

# The Courier

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## The Courier, Volume 15, Issue 25, April 30, 1982

The Courier, College of DuPage

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**STUDENTS SWARM TOWARD** Building A in daily exodus from CD parking lots. More than 24,000 attend college courses at main campus and satellite locations, a 3.8 percent increase from last spring.

**COURIER** photo by Tom Meneguini

## Enrollment up 3.8%

By JUDY ALEXANDER

Enrollment for the 1982 spring quarter at CD is up 3.8 percent compared with spring 1981.

Currently, 24,855 students are attending CD, 919 more than last spring.

**HOWEVER, FEWER** students are taking non-credit classes compared with last year. The decrease is 5.7 percent — 267 fewer students — although the count will rise after mid-quarter since many non-profit courses do not begin until then. An additional 1,186 students are taking credit classes, a 6.1 percent increase over last spring.

Charles Erickson, director of registration and records, believes the increase in total enrollment is about what was expected. "It is important to remember, though, that our report on the statistics is taken on the tenth day of the quarter. These figures change on a daily basis because many students drop and add classes. Non-credit students, particularly, begin to take classes after the tenth day."

**ERICKSON SEES** enrollment increasing with such factors as a rising population and the state of the economy. "The idea that enrollment varies with the economy is hypothetical and is based on inversely related elements — when the economy is poor, enrollment is up. A theory of directly related elements is also involved. It

says that when unemployment increases, enrollment goes up."

Men slightly outnumber women in attending CD full-time (2717 to 2449), but women outnumber men considerably with part-time schedules (8991 to 6336). Erickson noted that 10 years ago, women would not have outnumbered men. "A steady increase in women attending CD has continued since then, and a definite trend exists in which more women attend CD than men."

Some 3,991 students are attending CD for the first time, while 16,502 students have returned from last quarter.

**THE AVERAGE** number of credit hours carried by all students is 7.35. Full-time students average 14.8 credit hours; part-time students, 4.8 credit hours.

Only 678 CD students come from outside the district, 51 of these being from out-of-state.

Wheaton, Naperville, Downers Grove, Lombard and Glen Ellyn, respectively, have the most students attending CD. Over 1,500 students come from each of these communities, which, according to Erickson, have ranked highest for the past four or five years. "They are always right up in the top five. I can't say definitely why this is true, but it may be because of their proximity to the campus. This may also enable them to be more aware of CD."

## Award bookstore contract

By Dan Cassidy

A \$962,400 contract for the construction of a bookstore in Building A was awarded by the Board of Trustees to Wil-Freds Construction at the groups' Wednesday meeting.

The project will entail placing a three-story, free standing mall and book shop in Building A's center atrium. The store would sell college textbooks as well as other materials, with the new area giving the book sellers twice as much room as they have now.

Construction of the structure is slated to begin June 14, so as not to interfere with students during the final days of spring quarter.

### Disruption in summer

"This is good, for it allows about six weeks for the contractor to gear up," commented CD president Harold

McAninch. "And this way all the disruptive work will be done in the summer."

Quieter labor will be done during the fall quarter, with the job set to be finished by mid-October.

"However, we can't start selling books right in the middle of the quarter," McAninch remarked. "Nevertheless, we will start moving in supplies, shelves, security systems and other things then."

### Ready for winter quarter

The schedule calls for DuPage to start occupying the new shop during Christmas break so as to ready it for use in the winter quarter of 1983.

"We picked Wil-Freds because they promised to do the project in four months while all the other firms had much longer periods of construction time," stated McAninch.

The contract award overran the architect's projected estimate of the work by 1.26 percent, causing trustee Robert Callen to question why this happened.

### Consider it "good"

"We only estimate," declared Wyght and Co. architect Joseph Ferari. Wyght was the firm which drew up the plans for the store. "In this business, architects consider it very good to prognosticate costs within 5 percent of a figure, higher or lower."

Also brought up by the trustees was the fact that Wil-Freds was the only company to know of CD's budgetary restraints.

"I do not think this is fair," noted Jerald Saimon. "This might have made a difference, for if the other competing firms knew of our financial

situation, they might have come in with lower bids."

Ferari defended the selection, however, and said that he thought it would not have made a difference if the other competitions knew about the budget or not.

### Aerial survey

In other businesses, the board authorized Wyght and Co. to do an aerial topographic survey of sixty acres on the east portion of campus to aid in the creation of athletic fields in the area.

"We want the fields to be done when we move into the PE edifice," McAninch stated. "and CD needs this map to help us in planting grass for the playing surfaces, with the cost not exceeding \$2,200."

Ferari commented that the photographing should be done soon, before all the trees are

full of leaves, with McAninch reporting that the planting should be done swiftly so as to give the grass more time to grow.

### Cheaper than workers

"It will be much cheaper to do it this way," remarked Ferari. "Grass is less expensive than sod and aerial photography is inexpensive when compared to having field crews do it."

Also at the gathering, the trustees decided upon six architects which they will interview for the task of planning the Fine Arts facility.

The questioning will occur May 24 and 26, with several board members expressing the desire to choose a local outfit, which would be more responsive to their needs and also keep DuPage taxpayers' cash in the county.

### In depth

## Teacher burn-out

Burn-out at one's occupation is becoming an open problem in modern society, with the teaching profession not left out of this tragic scenario.

Stress, bad relations with one's bosses and other pressures are creating strains on many educators, which cause some to succumb to the burn-out symptoms.

However, the mentor can keep an edge on this menacing threat, CD instructors have found. Among the most popular teachers in a Courier survey are instructors who have worked at DuPage for many years.

Nevertheless, the problem of burn-out has failed to be extinguished from the fast-paced, contemporary urban lifestyle.

Pages 6, 7 and 8



# Campus scene

## 'Long Day's Journey'

"Long Day's Journey Into Night" by Eugene O'Neill will be presented by the Performing Arts Department on Thursday through Saturday, May 6 to 8 and 13 to 15 at 8 p.m. in the Performing Arts Center of Building M.

The play is O'Neill's autobiographical account of one crucial day in his life. His mother, character Mary Tyrone, played by Rose Gregory of Wheaton, has just returned from a sanitarium where she has overcome an addiction to morphine. As the day progresses, she gradually returns to the drug while her husband, played by Dean Swanson of Lisle, and her two sons, Paul Mapes, Glen Elyn, and Brent Christensen, Bensenville, watch helplessly.

Frank Tourangeau, a member of the Humanities faculty, is the director, assisted by Marco Benassi, Addison; Lisa Schultz, Naperville; and Susan Smith, Wheaton.

Admission is \$1; senior citizens, students, faculty and staff will be admitted free.



FRIDAY MORNING BREAK seems like perfect time for reading of college news in Courier. Students typically discover journal in Building A lounges beginning at 9 a.m.

## Wills, trusts

"Wills and Trusts," a three-session seminar, will be offered from 7 to 9 p.m. Wednesdays starting May 12 at York High School, Elmhurst.

The seminar will explore the pitfalls of probate, joint tenancy and simple wills. The use of a living trust will be emphasized to protect the individual, assets and heirs. Various aspects of charitable giving will also be discussed.

The seminar fee is \$20 for couples, \$15 for individuals. Additional information is available at ext. 2208.

## Offer scholarship

The Naper Charter Chapter of the American Business Women's Association is offering a scholarship to any full-time female college student who resides in Naperville.

Applications are available in Financial Aid, K142; Learning Lab, A3M; and the Advising Center, A2012.

## Women and mentoring

A program on "Women & Mentoring" will be presented by Lucy Rey, CD sociology instructor, Thursday, May 6, at 12:30 p.m. in the Women's Center, A3014, as part of its Brown Bag Lunch Seminar Series.

## Top communicator

Harold D. McAninch, CD president, has been named "communicator of the year" by the National Council for Community Relations.

## Scub club convenes

The CD Scuba Club will hold its first spring meeting, May 6 at 7 p.m. in K157.

The group will discuss plans for dives as well as working on ideas for service projects in the community.

Further information is available from Al Zamsky in A2113 or at ext. 2318.

## Service award

Counselor Sandy Werner-Szuberla recently was presented with an award for distinguished service when she represented the college's Faculty Senate at the Illinois Community College Faculty Association's spring conference in Peoria.

During 1981, Szuberla served as co-chairperson of the association's professional growth and development committee and as a member of the executive committee for Illinois. She was reappointed to the latter position for 1982.

## Violinist here May 4

Violinist Laurence Shapiro will perform with pianist Walter Delahunt at 9 a.m. and 10 a.m. Tuesday, May 4 in the Performing Arts Center of Building M. The program will include Beethoven, Dvorak, Debussy, and Richard Strauss sonatas.

Shapiro, who appeared with the New Philharmonic in the 1981-82 season and with a piano trio during the Haydn Festival in March, is a member of the Fine Arts Quartet and artist/faculty member at the University of Wisconsin-Milwaukee. Delahunt is pianist-in-residence at the Banff Center for the Fine Arts.

