesting and learned people she had ever encountered, and was amazed and delighted with the intellectual bantering afforded her by Milan Panic, professor of English, as she had exclaimed: "He actually let me argue with him, Mom, and didn't get mad at me!"

Though Sam painfully struggled with her illness, she remained active as a contributing writer, author of the photo pinion, and advertising consultant for the INNOVATOR. In addition, she was a member of the Student Communication Media Board and worked in the Student Life Services Office. The Department of Public Safety went out of their way in insure that Sam safely traversed the parking lot to her vehicle and remained mobile on campus. And the majority of the GSU community looked out for her when I couldn't be present.

Though I suspected that I had many friends at GSU, I had taken the friendships for granted, as oft time happens. The unwavering support that I was afforded by an enormous number of people—too many to list—Christmas morning when Sam died, confirmed my suspicions that GSU is more than just friends; they are family. I saw the pain reflected in everyone's faces—pain felt differently from me, but equally as intense.

I am not the only one who misses Sam's infectious laugh, but when it's very still, and if you listen very hard, you can still hear the faint echo of her giggling in the halls.

On that melancholy note, I will not say good-bye—remember, I hate good-byes—but "ketch ya lat'r!"
Terrific study skills

by Matthew J. Kunkel

Would you like to improve your grades but aren’t sure how to do it? Then, here are some proven ways to improve your skills as a student and transform yourself into what Dave Ellis calls a master student. In his book, “Becoming a Master Student,” Dave Ellis gives college students strategies and techniques to develop and improve study skills. After teaching for almost a decade myself, this isn’t written to rag on Career Services, because the question then becomes, who should be concerned with recruters on campus for Communications majors? Is this something the Communications department should be addressing or is this something that career services addresses? On the one hand, our department should be concerned about a job fair for its students.

The working professionals have enough connections and influence in their fields to put together a job fair for Communication majors. It would also be an ideal setting to display the talented individuals they are churning out of the Communications Department at GSU. I’m not sure what should be done.

I have voiced my concern to my professors in the Communications Department as well as writing this article. It is my hope that the next time career services decides to put together a job fair that is beneficial for the entire university, it will do a better job of reflecting the entire student body it is intending to serve.

You’d think someone would be willing to hire you. This isn’t written to rag on Career Services, because the question then becomes, who should be concerned with recruiting Communication majors, I figured has ever been on campus to recruit who should be concerned with recruiting Writing majors, I figured majors, I figured have enough connections and influence in their fields to put together a job fair for Communication majors. It would also be an ideal setting to display the talented individuals they are churning out of the Communications Department at GSU. I’m not sure what should be done.

Hello GSU! My name is Dorothy Ferguson and I am currently serving the student population as the Student Senate president. I currently sit on the Fee Board, Student Communication Media Board, the Election Committee, and I am the liaison for the students to the Faculty Senate. Being involved in various activities has taught me how to manage many issues for me. There appears to be a lack of student involvement in the GSU community, however, it is my vision for the future that “WE AS STUDENTS” can improve and promote student participation.

In class, I am a full-time mother of a three old son, Maxwell, a full-time student studying the field of criminal justice, and spend approximately 12 hours a day at GSU making sure that the student voice is heard and respected. I recently attended the BHIE/SAC election conference and was very impressed with the dedication and passion these students exhibited in pursuing student involvement at their respective college level. Mr. Claude Hill, the BHIE/SAC host and representative did an outstanding job on accommodating these students from institutions throughout the state.

I think the NCA site visit has given us, the students, the opportunity to sit down and promote change. The goals of the Student Senate for this coming year is to increase student involvement at all levels within the GSU community and is currently working with the administration on bringing back the Stipend Program that rewards students for their leadership and contributions to the advancement of student life. The Student Senate hopes that this will enhance student involvement. Through the use of this column the Student Senate wants to keep the students they represent updated on our progress.
Dear Editor:

I enjoy reading the INNOVATOR, but I was saddened at the recent attempt at bathroom type humor with the commonly known street name for women's genitals as the focus of a joke. It really bothered me more because this was the INNOVATOR's issue that focused on Women's History. I had always hoped that human beings (men and women) would be treated as the unique and unreplicable persons they are. What makes us unique is not genital.

Another reason for my unhappiness about this joke is summed up in this quote from G. K. Chesterton written in the Daily News (London) Feb. 19, 1910. (That was over 90 years ago; some things haven't changed.) I have no more right to give an unwilling citizen a sexual shock than to give him an electric shock. I have no more right to come behind him and inflame his passions than to come behind him and inflame his coattails. The appeal to animal appetite may succeed by its very familiarity. Intimacy is not wild and lawless. The danger of indecency is exactly that it is tame, dull, direct, inevitable; a mere law in the members. It is automatic evil. Pride makes a man a devil; lust makes him a machine.

My teachers might explain Chesterton's statement by saying specific stimuli elicit specific responses. It should be up to me to seek the stimuli I want. If I want the kinds of stimuli associated with bathroom humor, I could go to a Dirty Joke book. If I want to think, I could go to the INNOVATOR. If something is in the unexpected place, my choice is made for me.

But I would not go to pornography because I know that it hurts women and children. And it hurts men, too. Research shows that sexual aggression is related to pornography use. It is also known that erotic stimulation spirals because more is needed to reach the same high. Women and children have endured aggression throughout "women's history," and I hope we might work together to reverse this horror. I hope that here at Governor's State, we will not be like Hugh Hefner and make the problem worse. I hope that we can be part of the solution. I hope we, women and men together, can stop the exploitation of women. I hope that we stop the aggression and pornography.

That joke to provide the quality the INNOVATOR has been maintaining.

Lana Stack, Grad Student in Psychology

The following article was ascertained from the Freedom Forum, its web address can be found at the end of the article. It is a reminder of the continuing struggle that publications and journalists engage in to keep the lines of communications and information open and, thereby, maintain the right of free-speech. While the INNOVATOR does get letters occasionally from disgruntled readers, we have never been subjected to censorship that I am aware of. In this, we are very fortunate.

Campus paper reopens after lockout by administration

by Kwofi Reed

First Amendment Center 3 6-2000. The writers are back at work, the presses are humming and the nation Valley Campus Student newspaper, The Hudsonian, is again open for business. This is a welcome change for staffers, who were locked out of their Albany, N.Y. offices by the Student Senate, which administers The Hudsonian, is again open for business. This is a welcome change for staffers, who were locked out of their Albany, N.Y. offices by the Student Senate, which administers a local strip club that administrators found offensive. The Student Senate cites the resignation of the paper's adviser as the reason for the shutdown.

"They used silence as a reason to silence a voice they found distasteful," said Tony Gray, the paper's editor-in-chief. "They wanted to use us a public relations organ of the school." Newspaper staffers contend that in the past the university has allowed clubs, including the paper, to operate and use school facilities for weeks at a time without an adviser.

"In 1996 when the paper had an adviser leave for health reasons [the paper] was allowed to operate for three weeks," Gray said. "They haven't approved of some of our editorials so they have denied us some of our First Amendment Rights.

For their part, the school and the Student Senate said the adviser's resignation was a procedural necessity. According to school by-laws, no club — and the paper is considered a club — can exist without an adviser.

"From time to time we have had questions about the content of the paper but that is nature of the newspaper business," said Luis Coplin, who serves as director of student activities. "We would never shut the paper down just because we found something objectionable, we just don't have the right to do that.

On Feb. 2, The Hudsonian printed an ad from the Odyssey Strip club soliciting coeds to take jobs as dancers. Two days later, citing problems with the staff and a desire to no longer have his name and reputation associated with the paper, English instructor Scott Hathaway resigned as adviser after four years as the school's only adviser. The Student Senate, which provides the campus newspaper with much of its funding, demanded that the paper not only find a new adviser but cancel a planned second Odyssey ad or face shutdown.

The paper agreed to find a new adviser but refused to drop the ad unless it was on the school's mailing list. Filer, the owner of the Odyssey agreed, in writing, to pull the ad. The Student Senate shut the paper down on Feb. 7, and the school, which provides the paper with its offices, locked out the staff.

"We had a contract and we were going to honor it," Gray said. "On this campus the paper is considered just another club, and the laws of the school supersede the Bill of Rights and the United States Constitution. There are fundamental differences between us and the Ping-Pong club. We aren't The New York Times, but we have as fundamental a right to free speech as anybody else.

Gray says he believes the Student Senate and the school's administration agreed to compromise and re-open the paper because media pressure forced them to do so. "We shut down the paper on Monday, Feb. 2, after the 11th and the 12th on local television affiliates," he said. By Feb. 14, "they wanted to sit down and work something out.

At a meeting with school officials, Gray and the other editors refused to ask the Odyssey to cancel its ad, but said it would be OK if the school did so on their behalf. On Feb. 16, the school announced it had reached an agreement with the strip club that allowed the paper to cancel the ad's re-print and to refund the payment.

School officials said shutting down the paper wasn't a response to staffers refusal to pull the ad. Coplin said it was a coincidence that Hathaway resigned when he did; so soon after the printing of such a controversial ad.

"It is very ironic that he resigned when he did, had he not, we would have never shut down the paper," Hathaway could not be reached for comment.

Gray says David Ten Eyck, an art professor, has agreed to serve as the paper's adviser and the paper is going back to business as usual, having reopened on Feb. 21.

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Big plans for Tinley Park
by Sean Quinn

Tinley Park has become a construction worker's dream. This is because Tinley Park is building out the new century building and developing. Tinley Park recently completed building out a brand new grammar school. Moreover, the Village has begun construction on a convention center, which will be completed by the fall. Tinley Park officials also have a number of other developments in the works, including: the construction of an indoor and outdoor recreational complex, a new train station, and construction of a Tinley Square.

Village officials feel that these projects will be a good way to improve Tinley Park's image. Officials at Tinley Park feel that the new developments will make Tinley Park a much more attractive village to live in and visit. Moreover, these developments are supposed to make the lives of Tinley Park residents more convenient and fulfilling.

The new developments will take place in different parts of Tinley Park. According to Scott Niehaus, Assistant Village Manager of Tinley Park, the idea behind these developments is not to just improve one area. The idea is to improve all of Tinley Park. Building and developing the park will enhance the image of Tinley Park and increase the value of homes.

One of the developments that Tinley Park just completed was the construction of a new grammar school. The Millennium School opened its doors in the fall of 1999. The new grammar school, which is located on 11st and 94th Avenue, is expected to provide much needed assistance to the overcrowded District 140 grammar schools. The Millennium School was funded by state grant and impact fees. The school's students will be bused from the new homes being built in that area.

The new school comes at a much-needed time. With the population of Tinley Park on the right, the new grammar school became important. The Millennium School fulfills this need.

The biggest development Tinley Park has begun is the construction of a convention center. According to Scott Niehaus, the convention center is expected to be completed next fall.

Holiday Inn will operate the convention center, which will be located at the south end of the village on 183rd and Harlem Avenue. Holiday Inn plans to build a hotel next to the convention center.

The convention center is expected to cost $7 million. According to Scott Niehaus, the convention center will be worth it. Niehaus and other village officials believe that "the center will be a moneymaker." The convention center is expected to generate $100,000 a year for the village, according to Niehaus. This extra money created by the convention center will be very beneficial to Tinley Park, according to Niehaus.

The idea of the convention center is to attract more businesses to Tinley Park. Niehaus believes that the convention center is capable of attracting new business to Tinley Park. Since it will be located where the Interstate 80 and 57 converge, it is expected to provide much needed assistance to the overcrowded District 140 grammar schools. The Millennium School was funded by state grant and impact fees. The school's students will be bused from the new homes being built in that area.

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The social meaning of aids by Tina Hughes

11,000 children were kept out of School in Queens, NY, as parents protested the division to allow a seven year old girl with AIDS to attend second grade (despite no evidence of transmission by schoolchildren).

Hospital workers in San Francisco refused to enter the room of an AIDS patient. When ordered to attend, they appeared wearing masks, gowns, and goggles.

A Baltimore policeman refused to enter the office of a patient with AIDS to investigate a death threat and donned rubber gloves to handle the evidence.

The list goes on and on. There is clearly a great fear enhanced by the spectre of AIDS, a fear that has led to an overreaction to the actual problem. This only makes managing life more difficult for the suffers and does not make the world "safer" from AIDS.

Because there is no cure for AIDS in the near future, we must make a special effort to reduce the hysteria and overreaction based on the disease. Several studies have been conducted on different individuals that actually had the disease and how they had been treated. Either by a friend, coworkers, or family members. Much to my surprise people still believe that casual contact is infectious.

By understanding the disease we, who do not have aids will have a better chance of reducing the stigma that has caused the AIDS sufferers to be known as social outcasts. We must do all we can to get the compassion to severely and terminally ill patients with the exception of AIDS victims. If a family member has AIDS then they should be treated with compassion and rejected, without having been shown any type of comparison at all. This is due to the fear that this society

Children stressed over activities by La Wanda Hurst

Tuesday piano lessons, Thursday soccer games, Wednesday Spanish classes, and you still have to start your homework. This is the everyday life of most children. They are placed in these activities by determined parents or others by choice.

Students are occupying their time with part time jobs, volunteer work, homework, and extra-curricular activities. Activities that use only require weekend participation. Many parents require that both students and their parents give up their time during the week.

"I see parents consistently pressuring their children to get involved in activities. The children love to be involved, but some of the parents just don't know when enough is enough," said Natasha Jones. She is a teacher assistant, at South side elementary school Wendell Smith.

The Jones' daily observes children who are restless or fatigued due to an overabundance of daily activities. She remarked that they have time to do, which bare to have time to do, which is bare and that their parents are either not concerned about their activities or pressuring them to be in too many activities.

"Parents get involved because the want to see their children excel, but you also have those parents that are living their own lives through their children. I would continue to encourage your child to be involved, but you have to remember that they are still children. Their activities shouldn't rob them of that," said Jones.

Jones and other teachers agree that parents should keep their children's activities down to at least two a week. They advise that just like adults that their bodies need to rest. You and your children are bound to appreciate that in the long run.
AIDS has towards the AIDS disease. Does society still have a negative attitude towards AIDS? Have we America taken the proper steps in order to educate the public on the disease that will ultimately change the social behavior towards the disease. One way of accomplishing this would be to have us change the image of the disease.

We must unmask the correct information and mythology and not allow the incorrect myths to become a basis for social policies.

One strategy would be to "normalize" the disease, meaning to continue to inform the public that the disease does not discriminate against a certain type of people, but that it has no boundaries. Even the most clean-cut movie stars, not the disease, our favorite sports players can get the disease, and it's our own flesh and blood get the disease and so can we ourselves become a victim of AIDS. We need to bring the AIDS suffers back into this world and show them a little compassion. Why? Because it could be one of us, feeling alone in this world without anyone will to give us the time of day.

It is difficult to change the attitudes towards certain illnesses and diseases. We all must develop the attitude to resolve to change the social meanings and response to AIDS and make this a high priority, along with control treatment and eventual eradication of the disease. It's up to us as a society to reduce the social as well as the physical suffering of AIDS. What role will you play?
Skills
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ordinator, William James Center, Davis and Kolling College, and the National Academic Advising Association (NACADA).

These first few are used to signify main points in a lecture. For example, using two suggestions to combat these difficulties. First, use a tape recorder to record points in a lecture. Second, it gives you a chance to read the key points of the lecture and see how they fit in to the text reading. This review session should take between 30 and 60 minutes.

Because you used your schedule to plan your week, you have time set aside to do your major studying for the course. This two to three hour session should be used to complete any reading and assignments for the next class period. Text reading can be difficult but NACADA also offers these other study skills to keep in mind when studying. Take a minimum break every hour or two to stretch and relax. Do difficult tasks first, when you are fresh. Begin the test when you begin to study; know what you want to accomplish when you begin. Eliminate all distractions. Use a study group to study and not to gossip. All three sources are important to eat healthy. It will be hard to study if you are hungry and distracted.

The final area to master in becoming a successful student is test taking. To get a head start, the Counseling and Psychological Services (CAPS) Department of the University of North Carolina at Chapel Hill suggests making up a schedule that is best for you, possible tests when will be administered. Usually, test information will be given in class syllabus at the beginning of class. Mark these dates on your schedule, so you don’t forget.

Closer to the test, the instructor may announce specifics about the test. CAPS suggests finding out what will and won’t be covered and what type of test it will be. The test may be objective (multiple choice, true/false, matching), short essay, long essay, or a combination of these. Now that you know the type of test, how should you study? If you’ve been following a schedule similar to the one stated above, you have a great basis and have added additional knowledge because you have organized notes, possible test questions, and have a general knowledge of those main points. No matter what type of test it is, you want to study thoroughly. For a test covering several units or concepts, make summary sheets for the main points. Several nights before the test, organize the test information into a logical sequence of specific ideas, terms, lists of items, and examples. Use these summary sheets to study for your test. Summary sheets will help you begin to process and organize information in your mind because as you reorganize and rewrite the information, you begin to remember it. As you study, read, recite and review your study sheets until you feel comfortable with the information. You may even ask a friend or roommate to test you on the information. Now you need to go take the test.

Begin by reading through the entire test to see what is being covered. Hopefully, you will see many of the questions you have developed in your study sessions. Begin the test by answering the questions you know you are confident with. Then move through the test. Be aware of point values of questions. Usually, the more points a question is worth the more information an instructor is looking for. On objective tests, answer every question. If you leave the question blank there is no way you can get it right. You may get some questions right. In true/false questions look for qualifiers such as “always” or “never.” These types of statements tend to be false. However, make sure it is false, occasionally they are true. Make notes in your summary sheets of these types of situations.

Essay questions tend to scare students. Relate it isn’t that hard, if you have studied. Essay questions lend themselves to being open to express ideas in your own terms. Use the SQ3R formula to guide when answering them. First, outline and organize your thoughts. A well-written essay will flow better because it is organized and easy to follow.

Now, begin to write your answer. Use an introduction to explain where you will be going with your answer. Then for each main point you have, support it with examples from the text, lecture, or other ideas expressed in class. Each main point should have two or three supporting points. When you have finished your main points, write your conclusion to give your answer closure.

Becoming a master student isn’t hard, but it does take effort. Start now. Get organized. Make a study schedule, make a to do list, stick to it, and enjoy your success. For more information on study skills and test taking tips, go to the Internet page. The site section and type in “study skills” and you can get an array of information. On campus, you can contact the GSU Student Success Center, Dr. Peggy Woodard, Director of Student Development at 534-4376.
College of Business and Public Administration

CBPA students honored

The College of Business and Public Administration celebrated exemplary scholarship and achievements of CBPA students at the 2000 Honors and Awards ceremony. The following is an excerpt from Dean William A. Nowlin’s welcoming remarks that are informative and depict the essence of both CBPA and Governors State University. The INNOVATOR thanks Dr. Nowlin and Stephanie Wenzel, dean’s assistant CBPA, for providing the information that follows.

Welcome and Congratulations

Greetings to our honorees, faculty, staff, family members and employers of the honorees, and all others. Thanks for setting aside time on your precious Sunday afternoon for this critically important occasion to honor our best. Congratulations to our honorees. For each honoree, there are many people that support, enable, and promote their success. I ask the parents, friends, spouses, significant others, employ­ers, and anyone else, to stand and let us show you our appreciation for the support you give to your family member and friends to enable their successes.

Now I ask the faculty and staff to stand—for it is their commitment to our students that has helped them to be here as honorees today.

Before going further, I want to recognize and thank two people who are responsible for the extensive preparations for this magnificent event: Ms. Stephanie Wenzel in my office and Ms. Kathy Hamby, President of the Student Advisory Board.

I thank Tim Arr, Interim Vice President for Planning and Administration, for joining us today and representing the administration of Governors State University.

Honorees, look to your left and your right. Look in front of you and behind you. Look across the room. Think of all the people that you see every day in the College of Business and Public Administration, and think of how many of them you do not see here today. About 1,000 students study in our college; those that were here to receive awards and recognition represent less than ten percent of the college student body. I say this to remind you of something that I know you know. You have distinguished yourself as different from the pack, leaders of the parade—you have excelled in your academic programs; you know that success is not a destination, it is a never-ending journey. I applaud you for being on it; you are, indeed, a special group of people.

I have decided to give you a report on the university and on the college. But, first, a few accolades, a welcome, and information on an upcoming visit.

Accolades, Welcome, and An Upcoming Visit

Dr. Paula Wolff

I want to extend warm and heartfelt thanks to Paula Wolff, our former president. Since I arrived three years ago, Dr. Wolff was always a strong supporter of our college. She initiated the college's new programs, faculty positions, more scholarships and graduate assistantships, and the college has increased, annually, the number of students that enroll in our programs. Universitywide, during Dr. Wolff's tenure, the student body increased by more than 20%. We experienced a sizeable improvement in the budget, and the university started more than twelve new programs. These programs are significant. Why? Each is a professional discipline that prepares individuals for careers, career change, or upward mobility, significantly enhancing the economic viability of this region and the state. Dr. Wolff is not with us today. Still, please join me, with applause, in expressing our appreciation to Dr. Wolff for her support of our college, contributions to the University, and impact on the economy, culture, and community of the southern suburbs of Chicago.