## Spanish group meets

The CD Spanish Club will meet Monday, May 3 at 1:30 p.m. in A3125.

A cultural exchange program is planned.

Further information may be obtained from Peter Russo, adviser, at ext. 2116.

## Accepting students

The medical record technology program is now accepting students for the fall of 1982 class.

The program starts in September and lasts for seven consecutive quarters. Students are graduated with an associate in applied science degree.

This technical program prepares students to process, analyze and store health records for patients, health practitioners, hospitals, extended care facilities, clinics and the public.

Those contemplating a career in the field are advised to have an interest in health care — although actual patient contact is rare — and a penchant for organizing, preparing and retrieving detailed work.

In addition to receiving classroom instruction at CD, students participate in clinical affiliations in hospital settings in and around the college district.

Deadline for admission to the program is July 15.

Further information is available from Kim Pack, program coordinator, at exts. 2532 or 2495.



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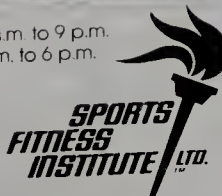
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## Police beat

Experts from the public information file of CD's Public Safety Office.

Wednesday, April 21

Charles Pasino struck a female student in the courtyard between buildings J and K. The girls' mouth and nose were bleeding from blows to the face. Pasino was taken to Ken Harris, dean of student affairs, where it was determined that Pasino was not a CD student; he was warned to stay off campus.

Monday, April 19

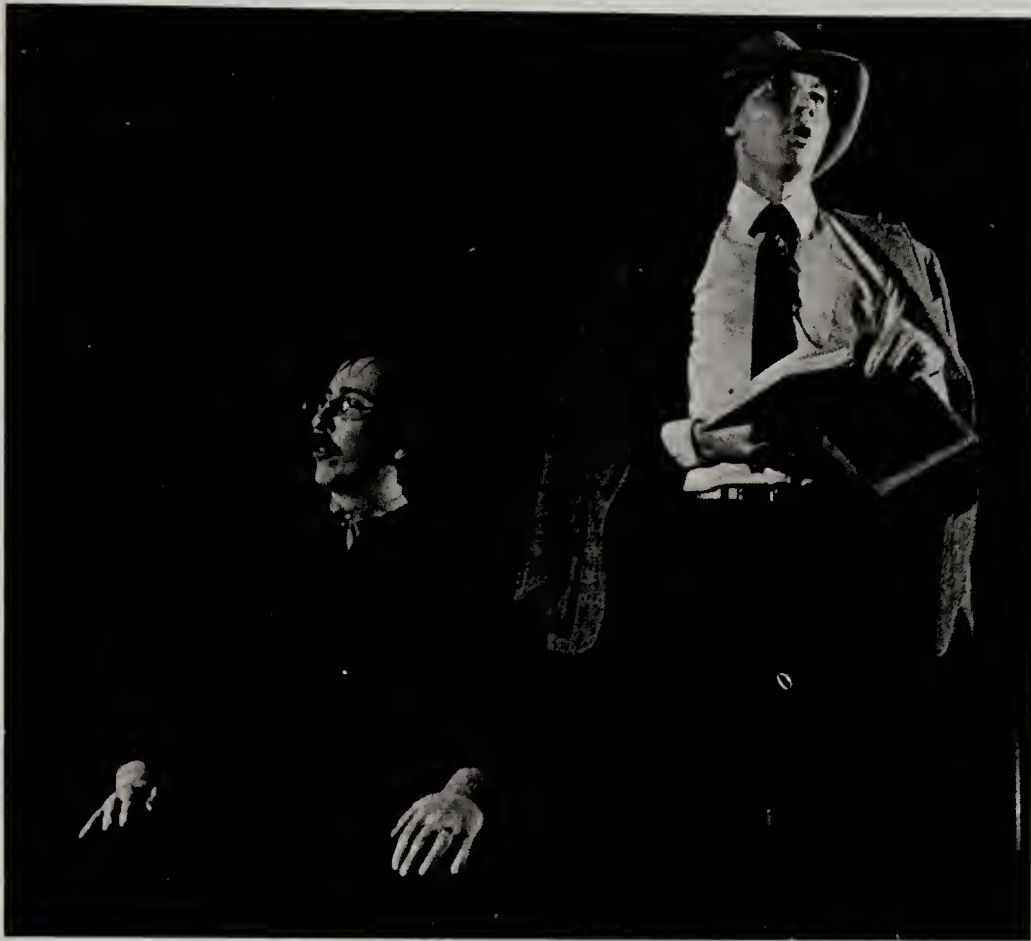
A vending machine in Building M was found with the glass smashed and the display packages missing.

Officer Rodney Hampton was advised by an unknown female that the movie screen in A2013 had obscenities written on it in magic marker.

The garbage basket in the washroom of A2020 caught on fire; when officer Russell Wolfe arrived, the fire had been extinguished. Similar fires have occurred in A2082 and A2068.

Friday, April 16

John Mazurek reported the theft of a Republic airline ticket to Grand Rapids, Mich. It was left in an unlocked desk drawer in Mazurek's office. Value of the ticket is \$180.



**FAMED COMICS**, Second City National Touring Company entertained 700 in K Building Campus Center Saturday evening. **COURIER** photo by Tom Meneguini

## Sound problems mar performance

Problems with the amplification system in Saturday's SA-sponsored Second City performance caused 45 people to demand refunds for their \$4.50 and \$6 seats.

"We gave back about \$450 in refunds," noted Michael DeBoer, co-coordinator of Student Activities.

Gary Gand Music and Sound of Highland Park provided the sound system for the evening's performance. The problem began, DeBoer explained, when that company's crew arrived late.

"THEY WERE TO show up around 6 or 6:30 p.m., but didn't get here until around 7:25. Doors were opening at 7:30, and the show began at

8," DeBoer said.

Because of the late hour, the crew did not have time to do a sound check before beginning the performance. The system itself was not operational until 8:02 p.m.

"People could not hear much of anything if they weren't sitting near the stage," DeBoer said.

PART OF THE problem, he said, lies in the nature of the performance situation. "The Second City comedians move around a lot on their acts and ideally, should use lapel microphones. They don't prefer them."

A crowd of 700 had gathered to see the famed comics in the

Building K performance.

In a take-off on CD, one joker quipped:

"I'm sure that you have all heard a lot about the history of CD now that you have been here two years.

"WHEN THE MAN who designed this Building K was finished he was such a brilliant man that he had some money left over. He decided that now he could decorate the interior. So he put up little chains and let them hang down from the ceiling.

"You've been such a good audience that we have decided to climb up there and give each of you one of those chains to take home."

## SG buys 6 concerts

By GINAMARIE NICOLASI

The SG board of directors Tuesday unanimously voted to stand by the administration's decision that six Student-Activities-sponsored concerts be held spring quarter instead of the proposed eight.

The CD brass suggested that one concert be scheduled per week in May and June and that the Local Prime Cuts band contest winners perform also. Original plans had called for two events in one week, totalling eight.

According to Keith Cornille, student president, the administration and SA "have been discussing this problem for several months and the concerts will be eliminated if SA doesn't agree with them soon."

"IT'S EITHER SUPPORT the administration or have nothing," Cornille emphasized. "It would be better to agree and have something for the students."

Cornille also stressed that he is not trying to fight with SA but is "sticking by" the administration to keep the concert concept alive.

In other business, budgets for various student organizations were evaluated. Several members felt that SA was spending money "foolishly" on dinners for guests of the college.

LUCILE FRIEDLI, SA coordinator, responded that dining with such guests is an accepted practice at CD.

SG also approved forwarding the profits from mug sales toward the class gift budget. Annually, the graduating class presents a gift to the school.

Cornille noted that the group has not yet come to a consensus on the gift, and would welcome student input. Thus far, the only suggestion made has been for bicycle racks.



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## Alpha jaunt

The Alpha program will offer an opportunity this summer to study the environment, culture and history of the Navajo, Hopi, Zuni and Anasazi Indians of Arizona and New Mexico.

The two-week jaunt will cost \$300, which includes transportation (by van), camping fees and equipment, horsepacking and food for one week.

Two class options are open to students: the day section which meets from 9 a.m. to 1 p.m. Tuesdays and from 8:30 a.m. to 5 p.m. Thursdays, and the night section which meets from 7 to 10 p.m. Wednesdays.

Students must register for 15 to 18 hours, taking only one course per discipline.

Classes scheduled are Biology 110, Man and the Environment; Biology 188F, Ecology of the Southwest, both five hours; English 101, 102 and 103, all freshman composition for three hours; Humanities 290, People and Places, five hours; Physical Education 188F, Field Recreation, one to two hours; and Social Science 188F, People of the Southwest, five hours.

Additional information and a permit to register are available from Hal Cohen, ext. 2235; Ernie LeDuc, ext. 2498; or the Alpha office, J103, ext. 2356.