Dr. Stuart Fagan

Dr. Wolff left us in very good and capable hands. On April 1, 2000, Stuart Fagan, Provost and Vice President of Academic Affairs at Roosevelt University, began as the new president of Governors State University. I welcome him: It continues a tradition of leadership at two institutions with whom he is familiar. He is known for his new role, that he will be a forward thinking and forward moving, exciting president leading us in this new millenium. In my belief that he will be a strong, passionate and inspiring champion of our college. I have met with President Fagan several times already. He joined the faculty for lunch last Friday, and he has appeared in several public university meetings since his arrival. He will be an open and accessible president. He plans to have numerous meetings with faculty, staff, students, alumni and employers to understand individual interests and perspectives as he prepares a strategic planning process to guide us in the first part of this millennium.

Nominations for the College of Business and Public Administration's Commendation for Outstanding Alumni have been announced. Clearly, President Fagan will be a powerful force in leading the university and influencing positive change in the community of the southern suburbs of Chicago, while he had another commitment today and could not be with us. Please join me in welcoming President Stuart Fagan to Governors State University.

The College of Business and Public Administration, through its participation in the North Central Association of Colleges and Schools (NCA) (visited us) two years, everyone has prepared for this critical visit. What is the NCA's mission? The NCA evaluates institutional self-study processes and resources to determine how effectively we achieve our mission. This is important. It is important because students want to study at universities that are accredited; employers want to hire graduates of accredited universities; faculty and staff want to work at accredited universities; and the federal government will grant loans only to students at accredited universities. Clearly, accreditation by the NCA is vitally important.

The good news is that we are ready for the visit by the evaluation team. Throughout the university, everyone has contributed to our readiness. In our college, the faculty, the division chairs, the program coordinators, and the staff have all contributed to our readiness. Every area and inch of the university has been included in the self-study process. Based on what I have seen, I know that the university's programs are strong; its infrastructure is supportive of students and faculty. We are in sync with what the accrediting agency expects of us. And, in areas where we fell short, we have made the necessary improvements so that we are a university that is on a journey of continuous improvement and will do what needs to be done.

What's Happening in the College?

First, I remind you that in 1995, Governors State University, created a strategic plan that articulated, consistent with our mission, five strategic initiatives: Program and Enrollment Improvement, Increasing Diversity and Internationalization, Increasing the Use of Technology, and Increasing Service to the Community.

The College of Business and Public Administration has significantly contributed to the university's success in each strategic goal. Our enrollment has grown; we excel among the colleges in marketing programs and telling our market what we have to offer. We have improved the curriculum and increased the number of programs. We are more diverse: for example, at the undergraduate level, females comprise 59% of the student body and 29% are minority. We serve the community through individual course projects, faculty enriching their professional experience, and through our four Centers - The Small Business Development Center, The Office of Economic Education, The Institute for Public Policy and Administration, and The International Business and Global Trade Research Institute.

My main thrust today will be to share with you how the College of Business and Public Administration continues to strive on two strategic initiatives it began in 1995-diversity and internationalization and technology.

International and Global Initiatives

In 1995, the College of Business and Public Administration committed to integrate international business education across the university into its programs. In pursuit of this goal, the college has engaged in a number of initiatives and made many accomplishments. I want to highlight the activities of the past twelve months.

In the fall, Dr. Mary Howes, who is now retired, offered a course entitled 'Exploring Management in Britain.' She taught the course in England. Additionally, using distance technology, she taught part of our media-intensive courses from London. Last year, the college hosted Dr. Mohammed, a professor from Cairo, Egypt. Dr. Mohammed, while here, conducted research in accounting, co-taught a course with Dr. Aida Shekhin, and made a presentation at the Faculty Forum.

Dr. Zam Malik has just returned from the Management Development Institute in India, an institution with which we have a faculty exchange program. This is an important gateway to what we believe will be a tremendous program of exchange of professors and students.

Dr. Lowell Culver is facilitating the European Study Tour 2000. He is engaging about 20 students and five faculty members from each of our two countries. During the trip, they will visit four cities and universities in Germany and Prague in the Czech Republic, and learn about the cultures and the conduct of business in these two great countries.

While on sabbatical leave, Dr. Marsha Katz visited Beijing and other cities in China. During her visit, she made contact with two Chinese scholars; one is interested in exploring whether
we can deliver an MBA Program in China; the other is interested in studying at GSU for one year. Last year, Division Chair Richard Finkley and the faculty of Management Information Systems Program invested considerable time in proposing a program in cooperation with a university in Vancouver for Taiwanese students. We were not able to complete the agreement, but may try again at another time.

The college continues to see acting as our International Business and Global Trade Research Institute. The Institute's research director, Dr. Anthony Andrews, has conducted research on economic growth and development in Africa, primarily in Botswana. Our courses in international business continue to be popular, in particular, Professor Constance Cook's course entitled "Doing Business in the Pacific Rim," which attracts students from all disciplines of the university.

Additionally, international content is interwoven through several courses in the business core—as we endeavor to ensure that our students recognize that while we may exist in the southern suburbs of Chicago, the businesses here have reach far beyond this region, this state, and indeed this country.

Technology

About the Technology initiative in the 1995 Strategic Plan. The college continues a very firm and strong commitment to technology. Moreover, the commitment is multifaceted. First, the faculty, under the able guidance of Drs. Margaret Neumann and Akkann Sasid, proposed and shepherded through our processes B.S. and M.S. programs in Management Information Systems. These programs were funded by the state and started September 1998.

This demonstrates that we are in tune with the needs of the region and opportunities to contribute to economic growth and career development. This initiative is in the goals of the Illinois Board of Higher Education. During the past year, thanks to the efforts of Professor Charles Olson, we have attracted two excellent faculty members to the M.I.S. programs, Dr. Gary Cook, formerly at the University of Dubuque, and Dr. Alan Chmura, formerly of Portland State University. I am equally pleased to announce that last week another important accepted our offer to join this faculty, Dr. Datsang Chung of Jarvis Christian College in Texas. We are also recruiting an additional M.I.S. faculty member. The excellent curriculum, combined with the acquisition of these instructors, affirms that we have created one of the stronger M.I.S. programs in the region.

Also under the able leadership of Dr. Akkann Sasid, a new program in E-Business has been proposed. We are all aware of the tremendous and phenomenal explosion that is occurring in the world of dot com. Everything is converting to "E" - from e-consumer on one end of the continuum, to E-Business on the other. E-consumers - such categories as "e-retail" (Amazon.com, eBay), "e-finance" (Ameritrade, Charles Schwab), "e-new media" (Yahoo, ZDNET), and "e-service providers" (AOL, Prodigy). On the opposite end of the continuum is "E-Business" which includes categories like "E-structure" (Cisco Systems, PSI.NET), "E-services/solutions" (Broadvision, US Web), and "E-Advertising/Marketing" (24/7 Media, Hotjobs.com). Many of these names did not exist five years ago. Today these categories and names are dominating the stock market, creating new jobs and attracting the best and brightest in information technology. There are also numerous opportunities in marketing, accounting, procurement, human resources, strategic planning, and many other career fields to which our students aspire.

It is indeed a new world, and we will not only be a part of it, but will lead in it... Once said that this e-commerce revolution would have an impact on society similar to the influence of the Agricultural and Industrial Revolutions and the early stages of the Information Revolution. We want our students to be there - we will be players in these phenomena. We will do whatever is needed to ensure that our students are competitive in this dynamic, rapidly changing and exciting marketplace.

Currently, through the Center for Information Technology and the Faculty Senate, the university is considering a policy that will require all students that graduate from GSU to have technology literacy and proficienc for striking out on our own with systems. While we work hard to ensure our efforts are in line with university-wide technology systems, as professors and students in this college, we require consistent and unyielding systems reliability and response time that can only be met by having our own systems and staff.

We have the systems. We have the professional staff. We have information technology appropriately integrated into the curriculum, and we have specialization in management information systems. However, we remain a little short on the staff side. I do not believe our university and business processes, in the college as well as the university, are sufficiently operating at a level consistent with the available training and technology. You should know that I remain committed to enhancing our administrative processes and have begun by requiring a higher level of information technology competency of all staff hired or promoted in the college.

The evidence is overwhelmingly clear. We are a global community and a global marketplace; it is technology that removes the barriers of distance and time. It is technology that enhances our ability to be personally and professionally productive. It is technology that enables us to meet, with laser-like speed, the information processing needs of those to whom we are responsible.

In Conclusion

These are but a few things that I think you should be aware of that are happening in your college, consistent with the 1995 College Strategic Plan. Next year, either simultaneously with university planning or as a follow-up, the College will engage in a process of strategic planning for the first part of this new millennium.

I urge you to represent with university-wide interest to your position you hold or to which you aspire, and the organization at which you work. In further support of our commitment to technology literacy and proficiency, I would be remiss if I did not comment on our Business Information Systems Lab. Frankly, we have the highest quality computer lab at GSU. It is, in Tom Brown, our best college coordinator of systems at any college in the university. We receive criticism for striking out on our own with systems and staff. While we work hard to ensure our efforts are in line with university-wide technology systems, as professors and students in this college, we require consistent and unyielding systems reliability and response time that can only be met by having our own systems and staff.

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Dean's List, Spring-Summer 1999

Kenneth L. Shapiro
High Honors Graduate Student

Mary Jo Shepard
Dean's List, Fall 1999

Sharon L. Shovan
Dean's List, Winter 1999

Melissa Ann Sippel
Dean's List, Winter 1999

James M. Stedman
Dean's Service Award

Andrew A. Stevens
Dean's List, Winter 1999

Jerusha Stewart
Dean's Service Award

Sarah Stokes
Dean's Service Award
Student Advisory Board

Jeffery W. Stone
High Honors Graduate Student

Greg J. Szelung
Dean's List, Spring-Summer 1999

Anita Grace Taylor
Dean's List, Winter 1999
Dean's List, Spring-Summer 1999

Jason Teggelaar
Co-President, Accounting/Finance Club

Timothy Thomas, Jr.
High Honors Graduate Student Presenter at Student Research Conference

Aaron M. A. Thompson
Dean's List, Fall 1999

Lisa Tribro
President, The Governors Byte (MIS - CPSC Club)

Jason T. Tupa
Dean's List, Fall 1999

Harold F. Unruh
Dean's List, Fall 1999

Diane A. Vanderwall
Dean's List, Spring-Summer 1999

Barbara C. Vroman
High Honors Graduate Student

Paula D. Wagner
Dean's List, Winter 1999
Student Advisory Board

Wanda M. Warman
Dean's List, Fall 1999

Jason E. Waterman
Dean's List, Fall 1999

Stacy L. Webb
Dean's List, Fall 1999

Karen Wegrzyn
Dean's List, Fall 1999
Honors Program

Nicole Wese mann
Dean's List, Fall 1999
Honors Program

Jason E. Watanabe
Dean's List, Fall 1999

High Honors Graduate Student

Wei Xu
Dean's List, Spring-Summer 1999

Donna Wojtelewicz
Dean's List, Spring-Summer 1999

Kimb erly N. Young
National Collegiate Minority Award

Kathy Sarber, Executive Director Rehabilitation Achievement Center

Michael Seward, President
Chicago Southland Chamber of Commerce

Eugene Varnado, President
Ford Stamping Plant

Herbert Zerwick
Special Auditor's Assistant Waiver

Ron Bean, Director of Outreach
South Metropolitan Regional Leadership Center

William Braley, President
William Braley & Associates Ltd.