**Editorial**

**'Mean streets' in Bldg. A**

Building A corridors have recently become akin to a combination of an obstacle course and a city street in an unfriendly part of town with great numbers of CD students having found a new pastime in cluttering hallways in large masses, laughing, shouting, and offering rude comments to passersby.

A student rushing to class, or trying to ascend a staircase or even stroll down a hallway with a friend during a break is often disturbed by these aggravations, which have turned the streets of Building A into a crude version of a "Dean Martin Roast."

Many who transverse the hallways are harrassed by the noisy, inconsiderate thugs who find it humorous to comment on the physical stature, fashion taste and general character of a person and enjoy even more making rather lewd remarks about innocent passersby.

This sort of behavior is deplorable. Beside creating an inconvenience to those scurrying to class, it also interrupts lectures in session. Teachers must close their doors and bring the temperatures in already stuffy rooms higher, while the din from the hall is still audible.

Many would say — "We don't have any other place to go!" This may be true since limited lounge space is a problem in Building A. People chatting calmly in a hallway would not disturb anything. The catcalls and remarks create the larger problem.

The propositioning of attractive young women in the hallway and the vile comments, beside being annoying, show a basic lack of concern for other people's rights. They create embarrassment and humiliation to the recipients.

The problem raises a concern about the maturity of the individuals involved. Upon entering this institution, most students have reached the age of 18 and, ideally, are well trained in the rules of our society.

Obviously, some have received little training in the fine points of politeness, respect and manners which are customary in adult life.

We would hope that in the future those who enjoy such jeering would consider the feelings of others and the reflection this activity has on their credibility before bellowing some obscenity to a total stranger.

If all the energy used in these orgies of conversation and cutting down were channeled into activities or athletic events, CD might for once retain a sense of school spirit.

Our suggestion for these bored, chat-happy souls? They might invade the offices of Student Activities and student government to ask where they can help to constructively let loose a lively spirit.

**Will SG change? Never!**

It had been a long day. I returned to the Courier offices after spending much of the afternoon chasing down leads to various stories and making sure the administration was running properly, when the phone rang off the hook.

"Good afternoon, Courier."

"Can I speak to Don Alfano, please?" said a voice.

"This is he," I replied. "What can I do for you?"

"Well, you seem to be very knowledgeable and outspoken concerning politics at CD. I was wondering if you could give me some advice about the job of SG president."

I thought to myself, "This person must be a new student; if he was a second year student, he'd be apathetic."

"YOU WANT MY advice so you can run for next year's SG president?" Don't you know that it's the third toughest job in America?"

"Student body president of a community college is a tough job?"

"Hey listen, Keith Cornille, the current SG president, never had an ulcer before he was in charge. Being the American president of the Ayatollah Khomeini Fan Club and the head of Moammar el Khadaffi's secret police are much tougher jobs."

"WHAT ABOUT THE JOB of president of the U.S.?"

"Oh, that's fifth, maybe fourth toughest job, tops."

"Could you tell me what it takes to be an effective student president? I'm still interested."

"Well, if you're intent on running for office. First, you have to be effective on many levels, the key is to manage your own administration and work with the school brass. You've really got to keep a close eye on Student Activities — you know how they like to spend money. Secondly, the students are your constituents, and even though many of them are appallingly apathetic, everyone deserves your representation."

"BUT HOW CAN I get rid of the apathy? I think that's the biggest problem any SG faces . . ."

"What? Get rid of the apathy? Do you know how long it has taken this school to build up to this present level indifference? And you blindly come along and want to get rid of it?"

"If I can just do that, then I'll really be able to do many positive things for the students . . ."

"MY FRIEND, YOU'VE got it all wrong. No one eliminates the apathy, you've got to learn to work with it. It can be an advantage, a real asset."

"How can something alienating people be an advantage?"

"Listen, I'm going to tell you a little-known secret about this school. Ever since it opened, every SG administration has secretly promoted the rampant apathy here."

"Oh, I can't believe that. It runs counter to everything that makes sense."



**Alfano's Alley**

"Exactly. Would you want thousands of students all trying to become involved in their school's activities? Do you know the problems it would create?"

"WHAT PROBLEMS? That's a good sign — to be involved. I don't understand your point."

"Oh man, think. Change may be a fact of life, but at CD, change is something SG is working against. If nothing in the student administration changes, then SG can get whatever it wants done, regardless of what anyone wants."

"You mean it's the policies that never change, but only the people who run them?"

"Smart boy. You learn fast enough to be an effective ineffective leader. You've got real potential."

"BUT I'VE HEARD that the present SG administration is one of the best and most active governments in recent years at CD."

"That may be true; they're trying to make changes but aren't succeeding. Look at the video-game fiasco earlier this year. Any government could always be better."

"Oh, I agree; there's always room for improvement."

"If you thought this year's SG was bad, wait until next year. The bunch waiting in the wings makes the Keystone Cops look like Oxford graduates!"

"Hey, do you think it's too late to transfer?"

**A quick look backward**

By GINAMARIE NICOLASI

**April 30, 1970**

Four CD students were subpoenaed by the White Panther Party to appear before the DuPage grand jury . . . Over 80 students performed in the annual spring choral concert, featuring "Belshazzar's Feast," by the contemporary British composer Sir William Walton . . . CD students participated in a 30-mile walk to help the Freedom from Hunger Foundation.

**April 27, 1972**

Russell Kirt, biology instructor, and 20 students, with the help of two pick-up trucks, began cleaning up Lambert Lake . . . Over \$800 worth of radio equipment was stolen from the program office; the DuPage county sheriff's office was called to investigate . . . Spring week ended with a semi-formal girl-ask-boy dance at the Back Door Inn, West Chicago . . . About one-third of all full-time students were eligible for the Illinois State Scholarship Commission Monetary Award.

**April 26, 1973**

Competing against over 1,000 participants from 82 junior colleges, the CD forensics team placed 6th in the national Phi Rho Pi Junior College Forensic Tournament in Gatlinburg, Tenn .



The Courier is a member of the Community College Journalism Association, the Associated Collegiate Press and the Illinois Community College Journalism Association.

Opinions expressed in the Courier do not necessarily represent the views of the staff of the College of DuPage.

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Letters

# Bemoans 'Dairy Queen' teachers



**To the Editor:**  
As a freshman at CD, what appalls me most is not the parking or the physical characteristics of the school, which seem to be major targets for attack. Although I see these as problem-ridden issues, they fail to disturb me as seriously as have some of the instructors I have suffered through. By all means, I am not wimpering about a few teachers who gave rough tests or who expected some work out of their students. I am referring to two teachers, and I use the term loosely, who I feel are better qualified to be working in a Dairy Queen. They could put the cherry on top of a sundae. Maybe. I am hesitant to refer to them as teachers for neither — although they are full time faculty members — have the ability to seriously instruct a class. I find it hard to figure out how they were hired; even harder to determine why they have not been fired. Why doesn't the administration examine the teaching methods of its instructors and advocate a little employe "house cleaning"? They should realize that it

takes an excellent person — not simply a master's degree — to be an excellent teacher.  
I also feel that the college should have some effective system of collecting student feedback on instructors. Perhaps the student government could organize an election-style evaluation twice a quarter and bring the results to the attention of those who do the hiring.  
I find nothing more frustrating than to come to a class ready to learn, only to realize, after a week, that my money would have been better spent on gas. I am not sure if teachers are evaluated by their administrations at other colleges. I do think that they should be at the College of DuPage.  
Karen Lappa, Lombard

**Interesting... but**  
**To the Editor:**  
The story on cheating in the April 16 issue of the Courier was very interesting and informative. Dan Cassidy should be commended for this story. However, a glaring error in the article needs to be corrected.  
Cassidy stated that the Bible contains examples of plagiarism, such as borrowing the flood story of Noah from the Mesopotamians.  
The reason many early cultures such as the Babylonians and Sumerians had a flood story similar to the one in Genesis is because the flood of Noah really did happen, and is supported by some geologic and archaeological evidence we have today. As a result, cultures preserved stories of the flood which sometimes became distorted before they were written down. Moses wrote the only God-inspired account of

the flood somewhere around 1400 B.C.  
That the flood story in Genesis was not borrowed from the Babylonians is obvious from the many differences between the two versions.  
Cassidy also stated that the Bible borrowed from the Sumerians' stories on vegetation, the creation of man out of clay, and the nature of God. This is likewise false, as is his contention that the Bible borrowed from the Egyptians the concepts of the trinity and resurrection, and most of the 23rd psalm.  
The nature of God described in the Bible is far different from either that of the Sumerians or Egyptians.  
Also, the concept of resurrection from the dead has been around for a long time, and in all cultures, but the Bible certainly did not borrow it from the Egyptians. Jesus Chris really did rise from the dead, and conquered death to bring salvation to all who will receive him.  
Ed Walkwitz, Bensenville

**Lauds 'The Report'**  
**To the Editor:**  
I have been reading the Courier for three years now and I have seen its management under four editors. I think that in the past, editors have forgotten that the purpose of a school newspaper is not only to report on school happenings but also for its staff to learn about the newspaper business. I would like to commend the Courier for its attention to the latter purpose.  
I think the inclusion of "The Cronenberg Report" is a large step in this direction. Sure, a lot of students can read world happenings in the Tribune or the Sun-Times or they can even watch the news on TV but from a

journalistic point of view, "The Cronenberg Report" is very beneficial as well as informative for both the author and the student body.  
Journalists will not always be writing human interest stories but will be covering national and metropolitan news as well. I think it's great that such experience can be gained at the community college level. Other editors seem to have forgotten this.  
Patriceann A. Ribando, Oak Brook

**Likes our looks**  
**To the Editor:**  
I would like to commend you and your staff for the great new facelift that has taken place at the Courier.  
In the April 2 issue, the newspaper brought out a more professional presentation of the news that is easier to read and more pleasant to the eye. The change in stock (texture) of the paper provides for improved durability and fewer chances of tearing and wrinkling — commonplace in prior issues of the newspaper.  
Printing and typesetting changes are also new features of the Courier. The bird was absent from the pages of the April 2 issue. I'm glad to see this scrawny-looking, feathered creature banished from its pages.

The overall changes have made the Courier a better and more enjoyable newspaper to read. The college should be proud to see its newspaper make a positive step toward providing the student body with a quality source of relating the news.  
Congratulations on a job well done.  
Joe Fremgen, Villa Park

## The Cronenberg Report

A round-up of national and international news

By THOMAS A. CRONENBERG

### Reagan's \$14 tax refund

President and Nancy Reagan will be waiting, as all Americans do at this time of the year, for a refund check from the federal government. Reagan was entitled to \$14 in refunds from the Feds upon filing his 1981 federal income tax return.  
The First Couple reported earning \$418,826 last year — almost double their 1980 income — and paid \$165,304 in taxes on that sum.  
Of the hefty total paycheck, only \$189,000 came from Reagan's presidential salary; \$153,000 rolled into the coffers in dividends; a pension from his governorship of California accounted for \$22,197; speaking, radio and television work contributed \$47,244. Nancy added a tidy \$41,913 from her autobiography's sales to the sum.  
The Reagans deducted 2.8 percent — or all of \$11,895 — of their income to charities, most notably by donating seven of Nancy's gowns to museums. The average charitable deduction in the couple's income bracket is 5 percent.  
Total deductions on the Reagan 1040 form came to \$101,943 and included \$150 in medical expenses and \$66 in union dues.

### Estimate number of U.S. poor

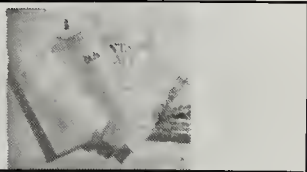
An April 14 Census Bureau report on the number of poor in the United States is likely to provide fuel for Congressional controversy.  
A numbers game with political overtones is likely to ensue as Congressmen discuss various vantage points in determining exactly where the poverty level lies in America.  
The census report indicated that the number of Americans under the official poverty line — set at \$9,300 annual income for a four-person household — would drop by as many as 10 million people if

the government would redefine the official level.  
Not only the monetary income, some argue, but also the value of medicaid, food stamps and other government benefits should be included in the calculations.  
Reaganites, however, insist that the poverty level remain at the \$9300 rate.  
At that level, 11 percent of American households — 23.6 million people — could be considered poor in 1979, on the basis of job pay and cash benefits from welfare or unemployment.  
New definitions of poverty, some officials noted, might include the market value for food stamps, school lunches, and public housing subsidies. If this rationale had been in use in 1979, the ranks of the poverty-stricken would have been reduced — if only theoretically — by 15.6 percent to 19.9 million people.  
Furthermore, if medicare and medicaid bills were included in the new definition of wealth, the ranks of the needy might shrink yet another 42.3 percent, down to 13.6 million.  
The Census Bureau report was requested by Congress, which seeks a more effective route to the definition of poverty than the cash-income method devised in 1964.  
The report may provide both parties with ammunition in an imminent numbers game. Democrats feel that the statistics confirm the government's success in keeping the poverty rate low and speak for the retention or expansion of those programs. Republicans see the other side of the coin: many feel that the poverty rate has been overestimated for years and needs to be sliced along with the programs it carries with it.

### Pentagon usurps NASA funds

Despite a hefty budget of its own, the Department of Defense will receive massive

discounts from the National Aeronautics and Space Administration in its use of the space shuttle; these drain in the already weak NASA budget as a result of an uneven arrangement agreed upon by the two areas in 1977.  
NASA will lose \$83 million dollars at present rates each time it launches a military payload between 1982 and 1988, costing the agency \$1.2 billion — one fifth of a year's NASA budget.  
In a report released earlier year, the National Accounting Office noted that "NASA is committed to a policy under which it must subsidize other user's launches or the space shuttle in early years of operations."  
Fees were knowingly set below actual costs of the shuttle operations in 1977 in order to entice would-be private sector shuttle users into booking space on the Columbia and its counterparts. The Pentagon received an even better deal: 30 percent below the going price.  
A further dilemma complicates the NASA/Pentagon deal, however. Arrangements on the price agreed upon in 1977 cannot be renegotiated for six years after the shuttle has become operational. Losses that ensue cannot be recaptured by rate hikes in later years, the agreements also state.  
Estimates of costs from 1977 have proven woefully inadequate; at that time, a basic shuttle mission lost \$57.5 million, with the Pentagon paying a slim \$12.2 million and private "passengers" being charged \$18 million.  
NASA's present calculations indicate that the basic mission price has inflated to \$109.8 million, with military customers contributing a cool \$23.4 million in the space excursions; private sector payloads will fly at a rate of \$34.4 million.  
Sources: The Chicago Sun-Times, U.S. News and World Report, Welt am Sonntag (West Germany)



# Fulfillment, burn-out mark

In recent times, the term "burnout" has been connected with various occupations, from air traffic controllers to telephone operators. One area of employment that the public has deemed to be in critical condition, however, is teaching.

If a "teacher can't teach" situation exists, as one national publication recently reported, then what will happen to the scores of incoming students who will be future decision-makers in society?

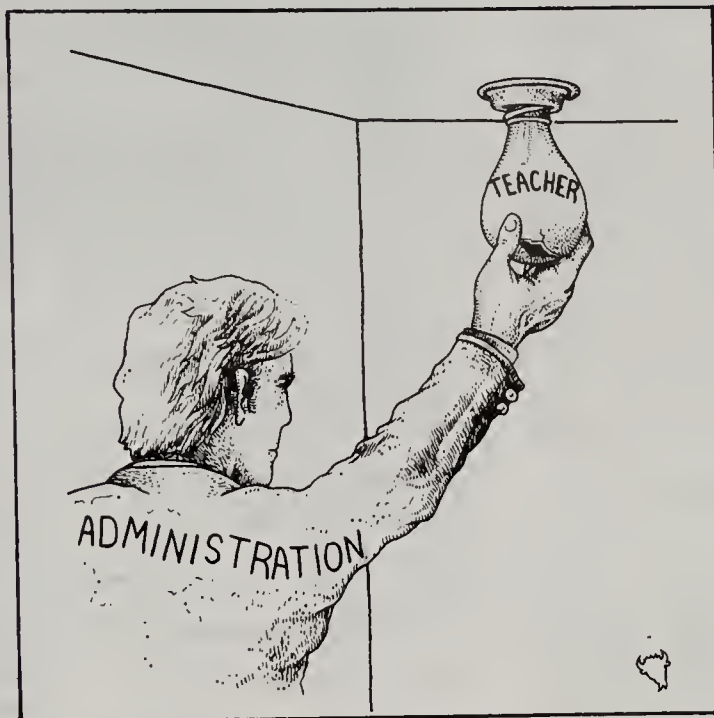
**TEACHER "BURNOUT"** has been attributed to a number of sources, ranging from school administrators to insubordinate and disinterested students to the teachers themselves.

If a classroom is overcrowded, it is just as easy to accuse administrators of putting too many students in one small room as it is to blame the students for not learning in such an environment or to fault a teacher for being unable to cope with the problem.

A combination of all these factors may add up to teacher "burnout."

**WHEN REFERRING TO** "burnout" as it applies to any occupation, one is speaking of the result of stress which a person finds unable to cope with in a positive manner. Stress, common to all people and all occupations, is not necessarily a sign of imminent "burnout." Only when stress begins to adversely affect one's occupation and lifestyle is the term "burnout" applicable. In most cases, it is not a sudden occurrence, but a gradual building up of stress over an extended period of time.

Gastric disorders, chronic



headaches and backaches, sexual dysfunction, depression and paranoia are some of the physical and mental maladies which characterize reports of "burnout."

**WITH TEACHERS, THE** reactive stages of this condition have been described as involving three steps, each one building on the last.

The first of these phases is called the "heating up" stage, wherein teachers experience isolation, the belief that they are not being appreciated and general job dissatisfaction. Initially, these are usually short-lived bouts of frustration and fatigue.