Robert Crowson, President
Crowson Accounting Services

Deborah Davis, Management Coordinator
Davis Staffing, Inc.

Carlton L. Guthrie, President
Trumark, Inc.

Robin Johnson, Senior Consultant
John Joseph Group

Michael Kilpatrick, President
Kilpatrick, Michael Consulting Group

Gloria Morningsstar, CEO
Capitol Productions

Robert O'Leary, Public Affairs Director
Commonwealth Edison Company

Patrick Ormsby, President
Binba Manufacturing Company

Robert Rutkowski, President
South Suburban Hospital

Elizabeth Rulcy, Executive Director
South Suburban Mayors & Managers Association

Daniel Ryan, President
Suburban Federal Savings

Kathy Sarber, Executive Director
Rehabilitation Achievement Center

Michael Seward, President
Chicago Southland Chamber of Commerce

Robert Solomon, VP/Marketing & Business Development
Siliker Laboratory

Mary Lou Tomaszewski
Consultant

Eugene Varnado, President
Ford Stamping Plant
Separated by a common language

by Cindy Kansoer-Schneider, editor-in-chief

Professor Mary Howes, College of Business and Public Administration, arranged a travel plan to the United Kingdom from November 7th to November 19th, 1999 for the express purpose of comparing business of the U.K. to those of the U.S. Though many joke that the two countries are "...separated by a common language" the U.K. and U.S. have more in common than one could imagine.

There were only four students in our group: Jackie and Terry Bradley, Janine McMillan, and myself. Though we were a small group, we had the advantage of learning more about ourselves and each other than if we were a large group.

In the 11 days that we spent in England, Howes made arrangements for us to visit several businesses from the Ford Stamping Plant to the British Broadcasting Company (BBC). But the greatest learning experiences came from our personal investigations as we wandered both as individuals and in a group.

Contrary to the popular beliefs of many people, British people are open, very friendly, and funny—in a droll sort of way. They are patient with visitors and put forth great effort to understand what we were trying to convey. Semantics didn’t get in the way too much, however, I learned quickly to ask for the toilet and not the bathroom or I would be shown to the shower; I couldn’t get coffee ‘to go’ but I could get it to ‘take with;’ being ‘knocked up’ does not have illicit connotations, it merely means to have a wake up call when there is no room phone.

It is the little things that we take for granted that can be uncomfortably missed at first. The U.S. culture always seems to be in a hurry, even if there is no place to go or anything to do. The greatest annoyance seemed to be waiting to be served lunch or dinner. I recall commenting to my companions, "If the waitress moved any slower, she’d be going backwards." But I’m sure that she wondered what our hurry was at 9:00 at night with no place to go but back to our rooms.

The three days that we spent in London taught me that there is a busier place than Manhattan. London rarely rests and a person can get tired just watching the activity. It was in London that we encountered one of our bigger—not to mention more hazardous—problems: crossing the streets. It is no fallacy that feet are painted on the street to indicate which way to observe oncoming traffic. My first attempt was nearly met with a truck—called a lorry.

In contrast, the villages that we visited were more laid back and quieter. However, a commonality to both the big city and the smaller villages is the architecture. Most buildings are constructed of stone and are remarkably preserved.

Since England was once under the rule of Rome, it is not uncommon for people to uncover Roman coins and other artifacts in their yards; what would be considered an amazing find to someone in the U.S. is nonchalantly turned over a museum, if they even wanted the item for their overstocked collection, in the U.K.

Contrary to the popular perceptions of many people, British people are patient with visitors and put forth great effort to understand what we were trying to convey.

Some of the greatest learning experiences came from our personal investigations as we wandered both as individuals and in a group.

While the BBC nearly has a monopoly on broadcast media, there is an overabundance of print media, many of which are read on a daily basis. The news is less sensationalized although the number one program watched in England is the Jerry Springer Show. I found this an unusual contradiction in the perspective of the viewing audience.

Perhaps the more important lesson learned was the appreciation I have for the U.S. Have no doubt that I made several friends in the U.K. and that I will return there in the near future, but as the old adage goes: "It’s a great place to visit, but I don’t want to live there."

Study abroad is not a new concept. Unfortunately, many students do not take the opportunity to experience this type of alternative learning because they are unaware of its existence, time constraints prohibit participation, or it is not financially feasible. I recommend that anyone who has the chance to participate in any of the upcoming studies outside of the United States should do so. Much more is learned during an excursion of this type than merely the proposed topic.

Living with the people gave me a feel for their way of living, philosophies, and values. They seem to be more practical in their perspectives. Coming from a 'sue-happy' culture, I found the Magistrate's court intriguing where it is determined if a case warrants a 'sue-happy' culture, I found the Magistrate's court intriguing where it is determined if a case warrants a case warrants presentation to a higher court and the presiding Magistrate is not an attorney, but a citizen's whose major qualification is having common sense.

Most people are well versed in world news and place high value on knowing their government's current proceedings. While the BBC nearly has a

Clockwise from top right, Janine McMillan, Jackie Bradley, Terry Bradley, and myself at dinner in a pub in Cirencester.

Big Ben 3:35 p.m. London time; 9:35 a.m. Chicago time.

A one-day side trip to Paris afforded sights as this view of the Eiffel Tower. Its massiveness has to be felt, not merely viewed.

Big Ben and the Tower of London from the Thames River.
GEORGE CARLINISMS

How come wrong numbers are never busy?
Do people in Australia call the rest of the world "up over"?
Does that screwdriver belong to Phillip?
Does killing time damage eternity?
Why doesn't Tarzan have a beard?
Why is it called lipstick if you can still move your lips?
Why is it that night falls but day breaks?
Why is the third hand on the watch called a second hand?
Why is it that when you're driving and looking for an address, you turn down the volume on the radio?
Why is lemon juice made with artificial flavor, and dish-washing liquid made with real lemons?
Are part-time hand leaders semiconductors?
Can you buy an entire chess set in a pawn-shop?
Daylight savings time - why are they saving it and where do they keep it?
Did Noah keep his bees in archives?
Do jellyfish get gas from eating jellybeans?
Do pilots take crash-courses?
Do stars clean themselves with meteor showers?
Do you think that when they asked George Washington for ID that he just whipped out a quarter?
Have you ever imagined a world with no hypothetical situations?
Have you ever seen a toad on a toad-stool?
How can there be self-help "groups"?
How do you get off a non-stop flight?
How do you write zero in Roman numerals?
How many weeks are there in a light year?
If a jogger runs at the speed of sound, can he still hear his Walkman?
If athletes get athlete's foot, do astronauts get missiletoe?
If Barbie's so popular, why do you have to buy all her friends?
If blind people wear dark glasses, why don't deaf people wear earmuffs?
If cats and dogs didn't have fur would we still pet them?
If peanut butter cookies are made from peanut butter, then what are Girl Scout cookies made out of?
If space is a vacuum, who changes the bags?
If swimming is good for your shape, then why do the whales look the way they do?
If tin whistles are made out of tin, what do they make fog horns out of?
If white wine goes with fish, do white grapes go with sushi?
If you can't drink and drive, why do bars have parking lots?
If you jog backwards, will you gain weight?
Why do the signs that say "Slow Children" have a picture of a running child?
Why do they call it "chili" if it's hot?
Why do we sing "Take me out to the ball game", "when we are already there?"
Why is the time of day with the slowest traffic called rush hour?

Get a handle on it!

There was this horsefly who hadn't eaten in quite a while and was very hungry. Flying into a barn he spied a fresh pile of solid horse ex­haust on the floor, (which to a horsefly is the same as spreading out a wonderful smorgasboard). Flying down to the pile, the fly began to eat with gusto. It was so wonderful that he continued to eat long after his appetite was satisfied. After some time, the horsefly stopped and thought that if there was a fresh pile of solid horse exhaust there... that somewhere in the immediate vicinity there had to be a horse... and that if he, the horsefly was sitting on the floor when the horse came back, it would be a good possibility that he would be stepped on and killed. So the fly decided to fly away, but having con­sumed so much of the solid horse exhaust, he had gained too much weight to get off the ground, no mat­ter how hard he flapped his little fly wings. Becoming more concerned with each passing minute, the fly began to feverishly look around for a way out of his predicament. Nearby stuck into a pile of hay, he saw a pitchfork. He thought to himself, "If I can climb to the top of the pitchfork I should be high enough so that if I launch myself into space, there will be enough lift under my wings to allow me to fly." Labori­ously, the fly struggled to climb to the top of the fork. After much ef­fort, he reached the top... spread his little fly wings... jumped off into space... and promptly fell to the ground where he went "SPLAT!" and was killed by the fall.

The moral of the story is ............ If you're full of horseshit, don't fly off the handle!

submitted by JJS@lucent.com

The Escaped Ape

One day an ape escaped from the Bronx Zoo. They searched for him everywhere, in every bor­ough. They announced his dis­appearance on the radio and television as well as the newspapers. But, no one reported seeing the ape.

At last, he was discovered in the New York Public Library. Offi­cials of the zoo as well as the animal handlers were summoned to the li­brary. They found the ape sitting at a desk in a room. (which to a horsefly is the same as spreading out a wonderful smorgasboard). Flying books spread out in front of him. The ape was reading with great concen­tration. One book was the Bible; the other written by Darwin.

The zookeepers asked the ape what he was doing.