In the second, or "boiling" stage, the teacher experiences more feelings of helplessness and uselessness, much like in the first phase but with depression lasting for weeks at a time.

**FINALLY, AT THE third,** or "explosion" stage, previously mentioned problems are compounded with physical ailments such as migranes or ulcers. At this point, the teacher may respond in one of two ways. If the reaction is covert, he begins to instruct mechanically, merely going through the motions in order to pick up a check at the end of the week. Such instructors seldom revise outdated material or motivate themselves or their students.

On the other hand, teachers who react overtly may quit their job and possibly turn against the entire teaching profession.

Stress turns to "burnout" most often at the elementary and high school levels. Inner-city teachers face the worst of the problem, often having to contend with physical and

verbal abuse from their students.

Other complaints common to "burnout" victims have been an overload of paperwork, lack of support from administrators, involuntary transfer and notice of unsatisfactory performances.

**NO HARD EVIDENCE** exists that the rampant "burnout" has reached the college teaching level, or even that it might. Yet, if enough teachers in grade and high school succumb to "burnout," as in the case of the covert reactor, they could start passing students through to college who are ill-prepared. What will colleges do with students who haven't mastered basic reading or writing skills, for example?

College faculty may be forced to bring their teaching skills down to the high school level, a problem over which many instructors have already indicated their dismay.

"It's ridiculous," one CD teacher of English remarked. "I have to go back and teach basic spelling and grammar because students were never properly trained in high school."

Commented another, "In one class that heavily emphasizes writing and which assumes a background in this skill, more than half of the students had trouble constructing a complete sentence."

**ARE THE SEEDS OF** "burnout" being sown on the college teaching level? While one CD teacher complained that her job did not carry enough stress, other DuPage instructors have headaches, sleeplessness, dizziness, light-headedness, allergies, gastrointestinal problems, arthritis,

preulcerative conditions and fatigue to job-related stress. Still others said they experienced worry and other non-specified mental stress, also connected with their job.

The specific reasons CD instructors gave for these problems differ from those common to high school teachers, with one exception — disagreement with supervisors, which appeared high on both a Chicago Teachers Union investigation in 1977 and a recently conducted study here at the college.

The obvious answer to avoiding widespread college teacher "burnout" would seem to be to wipe it out at the grade and high school levels.

**VETERAN TEACHERS** who have learned to deal with stress have come forth to offer counsel to those who seem "stuck in a rut." A recent article in an education journal cited a Houston teacher's advice which could apply to instructors at all levels of learning:

"Keep alert to changing methods, attend conferences and workshops, listen to other teachers, avoid talking only about school after hours, keep alert physically and mentally, keep in step with students, discard old ideas, prejudices and materials and be flexible."

Some teachers believe "burnout," besides being related to environment, is an individual problem, and that a good, dedicated teacher should be able to solve most difficulties before they lead to this condition.

One teacher in the above-cited article "hires students to do routine clerical work, stays late in school, finishing his

## Cite 10

All of the instructors pictured below Courier survey. Enthusiasm, knowledge as reasons for their popularity. Near favorite teacher category. The 10 p



Michael Bachmann

**Education**

Bachelor's degree — Grinnell College; master's — Northern Illinois University

"I believe that teaching should be fun, courses should be worthwhile and the classroom environment should stimulate involvement and promote thinking. Two ongoing questions I would hope students would ask are, What do I think about this? and Does this make sense?"



John Beem

**Business/Management/Law** Bachelor's — Illinois Wesleyan University; master's — Illinois State University, doctorate — Northern Illinois University.

"It is impossible to work in our student-faculty atmosphere without getting caught up in 'the spirit of DuPage.' My teaching style merely reflects this spirit. I approach every class and every student with spirit and enthusiasm."



Carter Carroll

**History**

Bachelor's — Roosevelt University; master's — Loyola University; doctorate — Nova University.

"I feel that my role as a community college instructor is to prepare students to be successful when they transfer to other universities."



William Fitzgerald

**Criminal Justice**

Bachelor's — University of Illinois; master's — Northern Illinois University; doctorate — Loyola University.

"I see my role in establishing an environment which encourages the open expression of ideas and enables students to develop communication, listening and thinking skills."



W. W. Johnson

**Speech/Communication** Bachelor's, master's — Northwestern University; master's — Northern Illinois University; administrative tificate, University of Southern California.

"I am concerned with teaching students' needs the teaching of communication skills rather than teaching course content. I want to act as an instructor and team adviser to my students."

# Years in teaching profession

before leaving the build- takes short naps at noon to restore her energy and finds staff 'buddy' each year." ers jog before or after school to "limber the bodies, blow the spirits and calm the nerves."

THESE SUGGESTIONS geared toward the working but some teachers see the teaching profession as a dimly bleak, hopeless situation.

The National Education Association conducted a survey recently which showed that more than a third of the nation's teachers would choose a different profession if they had the opportunity to begin again.

Further, a study by the Institute for Development of Educational Activities, Inc., shows a decline in the number of parents who would want their children to become teachers. The figure dropped from a favorable 75 percent in 1975 to only 48 percent in 1980.

DEA statistics also point out that teacher salaries have kept up with inflation and, in fact, have declined more than wages in most other professions. With the increasing lack of appeal teaching is beginning to have, other jobs may look particularly attractive, and more so if a teacher must also put up with stress.

FEW DECADES ago, finding professional help for mental problems was often as a dire, often drastic measure. Today, however, it is becoming increasingly acceptable to admit one is going for help, an occurrence "as normal as going for a walk in the park or getting Chinese

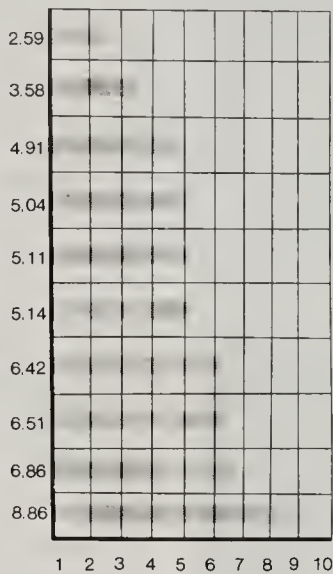
## Teachers

seen as favorites by 500 students in a survey. Knowledge of subject matter and organization were cited as the most important teacher qualities. Names of the top 10 teachers appeared in the poll.

### Survey

## Important teacher qualities — in order

### Concepts



(Information from surveys of 500 CD students)

1. Knowledge of subject matter
2. Enthusiasm for subject
3. Organization, preparation
4. Definition of course objectives
5. Ability to make material relevant
6. Respect for students
7. Speaking ability, body language
8. Sense of humor
9. Self-confidence
10. Dress-appearance

food," as one writer recently put it.

The public may be coming to realize that mental health is as important to maintain as physical well-being, although not always as easy to cure; stress isn't something that can be removed like a bad appendix.

Yet almost as rapidly as the phrase "teacher burnout" appeared, so has help been quick in arriving, with therapy workshops and seminars cropping up across the nation.

SUCH EFFORTS IN Chicago have already gained national interest. The Institute for

Stress Management is one of the latest considerations in the anti-stress crusade. It is the brainchild of Robert Pasen, the institute's director, who believes that job applicants should be prescreened when applying for potentially stressful occupations to avoid early retirement, "burnout" and heart attacks. Pasen has argued that people should be dissuaded from jobs that "could lead to their own demise."

At the ISM, Pasen requires patients to take a series of physical and mental tests that are analyzed into a "medical risk profile" which indicates

the likelihood of a heart attack, and a "psychological risk profile" to determine if the patient is headed for "burnout." The outcome of these tests determines the treatment to be given. It may involve nutritional suggestions or exercise, for example. If needed, biofeedback, acupuncture, psychotherapy and hypnosis also are available.

Along these same lines, the Chicago Teachers Union founded the Educator Support Program specifically to handle teacher stress. The program resulted from a CTU survey which indicated that more than half of Chicago's teachers are experiencing physical or mental stress in connection with their jobs. This led to a three-year grant to establish help for stress-ridden teachers and the adoption of the ESP.

THE ESP ENCOURAGES teachers to take part in weekly after-school rap sessions for at least three months. Two kinds of workshops are offered — one that all teachers can attend, and one set up specifically for teachers of one school. A telephone hotline is

also available.

To coincide with these Chicago-based programs, the National Education Association sends two anti-stress experts around the country to set up programs aimed at combatting teacher stress.

With many concerned groups working on the problem, teacher stress need not go untreated. Individuals must first, however, realize that they are in trouble and seek available help. For some, it could mean facing the realization that they are simply unable to handle the mental stress associated with the classroom.