The ape replied, "I'm trying to figure out whether I am my brother's keeper or whether I am my keeper's brother."

submitted by JJS@lucent.com
Humor

Humor continued

From: Tvchart@aol.com

THE LEARNING CURVE

I've learned that I like my teacher because she cries when we sing "Silent Night".
Age 6

I've learned that my dog doesn't want to eat my broccoli either.
Age 7

I've learned that when I wave to people in the country, they stop what they are doing and wave back.
Age 9

I've learned that just when I get my room the way I like it, Mom makes me clean it up again.
Age 12

I've learned that if you want to cheer yourself up, you should try cheering someone else up.
Age 14

I've learned that although it's hard to admit it, I'm secretly glad my parents are strict with me.
Age 15

I've learned that silent company is often more healing than words of advice.
Age 24

I've learned that brushing my child's hair is one of life's great pleasures.
Age 26

I've learned that wherever I go, the world's worst drivers have followed me there.
Age 29

I've learned that if someone says something unkind about me, I must live so that no one will believe it.
Age 39

I've learned that there are people who love you dearly, but just don't know how to show it.
Age 42

I've learned that you can make someone's day by simply sending them a little note.
Age 44

I've learned that the greater a person's sense of guilt, the greater his or her need to cast blame on others.
Age 46

I've learned that children and grandparents are natural allies.
Age 47

I've learned that no matter what happens, or how bad it seems today, life does go on, and it will be better tomorrow.
Age 48

I've learned that singing "Amazing Grace" can lift my spirits for hours.
Age 49

I've learned that motel mattresses are better on the side away from the phone.
Age 50

I've learned that you can tell a lot about a man by the way he handles these three things: a rainy day, lost luggage, and tangled Christmas tree lights.
Age 52

I've learned that keeping a vegetable garden is worth a medicine cabinet full of pills.
Age 53

I've learned that regardless of your relationship with your parents, you miss them terribly after they die.
Age 53

I've learned that making a living is not the same thing as making a life.
Age 58

I've learned that if you want to do something positive for your children, work to improve your marriage.
Age 61

I've learned that life sometimes gives you a second chance.
Age 62

I've learned that you shouldn't go through life with a catchers mitt on both hands. You need to be able to throw something back.
Age 64

I've learned that if you pursue happiness, it will elude you. But if you focus on your family, the needs of others, your work, meeting people, and doing the very best you can, happiness will find you.
Age 65

I've learned that whenever I decide something with kindness, I usually make the right decision.
Age 66

I've learned that everyone can use a prayer.
Age 72

I've learned that it pays to believe in miracles. And to tell you the truth, I've seen several.
Age 75

I've learned that even when I have pains, I don't have to be one.
Age 82

I've learned that every day you should reach out and touch someone. People love that human touch - holding hands, a warm hug, or just a friendly pat on the back.
Age 85

I've learned that I still have a lot to learn.
Age 92

Humor

From: Jjschneider@lucent.com

You've gotta have some pun

*Two Eskimos sitting in a kayak were chilly, but when they lit a fire in the craft it sank - proving once and for all that you can't have your kayak and heat it too.

*A group of chess enthusiasts checked into a hotel and were standing in the lobby discussing their recent tournament victories. After about an hour, the manager came out of the office and asked them to disperse. "But why?" they asked, as they moved off. "Because," he said, "I can't stand chess nuts boasting in an open foyer."

*There was a man who entered a local paper's pun contest. He sent in ten different puns, in the hope that at least one of the puns would win. Unfortunately, no pun in ten did.

*A woman has twins, and gives them up for adoption. One of them goes to a family in Egypt and is named "Amal." The other goes to a family in Spain; they name him "Juan." Years later, Juan sends a picture of himself to his mom. Upon receiving the picture, she tells her husband that she wishes she also had a picture of Amal. Her husband responds, "But they are twins - if you've seen Juan, you've seen Amal."

And the worst of the bunch:

*These friars were behind on their belfry payments, so they opened up a small florist shop to raise the funds. Since everyone liked to buy flowers from the man of God, the rival florist across town thought the competition was unfair.

He asked the good fathers to close down, but they wouldn't. He went back and begged the friars to close. They ignored him. He asked his mother to go and ask the friars to get out of business. They ignored her too.

So, the rival florist hired Hugh, the roughest and most vicious thug in town to "persuade" them to close. Hugh heat up the friars and trashed their store, saying he'd be back if they didn't close shop. Terrified, they did so - thereby proving

ARE YOU READY FOR THIS? that Hugh, and only Hugh, can prevent florist friars.
Darva Conger is eligible again. So is Rick Rockwell. A judge in Las Vegas earlier this week granted Conger's request for an annulment from their sudden marriage on the Fox-TV fiasco "Who Wants to Marry a Millionaire?" again. So is Rockwell. A judge knows the guy.

Conger told the judge that Rockwell "was not honest" about his past before they got married during a highly rated TV special. A former girlfriend of Rockwell's took out a restraining order against him in 1991, alleging he struck her and threatened her. Rockwell did not appear in court on Wednesday, but he has denied attacking his old girlfriend.

Conger told ABC's Diane Sawyer she didn't want to be the one to get married — she only went on the show with the other prospective brides because she figured she'd get a free week in Las Vegas and a chance to go on TV and wave hello to the folks at home. She calls it "an error in judgment."

Fox said Conger received prizes worth $100,000, but she told Sawyer all she got was an Issuzu Trooper and a diamond ring she figures isn't worth that much.

In any case, the judge ruled there was "a sufficient legal basis to grant the annulment," and Conger was greatly relieved. She told ABC's "Good Morning America" she wanted an annulment because "I don't want to be a divorced woman."

A recent survey finds the availability of 24-hour convenience stores is one of the highest-ranked items that Americans want to see continuing into the new millennium.

When asked what items "they would like to see continued into the 21st century," 24-hour convenience stores were chosen by 85 percent of those polled — trailing only newspapers (93 percent) and Oreos cookies (86 percent). Also at 85 percent were CNN and shopping malls.

The poll was conducted by Yankelovich Partners Inc.

Do The Crime and Do the Time?

A quadriplegic man has begun serving a seven-year prison sentence for possession of marijuana, which he says helps alleviate his pain.

51-year-old Louis Covar — who's been in a wheelchair since he broke his neck 35 years ago — was sent to jail for violating his probation on a previous drug conviction. The judge said he had no choice but to put him behind bars. Now that's a courageous judge...

However, Georgia prison officials say it'll cost more than five times as much as an average inmate to keep Covar in prison.

Missouri lawmakers say the lack of a state law making bestiality illegal has made them the butt of jokes on late-night television.

State Rep. Catherine Hanaway of Des Peres tells the St. Louis Post-Dispatch her constituents want to outlaw humans having sex with animals. A hearing was held Wednesday on a proposed bill that'd impose a maximum five-year prison term and $5,000 fine on those convicted of engaging in sex with animals.

Hanaway says not prohibiting bestiality "makes us look like some kind of backward hillbilly state."

Missouri banned bestiality until 1977 when the legislature rewrote the sodomy laws and accidentally left bestiality out of the measure. No one noticed until George Willard of Carl Junction, Mo., published a book about his interest in 1994 — sparking jokes about the Orphans on "The Tonight Show."

Jet, the three-year-old border collie added to the wildlife management program at Southwest Florida International Airport last February, is worth his kibble. A study by Kevin L. Erwin Consulting Ecologist, Inc. finds Jet has effectively reduced the number of collisions between birds and airplanes by herding birds away from the airport's 450-acre aircraft operations area.

As the first dog in the nation involved in a wildlife management program at a commercial airport, Jet has become a celebrity of sorts — with his own business cards and e-mail address Jet-A-Dawg@swfia.com. It's a baby boom! Researchers at the National Center for Health Statistics say almost 4 million babies were born in 1998 — representing the first time since 1990 that the number of births in the United States has continued to increase.

TAX RELIEF?

From the folks at Hallmark.com and their creation, Maxine the Queen of Crabbiness, here are 10 ways to ensure getting audited by the IRS:

1. Pay in pennies (delivered by sing song)
2. Deduct calls made to the Psychic Network in an attempt to get winning PowerBall numbers.
3. Claim your cat as a dependent.
4. Claim charitable deductions that equal more than your income.
5. On the line that asks what you made this year, answer "Trouble."
6. Deduct adoption costs associated with adopting a new personality.
7. Claim a home office deduction based on all the in-home counseling you give to friends and family.
8. Wait till the last minute and copy the numbers from the guy standing next to you in line at the post office.
9. Fill out your forms in yellow crayon.
10. Detail 11,215 Internet stock trades — and claim you came out exactly even.

Other Lifeforms

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Odd news

continued from page 18

Life is ending

Accused of being one of Congress's kings of pork-barrel spending, Sen. Daniel Inouye, D-Hawaii, is firing back — saying he's proud of the federal money he has funneled back to the Aloha State.

In its annual "Pig Book" detailing wasteful government spending, Citizens Against Government Waste said Wednesday that Hawaii had the second highest per capita take of federal money in the fiscal year 2000 budget — due to the fact that Inouye is the only Democrat on the Senate Appropriations Committee.

But in a statement headlined "Proud of Pork," Inouye said it just shows he's doing his job he was elected to do and for that, he has no apologies.

"Richard Pryor — who recently took out a restraining order against his son — is also engaged in another legal battle. A record company based in Delaware claims it owns the rights to recordings of some of the comedian's performances. Pryor says the masters belong to him. The company, Loud Sounds, is asking a Los Angeles judge to decide.

Loud says it paid $200,000 for the rights in a 1998 deal with another company, Found Money. Inc.

Pryor is struggling with multiple sclerosis. His son, Richard Jr., has been trying to gain control over Pryor's estate — arguing that the 59-year-old comic actor can no longer care for himself. Pryor obtained the restraining order in response to his son's attempts to take control of his affairs. The love of a money is a root of all kinds of evil.

Authorities in Compton, Calif., have shut down Woodland Cemetery after investigators found human bone fragments and casket pieces scattered around at several locations within the plot. Further checking uncovered evidence that suggested the cemetery had been reselling plots, digging up the previous occupants and then faking it to properly rebury all of the remains.

An uplift

A Chicago City Council committee has reversed a decision by another panel and repealed the naming of a strip of street off the Magnificent Mile "Hugh Hefner Way" in honor of the infamous Playboy magazine creator.

"It's now almost as if you have to run through a gantry to get into a building," Burke tells the Chicago Sun-Times. "The amount of people smoke outside office buildings is ridiculous."

Burke — chairman of the powerful school and finance committee — came up with the idea at a Health Committee hearing on his most anti-smoking proposal. That measure would force Chicago businesses to display a sign warning of the dangers of smoking along with pictures of diseased lungs and dead ravaged organ.

As expected, smokers are up in arms over the effort to restrict their habit. They say it's bad enough they have to brave Chicago's weather.

gone up. That's a two-percent in-
crease from 1997. The boom is being
driven by the rising number of women who are in their childbear-
ing years.

Things we don't understand

Assisted suicide advocate

Dr. Jack Kevorkian was honored Monday night in Cambridge, Mass., with a humanitarian award from a foundation that promotes social ac-

tivism worldwide.

Harvard University usually co-sponsors the award, but it has
distanced itself from the program this year. However, a spokeswoman
decided to let the award stand because the man sometimes known as "Dr. Death" was one of the two hono-

Kevorkian was not on hand to
give acceptance for the award. But the man who killed Thomas Youk, who suffered from Lou Gehrig's disease, was in attendance.

Eating as little as a few
grams of the chemical can kill, and there has been at least one truck ac-
cident in which in a huge plume of the gas — it's as toxic as sodium cy-

Marquette University of-

ficials want to know how a hacker in-
dered the computer system and posted false statements attrib-
uted to Vice President Al Gore on their web page.