Studying the problems inherent in teacher "burnout" and developing solutions for them are projects still in their infancy stage, with many anti-stress facilities not more than a year old. More surveys and workshops may provide answers for teacher, administrators and the public. The goal is a nation of educators who can handle stress effectively and perhaps make the term "burnout" a word from the past. *Dean Monti*

In an in-depth examination of teacher burnout on the CD campus, the majority of those polled — 60 percent — indicated that the school is free of this phenomenon, while the remaining 40 percent had seen symptoms of burnout in their instructors.

College of DuPage faculty received an overall "good" rating in a Courier survey which asked students to rank the 10 qualities that they look for most in their instructors.

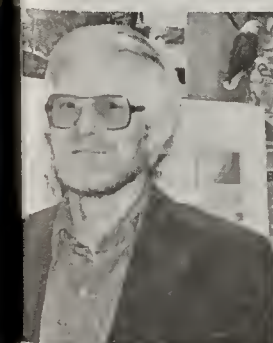
Of those polled, 69 percent — 347 people — saw the faculty as "good"; 19 percent

praised the teaching staff with an "excellent" rating; 11 percent saw their teachers as "fair" and 1 percent rated them as "poor".

Knowledge of subject matter, preparation for classes, relating to students as individuals and a zest for teaching were most often cited as favorable characteristics in the poll.

"I've never had a teacher who wasn't excellent here," one person commented. "I've turned around my outlook on school. The teachers here have

Please turn to page 8



Russell Kirt

Psychology  
 Bachelor's — University of Illinois and Illinois State University

A unique feature of my instruction is my emphasis on student participation. This requires a time commitment which students appreciate. Students are more likely to retain knowledge learned by experience outside the classroom.

Besides thinking, I expect students to become involved in practical issues, especially those relating to the environ-



Barbara Hansen Lemme

Psychology  
 Bachelor's and master's — University of Kansas; doctorate — Nova University

"I believe that most people enjoy learning things which give them greater mastery over themselves and their environment. Learning, therefore, can be a rewarding though not pain-free experience.

Second, I believe education should prepare one not only for a career, but for life."



Gary Oliver

Psychology  
 Bachelor's — Drake University; master's — University of Michigan; graduate work — University of Colorado.

"I like teaching and I enjoy my work with students. The vast majority of students want to learn more about psychology. I try to create an atmosphere that encourages that desire."



Robert Seaton

Psychology  
 Bachelor's, master's — Iowa State University; doctorate — University of Southern California.

"Student involvement in the classroom is necessary for learning to take place. In order for students to become involved, the classroom climate must be conducive for learning and the teachers must have a genuine interest in his subject area as well as in his students."



Frank Tourangeau

Speech  
 Bachelor's — Elmhurst College; master's — University of Illinois.

"I encourage students to stretch themselves beyond what they think they are capable of doing and to have the time of their lives doing it."



# 'Best' teacher respects students

"I will not intimidate my students!" That is the battle cry of one of the most popular teachers at CD, Carter Carroll.

Carroll almost didn't go into teaching, and in his own words it was a "accident."

"I had just gotten married and was leaving the Army, so I knew I had to get a job," the history educator stated. "The only work I could find was that of a teacher, so I took it."

**HOWEVER, HE COMMENTED** that he was a very poor teacher the first year.

"Students were bored and overly rambunctious, and I didn't have control of the class," the silver-haired instructor explained. "In fact, if I were the dean who supervised me back then, I would have fired Carter Carroll."

Carroll at the time was using his teaching earnings to pay for his pre-law work, for then he wanted to be a lawyer, not an educator.

"After a year of teaching, though, I got fascinated by the profession and gave up the study of law," he stated. "I learned in the trenches and finally got control of my classes in my third year. It was great, I wasn't scared to death anymore."

**CARROLL STARTED AT CD** in 1967 as a part-time instructor, but the student reaction to him was so favorable that in 1968 he was hired on full-time.

"I think students like me because they know that I won't intimidate them," he pointed out. "I don't insult a class or anything like that. After all, the students are my clients, and without them, I would be out of a job."

According to Carroll, the most important thing he does is create a relaxed environment in his classroom.

"**IF A STUDENT** fears a situation, he is not going to learn," stated Carroll. "A lot of people feel intimidated when they get in a classroom because of what happened to them in high school. I don't want that. Learning should not be torture, it should be fun."

The charismatic historian enjoys verbal exchanges with his students in class, and hopes that a comfortable atmosphere will breed questions and discussion.

"I don't like having obstacles

between me and the students," he remarked. "I prefer closeness. It helps make the class more enjoyable and, after all, learning goes with entertainment."

Carroll asserts that he works hard on the little things that help a teacher. He thinks of the setting of his room and what clothes to wear to set the tone of a lesson.

**HE REMEMBERED THAT** he used to analyze his teachers when he was a student and that he tries now to remember their strong points and to use them to help guide his teaching style.

"I always try to be there in class if a person needs me," he commented. "Also, I try in my history classes to make the subjects we are discussing relevant and connect that segment of the past to today."

Carroll believes that it is extremely important to link the events of yesterday to now. He states that dates have special significance, but that one must use the past as a reference point for today.

"**WHAT I'M AFTER** in history is what it tells us about the present," he opined. "If it is insignificant to this time, then I don't think it is really important."

Carroll declared that teaching is as enjoyable now as ever before and that he especially likes to advise students, because then he can get an idea of what the students of a particular year are like and how they differ from previous quarters.

"That is very important," he remarked. "Kids change quite a bit from year to year and this is the only way I can get a firm grip on what they like and what they need."

Carroll stated that he resents teachers who scorn student appeals for advice and considers advising, "part of my job. I like to help them and I take each withdrawal from my class as a personal defeat."

He revealed that one of his proudest moments as an educator happened when one of his classes was on a field trip and a student of his approached him and quietly said, "You are one of the best teachers I've ever had. You really care about your students." ☉

Daniel Cassidy



**CARTER CARROLL** was cited most often as "best teacher" in survey of 500 CD students.

students," lamented one respondent.

When material is well-presented, others concluded, it should have a certain relevance to the world. A 5.1 rating put in fifth place an instructor's ability to link classroom assignments and concepts to the world.

"A good teacher will stimulate a student's curiosity into looking for knowledge outside the classroom," one of those surveyed suggested.

On expanding a class' realm outside the textbook, another said:

"**THE TEACHERS SEEM** willing and anxious to teach students in order to prepare them for a good, solid future."

In the sixth spot among teaching essentials, respect for students received a 5.14 and was higher in the list of priorities for one individual, who wrote, "I put respect for students second, as I cannot respect a teacher who cannot respect me."

Another student who attends campus classes bemoaned the fact that "many teachers here treat us as if we were still in high school."

Bringing up the 7th, 8th and 9th spots in the poll were speaking ability (6.42), sense of humor (6.51) and self-confidence (6.86).

**BEYOND THE TEACHING** criteria, the personal touch in instruction was most lauded by students in rating their mentors.

"The personal attention and interest in what I am doing on the part of the teacher really helps a lot," a student explained.

A transfer student from Northern Illinois University noted that the teaching style and setting are much more personalized at CD than in DeKalb, "which enables a student to learn and participate more in the classroom."

Last on the students' list of priorities was an instructor's mode of dress, which earned an 8.86 rating. ☉

Thomas Cronenberg

**E**ducation. At one time or another, it affects everyone. Consequently, the quality of teachers in the schools is a subject that is continually being discussed.

Unfortunately, the conversation often centers around a teacher's faults rather than his strengths.

Just what are the qualities that make up a good teacher? According to Earl Pulling, author of "A Teacher Is Many Things," "Teaching is an art that demands a delicate balance of many factors in actual performance: knowledge, skill, and traits of personality and character."

An instructor must be knowledgeable, and at the same time be able to admit it when he does not know something instead of trying to bluff his way through.

"Students have a highly developed radar that quickly separates out the sincere from the phony, the conviction from the posturing," noted Theodore M. Hesburgh in a recent article.

In addition, a good educator must be skillful in planning his objectives for each class, and use whatever method of teaching most appropriate for that situation.

For example, Terry Allen, a history instructor at CD, brings the past alive with visual images. Along with his lectures, he incorporates slides to give the students an idea of how things looked in a specific era.

Preparation for classroom work is essential, noted the Rev. Vincent Maquade in "Quality of College Teaching and Staff." The book goes on to say "every successful teacher finds it necessary to prepare class material, and those who are able to inspire their students and give a full appreciation and love for the subject at hand are those who are devoted to their work and zealous in their preparation."

A greater understanding will take place, if the material can be presented in a way that relates to everyday life.

Therefore, communication in the classroom is mandatory. In order for the teacher to communicate, according to Pullias, "he must know as much as he can about his subject matter, new contributions to his own particular field, his students, and how they react and relate to the subject matter."

Subsequently, an instructor cannot be a stranger to his students. He should make himself available for individual conferences, and encourage open communication.

A good teacher must also be enthusiastic about the subject he is teaching. If he seems bored with what he is teaching, the student will most often be bored too.