According to the hacker,

Gore said during his speech on
campus Monday that he planned "to rid this country of anyone who might question my motives, starting with
deporting all Christians." At the bottom of the fake home page was, "Vote for or die."

"Our IT (information tech-
nology) people are working through this figuring out what happened,"

John Hopkins, Marquette's vice president for communications, told the Milwaukee Journal-Sentinel. He said the fake home page was up for about 90 minutes early Tuesday morning. "I don't think very many people saw it," he said.

Last October, a prankster hacked into George W. Bush's web site and posted a bright red hammer and sickle and a message urging a communist revolution.

A Chicago alderman says people should have to fight sec-

ond-hand smoke as they enter and exit office buildings. To end that,

Edward Burke is proposing an ordi-
nance to require smokers to stand 25 feet away from the doors outside smoke-free buildings.

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Nelvia Brady and GSU celebrate National Women's History Month

by

Cindy Kansoer-Schneider

"...I am my mother's child," states Rhonda in Dr. Nelvia Brady's new book, This Mother's Daughter. Brady joined Governors State University's community on Friday, March 31st in celebrating National Women's History Month autographing copies of her book. The signing was followed by readings of excerpts and open discussion of This Mother's Daughter.

Brady grew up in public housing on Chicago's West Side. She completed her undergraduate studies at the University of Illinois, a master's degree at the University of Wisconsin, and her Doctorate degree at Michigan State University. Brady was the first African American and the first woman to serve a chancellor of the Chicago City Colleges.

The book is a tribute to mothers and the loving relationships with their daughters. It points out that frequently daughters do not recognize and acknowledge the wit and wisdom of their mothers. Our mothers are our first teachers guiding us directly with words and actions and indirectly by what they do not say or do. Lessons are bestowed upon us, sometimes through conflict and difficulty, but we learn despite our possible abstinence and lack of understanding.

This Mother's Daughter, divided into three parts—20 mother and daughter stories, pearls of wisdom and advice, and an ending survey for readers who are brave enough to self-examine themselves through interviewing their mothers, takes the reader through a journey swarmed with a variety of emotions. One cannot avoid the sorrow felt for Anna who "...always felt really ugly" or the warmth and security that Carolyn shares that her children knew that "they could always turn to my mother for whatever they needed."

It is quite likely that readers will feel melancholy nostalgia topped with warm internal smiles as they encounter pearls of wisdom. The audience has heard many of the idioms presented from "strive to reach the top because it's crowded at the bottom" to "pretty is as pretty does." Words that have been forgotten—discarded—take on new meaning.

Jessie Pearl Moore, Brady's mother, appears in the book in "Pearl and Fannie." At 73 years of age, Moore imparted much wisdom that out that Though she never spanked her children. Moore pointed out that "they knew when I meant no."

The concern that Brady has for African American mothers and daughters and their relationships, prompted her conception of her book. "April 9, 1999, I became pregnant at 51 years old," Brady stated to the amazement of the audience. "With my book," she quickly added.

Brady distributed response postcards and transmitted email querying individuals for quotations and words of wisdom that their mothers may have given them. The information that she received in response was very complex and included stories and anecdotes. Interviews were included in the information.

This Mother's Daughter was self-published and Brady resigned her position with Chicago to promote her book. In the process, she discovered that the complexities of mother/daughter relationships transcend racial barriers and women from all races, ethnicity, and cultures relate and enjoy her book equally.

This Mother's Daughter is available in most bookstores, including Follet's on campus. It is an enjoyable read for everyone and would make a great gift for mother, daughter, sister, and friend for Mother's Day.

Brady is planning her next book—quotes—for September, 2000, succeeded by a multi-racial third publication of memories and stories. Her website address is www.thismotherdaughter.com.

This Mother's Daughter—available in Follet's bookstore on campus.
A note from the editor......

Though Easter has passed for most Christians and several people do not celebrate Easter, I thought this story epitomized the gallantry of human nature where least expect it.

This story is presented to you in the same spirit as Jeremy lived.

Many thanks to Chitownet for sharing "The Empty Egg."

---CA---

From: Chitownet@aol.com

The Empty Egg

Jeremy was born with a twisted body and a slow mind. At the age of 12 he was still in second grade, seemingly unable to learn. His teacher, Doris Miller, often became exasperated with him. He would squirm in his seat, drool and make grunting noises. At other times, he spoke clearly and distinctly, as if a spot of light had penetrated the darkness of his brain. Most of the time, however, Jeremy just irritated his teacher.

One day, she called his parents and asked them to come in for a consultation. As the Forresters entered the empty classroom, Doris said to them, "Jeremy really belongs in a special school. It isn't fair to him or to younger children who don't have learning problems. Why, there is a five-year gap between his age and that of the other students."

Mrs. Forrester cried softly into a tissue, while her husband spoke, "Miss Miller," he said, "there is no school of that kind nearby. It would be a terrible shock for Jeremy if we had to take him out of this school. We know he really likes it here."

Doris sat for a long time after they left, staring at the snow outside the window. It wasn't fair, she thought, to have to turn Jeremy against his will. The other students snickered and Jeremy was a distraction. Furthermore, she would never learn to read and write. Why waste any more time trying?

As she pondered the situation, guilt washed over her. 'Here I am complaining when my problems are nothing compared to that poor family,' she thought. 'Lord, please help me to be more patient with Jeremy.'

From that day on, she tried hard to ignore Jeremy’s noises and his blank stares. Then one day, he limped to her desk, dragging his left leg behind him. "I love you, Miss Miller," he exclaimed, loud enough for the whole class to hear. The other students snickered, and Doris' face turned red. She stammered, "Wh-why that's very nice, Jeremy. N-now please take your seat."

Spring came, and the children talked excitedly about the coming of Easter. Doris told them the story of Jesus, and then to emphasize the idea of new life springing forth, she gave each of the children a large plastic egg. "Now," she said to them, "I want you to take this home and bring it back tomorrow with something inside that shows new life. Do you understand?"

"Yes, Miss Miller," the children responded enthusiastically—all except for Jeremy. He listened intently; his eyes never left her face. He did not even make his usual noises. Had he understood what she had said about Jesus’ death and resurrection? Did he understand the assignment? Perhaps he should call his parents and explain the project to them.

That evening, Doris’ kitchen sink stopped up. She called the landlord and waited an hour for him to come by and unclog it. After that, she still had to shop for groceries, iron a blouse, and prepare a vocabulary test for the next day. She completely forgot about phoning Jeremy’s parents.

The next morning, 19 children came to school, laughing and talking as they placed their eggs in the large wicker basket on Miss Miller’s desk. After they completed their math lesson, it was time to open the eggs. In the first egg, Doris found a flower. "Oh yes, a flower is certainly a sign of new life," she said. "When plants peek through the ground, we know that spring is here." A small girl in the first row waved her arm.

"That’s my egg, Miss Miller," she called out. The next egg contained a plastic butterfly, which looked very real. Doris held it up. "We all know that a caterpillar changes and grows into a beautiful butterfly. Yes, that’s new life, too." Little Judy smiled proudly and said, "Miss Miller, that one is mine." Next, Doris found a rock with moss on it. She explained that moss, too, showed life. Billy spoke up from the back of the classroom, "My daddy helped me," he beamed.

Then Doris opened the fourth egg. She gasped. The egg was empty. Surely it must be Jeremy’s, she thought, and of course, he did not understand her instructions. If only she had not forgotten to phone his parents. Because she did not want to embarrass him, she quietly set the egg aside and reached for another. Suddenly, Jeremy spoke up. "Miss Miller, aren’t you going to talk about my egg?" Flustered, Doris replied, "But Jeremy, your egg is empty." He looked into her eyes and said softly, "Yes, but Jesus’ tomb was empty, too."

Time stopped. When she could speak again, Doris asked him, "Do you know why the tomb was empty?" "Oh, yes," Jeremy said, "Jesus was killed and put in there. Then His Father raised Him up."

The recess bell rang. While the children excitedly ran out to the schoolyard, Doris cried. The cold inside her melted completely away.

Three months later, Jeremy died. Those who paid their respects at the mortuary were surprised to see 19 eggs on top of his casket, all of them empty. If this blesses you, pass it on.

More than merely an earned piece of paper:

 diploma [n. dih-PLAH-me]  

Most commonly, a diploma is a document issued by a school that certifies someone has passed a particular course of study. It can also be a certificate conferring an honor, or an official document of some other type.

To the Greeks, a diploma was simply a folded piece of paper. The root was the verb diploun (to fold), which came from diplous (double). To the Romans, a diploma was a public invitation to a feast, which was a representation of the new life, the resurrection. It was a much more important document than the simple folded paper of the Greeks. To the Jews, a diploma was a letter of introduction, presumably folded. By the time the word entered English, it referred to any official document.

Meanwhile, the derived Latin word diplomatus (of official documents) led to the French diplomatique (of international relations), which gave us English diplomat, diplomatic, and diplomacy.
Imagine all your daily difficulties magnified 100 times. Imagine all the simple tasks you perform being transformed into major challenges. Do this and you may be able to gain a small understanding of what it is like to be illiterate. According to the National Institute for Literacy "over 40 million Americans ages 16 and older have significant literacy problems, and more than 20 percent of adults read at or below the fifth grade reading level." In a January 18, 2000 issue, the Baltimore Sun reported that "the U.S. Department of Education estimates that as many as 49 percent of the U.S. adult population is functionally illiterate." Functionally illiterate describes a person that is unable to read a newspaper, fill out a job application, read traffic signs, or read the labels on a medication bottle. Those who suffer from these statistics can be diverse, ranging from economic problems to learning disabilities.

Although the illiteracy epidemic in this country can be overwhelming, Literacy Chicago has brought hope to many. Literacy Chicago is a charitable organization funded by the Illinois Secretary of State Literary Office, that offers free one-on-one tutoring to anyone who is willing to learn how to read and write. They combine volunteer tutors with students that need tutoring, and they can boost their literacy levels.

New students can come into the facility on Wednesdays for information. They are then brought to a new student orientation meetings so that the students can discuss their past experiences, present situation, and future goals. These meetings are an opportunity for the students to get a better understanding of the student so that they can be matched with the right volunteer. These orientation meetings push the students to get involved in the tutoring and ask questions. The person in charge of this process is June C. Porter, the Adult Literacy Coordinator. The main purpose of the orientation is to push students to "project themselves into a new arena of tutoring" Porter said. When students are ready for tutoring sessions they meet with a tutor twice a week for one and a half to two hours. Students and tutors can meet at two locations for their sessions. Literacy Chicago's main facility is at 70 East Lake Street, Suite 1500 in Chicago. In order that students will have the time to concentrate towards their learning process, Literacy Chicago has a work-study program. This allows students to receive an hour of time from their employer for an hour of time they devote to the program.