In order to maintain a high level of interest, Pullias says, "As the years go by, a teacher has to become an actor, willing to overlay his boredom with excitement and a contrived interest in the classroom for the benefit of the students or audiences that come to him year after year. He makes each class, and each student in each class feel that there is no place he would rather be than in that classroom at that moment talking about that specific subject."

Pullias claims that "When people are asked to describe the teacher that did the most for them, again and again they mention a teacher, often the only one in their experience, who believed in them, who saw their special talents, not only for what they were, but even more what they wanted to be and could be. And they began to learn not only in the area of their special interest but in others." ☉

Catherine Walsh

## Students rate faculty

Continued from page 7

a general interest in my welfare."

**ANOTHER NOTED:** "I don't know where I could find a bigger bunch of par excellence teachers."

In addition to evaluating CD faculty, the survey asked students to rank 10 key characteristics of good teachers.

Of these, knowledge of the subject matter being taught was seen as the most important asset for an instructor; a 2.59 rating — on an ascending scale of 1 to 10 — supported this rank.

"Teachers here always know their subject thoroughly," one student said. "They usually don't even need or use a textbook. This builds students' confidence in the instructors' ability."

An instructor's zest for a class and his subject (3.58) as well as his preparation for daily lecture (4.91) were seen as other factors in a successful learning situation.

"**HE LOVED TO** instruct us," was one student's comment about a favorite teacher, while another added that "he teaches as though his life depended upon it."

Enthusiasm — or a lack thereof — was cited most often in compliments, as well as in criticisms about the quality of instruction:

"Too many part-time instructors don't put their all into teaching," one student complained. "I had one who couldn't even come to class prepared."

Preparation could make the difference between a good class and a worthless one, students felt. Even if a teacher was well-versed in his subject, organization and enthusiasm could make the difference.

"He made what could have been a boring subject interesting and fun," noted one student about an interesting professor.

**IN A SIMILAR** vein, the ability to clearly define course concepts and objectives was seen as important by some; this category received fourth billing, with a 5.04 rating.

"Some teachers are very well educated and intelligent but lack the ability to transfer their knowledge to

# Honor 150 on May 11

The following students will be inducted into Phi Theta Kappa, national honor society, May 11:

Patricia Aardema  
 Barbara Addis  
 Judith Alexander  
 David Anderson  
 Duane Anderson  
 Terri Babbini-Murphy  
 Darlene Bacht  
 Beth Bacon  
 Kimberly Barnes  
 Darlene Bauer  
 Michael Benedyk  
 Mary Blonn  
 Neal Boyle  
 Debra Breitbarth  
 Robert Briskey  
 Marilyn Browning  
 Kenneth Caeti  
 Martin Carroll  
 Barbara Cassidy  
 Sherry Chrisop  
 Ann Clingman  
 Diane Coleman  
 Marlene Comforte  
 Jill Craine  
 Michael Credille  
 Helen Crockett  
 Renee Dahlin  
 Michael Delfini  
 Eileen Donohue  
 Ann Dreyer  
 Lisa Ebert  
 Beverly Ecton  
 Linda Filippelli  
 Kathy Fischer-McClinton  
 Lawrence Flamm  
 Kendall Fliehler  
 Kathleen Gallagher  
 Timothy Gallagher  
 David Garcia  
 Joseph Gilbert  
 Belinda Grandprey  
 Christopher Greytak  
 Suzanne Grimm  
 Phyllis Guasta  
 Chester Gulczynski  
 Dian Haskin  
 Gregory Hall  
 Virginia Hayes  
 Karen Helbig  
 Mary Hedtcke  
 Paula Helfrich  
 Julie Hodgson  
 Nancy Holman  
 Margery Holton  
 June Hotchkiss  
 Timothy Howe  
 Cindy Hudson  
 Robert Jacobsen  
 Eugenia Jadran  
 Dorothy Jaimeyfield  
 Renee Ann Jardine  
 Gayle Jasinski  
 Jill Jendrysik  
 Peggy Johnson  
 Angela Kamm  
 Dolores Kijek  
 Stephen Kish  
 Michael Kitcoff  
 Nita Ann Kirkpatrick-Haas  
 Ellen Kovar  
 William Kuta  
 Heidi Lawton  
 Michelle Lechner  
 Christina Leith  
 Eleonora Levato  
 Valarie LeTourneau  
 Daniel Lowery  
 Mary Ann Manna  
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 Jon Wolfe  
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 Chris Zipperer



**RECENT FILM RELEASES** will be topic of discussion for Roger Ebert and Gene Siskel in CD appearance May 5. Ebert, film critic for Chicago Sun-Times, and Siskel, reviewer for Chicago Tribune, host weekly film roundup on PBS' "Sneak Previews," show filmed in Chicago's WTTW studios for national distribution. Building K Campus Center will be site of forum on film, beginning at 7:30 p.m. Admission for Student Activities-sponsored program is \$2.



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# Detective tale in future guise

By THOMAS CRONENBERG

British filmmaker Ridley Scott, responsible for the futuristic "Alien," and Harrison Ford, leading man in such adventure thrillers as "Star Wars," "The Empire Strikes Back" and "Raiders of the Lost Ark," team up in "Blade Runner," a future fantasy that is essentially a cops and robbers tale in a "Year 2000 and beyond" guise.

The story centers around Rich Deckard (Ford) an ex-police detective forced out of retirement to take on an urgent assignment: four desperate killers who are infiltrating a major industrial organization must be tracked down.

## The movies

**SUPERSLEUTH DECKARD** brings to the task professional skills and electronic gadgetry unheard of by conventional heroes. He scans clues in a supercomputer, gets around in a flying "Spinner" car and administers complex technological tests to determine whether his subjects are human beings or mere clones.

This genetic engineering threat provides the main problem of the story. Deckard is trying to bring to task renegades who are not men and women, but manufactured humans created by the manipulation of genetic processes.

These "replicants" are typically built and sold to work in low-class jobs, soldiering, mining, exploring space and serving as guinea pigs in scientific experiments.

**THE PSEUDO-HUMANS** Deckard seeks, however, are the opposite of the dull mold; supreme products of the industry, they are extremely fast, powerful combat models. The four have mysteriously returned to Earth from some extraterrestrial colony with bloodshed on their minds.

So perfect are these creations that they are virtually indistinguishable from human beings save for a sophisticated test of which Deckard is one of the few masters.

The ex-cop tangles with Dutch film idol Rutger Hauer — notable for his performances in "Nighthawks" and "Soldier of Orange" — as his formidable opponent, a manufactured superhuman with an incredible will to overcome.

**BESIDES PURSUING HIS** opponents through San Angeles in a massive manhunt, Deckard finds time for a girlfriend. Rachel — played by Sean Young — is dangerous bait, though, as she is assistant to the top magnate in the genetic engineering business. Initially representing an opponent, she switches camps to fall in love with Deckard.

"Blade Runner" takes place 40 years from now in the American megalopolis of San Angeles. This, says Scott, presented a reasonable time span within which to present the future.

"I didn't want to go too far into the future, in terms of how people dress or what the streets . . . or . . . vehicles look like. You can take these things too far too fast, so I rather like the notion of an evolutionary process with respect to planning."

**RATHER THAN INDULGING** in a conventional fantasy of the year 2020, Scott based his picture in research on the future of architecture, transportation fashion and social behavior. This allowed him to extrapolate on conventional images of cities, houses and people.

"Most films depict the future as pristine, austere and colorless. We were determined to avoid shiny buildings, underpopulated streets and silver suits with diagonal zippers," the director explained.

The city — which the production staff nicknamed "Ripleyville" — was built on the principle that today's ideal of tearing down old structures and constantly rebuilding will become too cumbersome. In the film, old buildings live on, with pipes, transformers and other gear needed to keep the edifices up to date simply being tacked onto the classic facades.



Roger Ebert and Gene Siskel, film critics for the Chicago Sun-Times and Chicago Tribune, will review the latest films to open soon at a theatre near you. They appear on WTTW/Chicago Public Television in "Sneak Previews," Chicago's only consumer guide to the movies. Especially popular is their "Dog of the Week" segment. Siskel and Ebert will be at C/D on Wednesday, May 5, at 7:30 p.m., in the Campus Center, Building K. Admission is \$2.

College of DuPage

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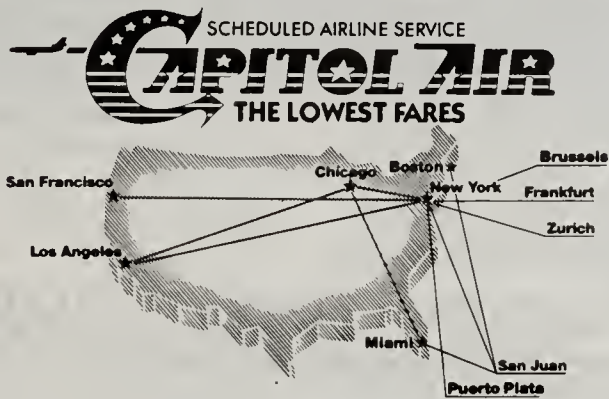
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## Free Film

May 5

### The Island

Directed by Karetto Shindo, 1961; 96 minutes.  
Cast: Nobuko Otowa, Taiji Tonowama, Shinji Tanaka.  
No dialogue. Relies upon breathtaking imagery and motion to portray a farming family's daily struggle to survive on their small island. "The Island" resembles "Man of Aran" though it is considerably more polished and deliberate in its poetry than the Flaherty film.