Literacy Chicago does not just focus on illiteracy, but also helping their students get involved in their communities as students and citizens. They have their students elect a student president. They were also successful in registering their students to vote. These activities are steps towards involving their students in their learning process. The students are now preparing to put on a student conference that will allow them to learn from each other. "We are real excited about these small steps we are taking," Porter said.

There are many success stories that come out of Literacy Chicago. One of these success stories is about Michael Gerard Scala. Mr. Michael Gerard Scala, a former basketball player and a registered nurse, is a good illiteracy tutor. In 1993 after attending a job fair he came to Literacy Chicago for help he had trouble performing simple functions because of his inability to read. After 10 years of receiving one-on-one tutoring from a Literacy Chicago volunteer, Scala has made vast improvements. He has moved up from a 2.0 reading level to a 7.8 reading level. In an article for Hands-On, a North Park University magazine, Scala wrote about why he was illiterate, what problems it caused, and how working with a Literacy Chicago volunteer has changed his life.

In the Hands-On article Scala writes about how a bout with anencephaly affected the ability for him to read and write. Although doctors predicted that he would not live to be an adult he proved them wrong. He also wrote about how he was passed along in grade school and high school even though he could not read very well.

Scala wrote that after he received an offer from a co-worker to get help for his reading and writing difficulties he joined Literacy Chicago. Now after 10 years of learning how to read and write Scala wants to get an Associates degree from Harold Washington College. "I dream of now joining a GED class, even though I don't have to because I have a high school diploma." "But I am going to do it for my own benefit to get the encouragement and need for the ACT and SAT college tests, so that I can go to college some day," Scala wrote.

Scala is very thankful to Literacy Chicago and his tutor Tari Toppe. Scala was so thankful for the help Tari Toppe has given him and the progress they have made together, that he has written a letter to Secretary of State Jesse White to bestow Honorary Toppe the Jesse White Award, for her contribution to Literacy Chicago. Literacy Chicago is a volunteer-based operation. It is dependent upon people who volunteer their time and resources to tutor individuals. Tutors receive 4 hours of training. Volunteers come in on Saturdays and are given examples of what types of techniques have worked, since many of these volunteers are not education majors. Many of their volunteers are doctors, lawyers and financial people. It is important that we stress to the volunteers to "be true to themselves," Porter said. Porter also stressed the importance of patience when tutoring, because the tutoring process is very repetitive.

In addition to the Adult Literacy Program, Literacy Chicago also offers English as a second language program (ESL). This program is important to nationalities that do not offer English as their first language or their own nationality's organizations. The majority of the material covered within this program is centered on Polish and Asian people. It also benefits women from countries whose culture does not encourage women to go outside the home. Many of these women struggle to get to the store and buy food for their children, or trying to understand the instructions given by their professional. Without this program, these women would have difficulty making a transition into a culture that relies primarily on the English language.

Volunteers can become involved in a variety of activities. Literacy Chicago needs volunteers to help supervise children's activities, recruit volunteers, plan fund-raising projects, design and produce flyers, write press releases, create promotional materials, share basic computer or film editing knowledge, as well as the permanent. If you would like to become a volunteer, you can call (312)236-6416. You can also view their website at www.literacychicago.org.
Study skills for a
terrific trimester
By Matthew J. Kunkel

Would you like to improve your grades but aren't sure how to do it? Then, here are some proven ways to improve your skills as a student and transform yourself into what Dave Ellis calls a master student. In his book, "Becoming a Student and Transform Yourself into a Successful Student," Ellis offers strategies to develop and improve study skills. After teaching for almost a worldwide decade, Ellis offers ideas to be insightful and believe following his instructions can improve any student's grades as long as the student gives it a try. I have compiled some of Ellis's strategies and others to give you a basis to begin to improve your grades.

First, you need to use time management to organize your schedule. Everyone has priorities and activities in which they want to participate. These range from work, playing with their kids, watching television, working, reading partying, sleeping, and other hobbies. To be a good student, studying has to be one of these priorities.

But how do you fit all of your activities in to the 168 hours given in a week? Ellis suggests creating a weekly schedule. Begin planning your weekly schedule inclusive in scheduled fixed times such as classes and work.

Next, schedule time for running errands such as shopping (for essentials, not clothes and hanging out at the mall) and paying bills. These little time gaps can build up to a good chunk of time over a week.

Also, if you have time scheduled to complete these tasks, they will be done. If you go to study and therefore, cannot be used as an excuse not to study. It is also important to set aside time to plan. To time to watch your favorite television show, write letters, talk on the phone, go shopping (for clothes), hang out at the mall, and do other activities you enjoy. Because you'll be stimulating your mind with new theories and concepts. Ellis says you need "time off to digest them."

Fourth, plan time for studying. Educational research experts agree with Ellis that you should spend at least two hours of study time for every hour you are in class. In order to fit study time into your schedule when you have finished your work or taken some of your fun time. When planning study time, do not plan extended study sessions. Plan to study for a couple of hours a time. It is also recommended to allow a half-hour the day of class, to review the information the student is studying. Also, a half-hour after class to review your lecture notes.

Finally, plan for the unexpected. Emergencies and unforeseen situations can come up. Leave time open in your schedule to make adjustments if these situations should arise. Other times in your schedule may include making your schedule attainable. Don't over plan your day so you have 26 hours of activities in a 24-hour day.

Plan your schedule a week at a time and write it down. It may seem silly as an adult to write out a schedule, but it will improve the way you spend your time and you will, most likely, not feel as self-pressured less stressed says Ellis. Another important key to being organized is organizing your study area and materials. Although the couch is comfortable, James K. Semones, author of "Effective Study Strategies" also, suggests finding a work place that has a chair with good lighting and a flat writing space. Semones says to have all books and you will need. They suggest bringing a highlighter, a couple of pens, all books for the course, your course notebook, a folder with loose leaf paper, and a tape recorder. Being prepared also means completing all the readings and assignments assigned within the time period. Instructors will often refer back to these assignments during the lecture.

In class, pay attention to the discussion of the lecture. Get involved with the discussion. This shows the instructor you are paying attention and interested in the material. Take notes as you listen. From my experience teaching and talking to other teachers and students, this is an important task for many people. "During class, I often find myself just writing what is put on the board down in my notebook and then don't understand it when I get home," claims Loretta Fox, a freshman at Illinois State University. This is a system that, at first, many students face. Often students will try to write down everything that is said in the class. So what should you take notes on? This is a good question, but before you begin to take notes it is important to understand the structure of a lecture. According to SBI/ SJU Academic Advising, a well-designed lecture has four parts. The lecture will begin with an introduction to the topic of discussion for that class. Then, the instructor will deliver a thesis to introduce the topic of discussion for that class. Next, the body. The body is the largest part of the lecture and contains the bulk of the information on the topic. Finally, the conclusion of the class. When you complete the first section, begin step four. recite. First, use a tape recorder to record your lectures. Tape recording a lecture is helpful in reviewing topics you may have been confused on during class or did not write down in your notes. Listening to the entire tape of the lecture is not always important, but it is helpful when you review your notes. Second, you should develop a system of using abbreviations, markings, and shorthand. "I use stars to mark terms and important dates in my notes," points out Peggy McDermott, a freshman in a psychology course at Illinois State University. Systems of note taking can be cryptic. It is important to use a system you understand. There are many different formats to use to take notes during a lecture. In a study skills course at Bloom Trail High School in Illinois, a note taking system called split page is taught. The split page system has a student draw a line vertically down the page. On the left side of the paper the student can take notes on the lecture. On the right hand side, the student will write in possible test questions or other notes for taking notes on the lecture. This split page system can benefit the students by helping them remember the lecture. We can use these notes, "This split page system can benefit the students by helping them remember the lecture. We can use these notes, and when we use them, we can create new test questions, and study for tests," claims Sue Rivera, instructor of the study skills course, Freshman Focus, at Bloom Trail High School.

Joe Halama, a freshman at Bloom Trail says, "First semester I didn't use the system (split page) very much, but this semester I use it tons. It makes class easier and I am getting better grades."

There are many systems to taking notes, the key is to note the telegraphic signals given by instructors and find a system of organizing that information in your notebook. After taking notes in class, the successful student spends time studying before the next class period. But it can be broken into three sessions: reviewing lecture notes, completing assignments, and reading new material for the next class.

Within twenty-four hours of leaving a class, it is important to re-read the lecture notes. This serves two purposes. First, it allows you to rewrite notes that are hard to read. Second, it allows you to review the key points of the lecture and see how they fit in to the text you are reading. This review session should take between thirty and 60 minutes.

Because you used a schedule to plan your week, you have time set aside to do major studying for the course. This two to three hour session should be used to complete any reading and assignments for the next class period. Text reading can be difficult but NACADA and other educational professionals suggest using the SQ3R format. The SQ3R format is an approach to reading text material. SQ3R stands for Survey, Question, Read, Recite, and Review.

SQ3R begins with surveying the material. Before you begin to read the material, skim it. Look at the headings, lists, bold print, and italicized terms and headings. As you survey the reading assignment it may be helpful to do step two at the same time. Step two is to question. Develop questions about the reading and what strikes you as interesting or odd. It may be helpful to write your questions down and see if they are answered as you continue through the lecture notes. This serves as a good revision. If they aren't, you may want to ask your instructor.

Now that you have a basic idea about the material you can begin step three, read. Don't read the whole chapter. Read the first section, then ask yourself, "What is the topic of this section?" This will help you to highlight important terms and concepts. When you complete the first section, begin step four, recite. Before you read, look at the text, recite what you just read. This is to check your comprehension. If you have trouble, you can go back and reread the text to make sure you have know...
edge of the main points. When you feel comfortable, continue to read the next section of text. After each section, stop and recite what you’ve read.

As you continue on with the reading, you will work in step five, reviewing. After every three or four sections, review everything you have read by reciting all main concepts. You will find yourself starting to see how sections fit together.

As you read, make note of concepts you don’t understand and ask your instructor to explain them in the next class. If you find yourself with too many questions, you may not be thoroughly reading the material.

When you’ve completed the assignments for the next class period, you are ready to move to the final phase of studying. Within twenty-four hours of your next class period, review your reading and assignments for that class. A 30 minute review session will help you remember main points from your readings and make them easier to understand and recognize in your instructor’s lecture.

SBC/JSU, Semoines, and Ellis also offer these other study skills to keep in mind when studying. Take a ten-minute break every hour or two to stretch and relax. Do difficult tasks first, when you are fresh. Have a plan when you begin to study; know what you want to accomplish when you begin. Eliminate all distractions. Use a study group to study and not to gossip. All three sources agree it is important to eat healthy. It will be hard to study if you are hungry and distracted.

The final area to master in becoming a successful student is tests. To get a head start, the Counseling and Psychological Services (CAPS) Department of the University of North Carolina at Chapel Hill suggests finding out as soon as possible when tests will be administered. Usually, test information will be given in a class syllabus at the beginning of class. Mark these dates on your schedule, so you don’t forget.

Closer to the test, the instructor may announce specifics about the test. CAPS suggests finding out what will and won’t be covered and what type of test it will be. The test may be objective (multiple choice, true/false, matching), short essay, long essay, or a combination of these. Now that you know the type of test, how should you study?

If you’ve been following a schedule similar to the one stated above, you have a great basis and have already begun to study because you have organized notes, possible test questions, and have a general knowledge of the information. No matter what type of test it is, you want to study thoroughly. For a test covering several units or concepts, make summary sheets of the main points.

Several nights before the test, organize the test information into categories. Stress specifics such as terms, lists of items, and examples. Use these summary sheets to study for your test. Summary sheets are a great tool to help you begin to process and organize information in your mind because as you reorganize and rewrite the information, you begin to remember it. As you study, read, recite and review your study sheets until you feel comfortable with the information. You may even ask a friend or roommate to test you on the information. Now you need to go take the test.

Before you begin, read through the entire test to see what is being covered. Hopefully, you will see many of the questions you have developed in your study sessions. Begin the test by answering the questions you are confident you know. Then move through the test. Be aware of point values of questions. Usually, the more points a question is worth the more information an instructor is looking for.

On objective tests, answer every question. If you leave the question blank there is no way you can get it right. By guessing, you may get some questions right! In true/false questions look for qualifiers such as “always” or “never.” These types of statements tend to be false. However, make sure it is false, occasionally they are true. Make special notes in your summary sheets of these types of situations.

Essay questions tend to scare students. Relax. They aren’t that hard, if you have studied. Essay questions tend themselves to being open to express ideas in your own terms. However, there is a good formula to use when answering them.

First, outline and organize your thoughts. A well-written essay will tend to earn more points because it is organized and easy to follow. Now, begin to write your answer. Use an introduction to explain where you will be going with your answer. Then for each main point you have, support it with examples from the text, lecture, or other ideas expressed in class. Each main point should have two to three supporting points. When you have finished your main points, write your conclusion to give your answer closure.

Becoming a master student isn’t hard, but it does take effort. Start now. Get organized. Make a schedule, go to class, study, stick to it, and enjoy your success. For more information on study skills and test taking tips, go to the Internet and type in “study skill” and you can get an array of information. On campus, you can contact the GSU Student Affairs Office at 534-4045 or Dr. Peggy Woodard, Director of Student Development at 534-4376.

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INNOVATOR Monday, May 1, 2000

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TURN A FUN WEEKEND INTO GREAT savings with a FREE INcard!

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Entertaining Arts

Even if you don't play video games, surely you must have at least heard of Sony's PlayStation, which debuted in September of 1995. This powerful CD-based game machine took the video game industry by storm and very quickly it's the way to the top by way of fresh, innovative, graphically impressive, great sounding games. Well, much would appear to be about to repeat itself as we get closer to the official U.S. release of Sony's PlayStation 2 (PS2), this fall.

Sony amazed the world in early March when it showed early design of its "Next Generation PlayStation." Later in the year it amazed everyone still further with more advanced demonstrator units of what they could do, along with a long list of developers and games that were already in development, and a final Japanese release date: March 4, 2000. Sony's expectations for the new system are very high. They expect to sell one million units within two days of the Japanese launch. According to the May 2000 issue of Electronic Gaming Monthly, 980,000 was the official number of PS2 units sold up to the Japanese launch weekend. Right on target.

So far 26 North American and 27 European companies have joined the 88 Japanese developers producing games for the system, and there are currently nearly 100 titles in development. As a kind of support, only when everyone concerned is convinced of the new system's potential. Sure, initial prices in Japan seem a little steep (39,800 yen, which is approximately $375) when but it is released here in the U.S. most likely this September, its price will probably be between $250 to $350. Before I get into the goods on the PS2, I feel I briefly mention a few tidbits about the original PlayStation. It was the first 32-bit CD based game system, it introduced a new memory card, and it took full advantage of being able to use CD quality sound. The PlayStation could also be used as a CD player. You could hook your PlayStation into your stereo receiver and it would function as a CD player in your car. This feature, among many others, was revolutionary for the time.

Perhaps the most attractive feature of the PS2 is the ability to play DVD movies in addition to games and audio CD's on one machine. For features, it's got everything you need to get the most from DVD, including angle switching, Dolby Digital and DTS sound, fast forwarding, chapter skip, multiple languages and more. Sony plans on marketing the system as a 3-in-1 entertainment console.

Another exciting feature of the PS2 is that it will be "backward compatible." This means that the PS2 will be able to play the entire library of original PlayStation games. In fact, according to EGM (May 2000), on some games, the PS2 will make some slight enhancements. One is that games can now be accessed using the PS2's faster drive speed. That will cut down on loading times, and the time it takes to load up some games. Some games use it, some will not. Second, it smooths out textures in the games. It does not enhance the graphics so much as the PC pro- gram "Bleem!" but every little bit helps.

An article with Ken Kutragi, CEO of Sony Computer Entertainment USA, in the July 1999 issue of PSM magazine, talked about the communication features of the PS2. "For the first four or five million units the PS2 will be sold purely as a video game machine. Then the focus will shift to presenting the technology device that is also capable of playing DVD movies and connecting to the Internet. Technologically, it will be a piece of hardware that the user will use the PS2 in many different ways just by changing the firmware that controls the Emotion Engine Communication features on the PS2. The PS2 will be extremely powerful, as Sony feels that the future of gaming lies in online interactivity. The sound chip will be a 48-channel synthesizer with a sampling rate of 48kHz, which is better than CD quality sound.

In addition to being able to do a variety of digital effects, such as echoes or reverberation, 3D sound is also a possibility, which the PS2 will be capable of. An additional chip feature will be the inclusion of PS2 games. "Backward Compatible." This means that it will be able to play the entire original PlayStation games. In fact, according to EGM (May 2000), on some games, the PS2 will make some slight enhancements. One is that games can now be accessed using the PS2's faster drive speed. That will cut down on loading times, and the time it takes to load up some games. Some games use it, some will not. Second, it smooths out textures in the games. It does not enhance the graphics so much as the PC program "Bleem!" but every little bit helps.

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• I know you want to get back together. I know you want to work things out. I feel the exact same way... except completely different."

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**Crossword 101**

*Literary Ladies*

By Ed Caaty

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Do you know...

by Dennis Lee Thom

1. the European country that first gave women the right to vote? (starts with an F) In what century was that?

2. an 11-letter word that starts with p that means a wild uproar?

3. How many different colors are there in a package of spice drops? Can you name them?

4. What was Elvis Presley’s first hit record?

5. In what century was the shoelace invented?

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Do you know answers

1. 1840s

2. 2001

3. 1880s

4. ‘‘Hound Dog’’

5. 19th century
Quote of the month......

"Of all God’s creatures, there is only one that cannot be made the slave of the lash. That one is the cat. If man could be crossed with a cat it would improve man, but it would deteriorate the cat."

—Mark Twain

"But Mom, I did clean my room... You should’ve seen it when it was messy!"

"Yeah, the cat and I get along great... Frankly, it’s you we don’t care for."

CHES S
(Syndicated by the U.S. Chess Federation)

Every chess player should take time out to enjoy a fun part of chess. We do not see nearly enough of that these days and there are a precious few books on chess puzzles.

At the turn of the last century it was another matter. Sam Loyd was entertaining both chess player and non-player alike. H.E. Dudeny, a contemporary, in his Amuse­ments in Mathematics was also impressed with Loyd. He entitled Loyd’s creation “An Amazing Dilemma.”

Dudeny presented this story: "In a game of chess between Mr. Black and Mr. White, Black ... was obliged to catch a train. So he proposed that White should complete the game in his absence on condition that no moves should be made for Black, but only with the White pieces. Mr. White accepted, but to his dismay found it utterly impossible to win the game under such conditions. Try as he would, he could not checkmate his opponent."

The trick is, as you notice from the diagram, that you have to figure out where Mr. Black had his king. The amazing part is that there is only one square the Black king can be on to avoid mate, no matter what White promotes his pawn to or whether he captures the rook.

We’re not going to give the answer, because you wouldn’t believe it anyhow — until you tested all 63 of the other squares. Have fun!

—Pete Tamburro

For free information about how to play, read and write chess, or receiving Chess Life, contact the not-for-profit U.S. Chess Federation at 1-800-388-KING (5464), or write USCF, Dept. 71, 3054 NYS Route 9W, New Windsor, NY 12553. You can also visit us on the World Wide Web: http://www.uschess.org

Dumb Criminal Stories

Thieves provide names and addresses

Biloxi, Mississippi—Ronald Dean Cherry, 52, thought he would “win” some money from a casino without leaving his house. He phoned the Treasure Bay Casino in Biloxi, Mississippi and demanded they deliver $100,000 to his house or he would come to the casino and start shooting people. He then gave them his home address.

“It makes our job extremely easy when they give their name and address,” said Biloxi Police Captain William Kirk. “We love that type of work. Unfortunately, not all criminals will cooperate.”

Cherry was charged with telephone harassment and taken to the Harrison County Jail. A judge set his bond at $25,000.

The Daily Press Newspaper (Hampton, Virginia)—This crime was a piece of cake to solve. White investigating an armed robbery, a Hampton detective learned that the robber, a woman, had applied for a store credit card moments before the heist. The application listed her name, address, social security number and telephone number.

When a clerk told the customer the store could not approve her application immediately, the woman became upset and demanded money from the register. The clerk questioned the woman’s intentions until she pulled back her jacket to expose a handgun tucked in her pants. The woman then reached into the cash register and grabbed an undisclosed amount of money.

When detectives reviewed the credit application, they walked across the parking lot to her place of employment West Telemarketing Inc.
**New Student Organization Being Formed**

There is a new on-campus affinity group being formed at Governors State University for Gay, Lesbian, Bisexual and Transgender students and their allies.

The organization, temporarily called the GLBT Student Organization, is being formed to provide a welcoming and supporting venue for all those who wish to visit the issues of sexual orientation and identity. The group is open to all GLBT students and their allies at GSU.

"Membership and participation in the group is not at all indicative of sexual affiliation or orientation," says Shae Jansons, student organizer, "but, to me, it is indicative of the open and supportive environment we have at GSU."

Jansons, herself a lesbian mother with two children, would especially like to have the group as inclusive as possible, and "support real people leading real lives."

The organization is currently being formally organized. Any one interested in joining, or needing additional information, can contact the GLBT Student Organization’s staff co-sponsor, Don Bell. Bell can be reached by e-mail at d-bell@govst.edu, or by phone at 708/534-4554.

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**Childcare**

Richton Park

(708) 747-9050