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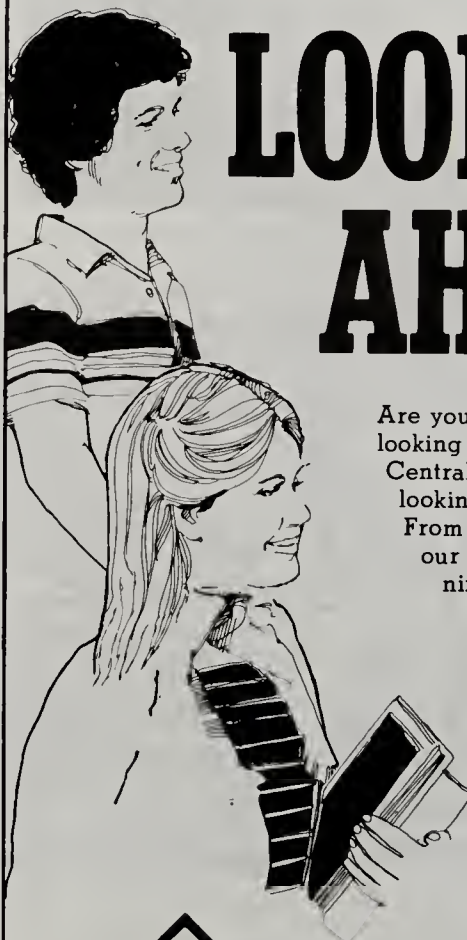
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# Runners ready for state meet

Successful performances in back-to-back meets last weekend have shown track Coach Ron Ottoson that his team is ready to defend its state outdoor title.

After setting a number of school records in a non-scoring meet April 23 at North Central College, the Chaparrals returned the next day to place second in the Carthage College Invitational.

#### Cautious optimism

"I'm cautiously optimistic," Ottoson said in reference to today's (April 30) conference meet at Harper College.

Ottoson may have reason to be a bit

more than cautiously optimistic. He has returned much of the team from the 1981-82 indoor season which won the state title and finished fourth in the nation.

The Chaps got a strong showing April 23 from the 400-meter relay team, which set a new school record in its first time together. A member of that team, freshman Lowell Jones of Elmhurst, established another record in the half-mile with a time of 1:53.1.

#### Pleasantly surprised

"I was pleasantly surprised by Jones performance," Ottoson said. "He's new at that distance, but he led the whole

race and looked experienced."

Sophomore Jerry Rogers of Wheaton topped his own school record in the triple jump with a leap of 49-5½, while teammate Tim Vandergrift, a sophomore from Villa Park, set a record in the 1,500-meter run with a time of 3:52.

The Chaps placed second in the 11-team Carthage Invitational April 24 with 115.5 team points to 129 for University of Wisconsin at Oshkosh. The totals include 10 points for Oshkosh in the 5,000-meter walk, which DuPage did not enter.

#### Individual winners

The Chaps had only three individual

winners in the meet, including Rogers in the triple jump, freshman Randy Jensen of Naperville in the pole vault, and Greg Hughes in the long jump. Freshman Mike Brinkman of Glen Ellyn placed second in the hammer throw.

Thus far three DuPage team members have qualified for the May 20-22 National Junior College Athletic Association meet in Texas: Vandergrift in the 1,500 meters, Rogers in the triple jump and Jensen in the pole vault, but Ottoson expects to qualify more in the April 30 conference meet and the state meet May 7 to 8 in Champaign.



DAN FEELY LETS discus fly for DuPage at Carthage Invitational, in which Chaps took second place with 115½ points.

## Lady Chaps in regionals

A come-from-behind performance by CD's women's softball team has propelled the Lady Chaparrals into the eight-team Region IV (Illinois) community college softball tournament, scheduled for April 30 to May 2 at Lincoln Trail College.

Led by sophomore pitcher Mary Gruber of Downers Grove, who has pitched in all but one of the DuPage games, the Lady Chaps opened sectional play last week with a 3-0 blanking of Waubensee College. Illinois Valley edged DuPage 4-3 in the second round, but Coach Lori Condie's squad reached the finals through the loser's bracket by topping Joliet, 9-3.

Needing two wins in as many games

to advance to the state tournament, the Lady Chaps responded with a 5-4 win in the first game. With momentum on their side, they breezed to a 7-0 win in the final.

"Their pitcher got tired having to hurl so many games," Condie said. "Gruber was still pitching very well."

The victories give the Lady Chaps a 7-3 season record, 4-2 in the conference.

DuPage is seeded No. 6 in the state tournament, and will face No. 3 seeded Parkland College at noon Friday, April 30. The winner face the winner of Lincoln and Triton Colleges. Other teams in the tourney are Logan College, Illinois Central, Thornton and College of Lake County.

## Scoreboard

### Men's track

#### CARTHAGE INVITATIONAL

Wis -Oshkosh	129	Wheaton	38
Du Page	115½	Wis -Milwaukee	35
Wright	80	Wis -Parkside	18
Marquette	76½	Elmhurst	5
Carthage	61	Trinity	4
Grand Valley			
State	58		

#### Winners

SHOT PUT — Rod Arnold, Wheaton, 49-2; JAVELIN — Luis Toledo, Wright, 171-3; DISCUS — Dave Prusher, Wheaton, 150-0; HAMMER THROW — Arnold, Wheaton, 161-4; HIGH JUMP — Dan Konrad, Wisconsin-Oshkosh, 6-6; LONG JUMP — Greg Hughes, Du Page, 22-4½; TRIPLE JUMP — Jerry Rodgers, Du Page, 45-4; POLE VAULT — Randy Jensen, Du Page, 15-0; 10,000-METER RUN — Tom Maxson, Wisconsin-Oshkosh, 31:58.0; 5,000-METER WALK — Kevin, Rogers, Wisconsin-Oshkosh, 25:43.0; 400-METER RELAY — Wright (Ken Lowery, Johnny Field, Egnaches Brown, John O'Neil), 42.7; 1,500-METER RUN — Steve Merline, Wisconsin-Oshkosh, 3:55.8; 400-METER RUN — Field Wright,

48.0; 100-METER RUN — Mark Witherspoon, Wisconsin-Parkside, 10.7; 110-METER HURDLES — Perry Wegener, Wisconsin-Oshkosh, 14.6; 800-METER RUN — Merline, Wisconsin-Oshkosh, 1:53.9; 200-METER RUN — Lowery, Wright, 21.8; 400-METER HURDLES — Pat Weas, Marquette, 56.3; 5,000-METER RUN — Pete Melms, Marquette, 14:59.9; 1,600-METER RELAY — Wright (Lowery, Field, Brown, O'Neil), 3:18.8

### Baseball

#### NORTH CENTRAL COMMUNITY COLLEGE CONFERENCE

	W	L		W	L
Triton	10	0	Du Page	2	8
Harper	10	0	Wright	1	7
Thornton	4	4	Ill Valley	0	2
Joliet	1	3	Rock Valley	0	4

#### SKYWAY CONFERENCE

	W	L		W	L
Lake County	2	0	Morton	3	5
Truman	5	1	McHenry	1	3
Oakton	5	3	Elgin	1	5
Waubensee	3	3			

## Truman zaps Chaps

By DAVE CURTIS

Good pitching can usually beat good hitting, according to an old baseball adage. Unfortunately, CD really doesn't have the good pitching to stop good hitting, as shown by the 25-hit assault which Truman Junior College hit them with on Sunday, April 25.

CD's hitters didn't do badly, either, cracking out 22 hits in a double-header loss. Truman withstood late-inning rallies in both games in its 9-7 and 12-10 victories.

MUCH OF THE problems for the pitchers resulted from the stiff wind which made routine fly balls adventures. For the day, the gusts helped to produce seven home runs and numerous extra base hits.

Game one saw CD pitcher Brad Campbell surrender three home runs to Truman batters, but the big mistake made by Campbell was on an easy grounder which could have been a double play to end the Truman seventh inning. Instead, it led to three runs and provided Truman with its victory margin.

CD had home runs by Doug Leider and Mark Hoidas to keep the game close until the seventh when Truman pulled out to a 9-4 lead.

DUPAGE REFUSED TO die, scoring three runs in the bottom of the seventh after two men were out. The bases were loaded for center fielder Floyd Graf with the score 9-7, but he bounced to third to end the game.

The second game appeared to be a runaway for Truman, as CD pitcher Jeff Speering was rocked for 12 runs and 14 hits in his six innings of work. The score was 12-3 going into the sixth before CD made a late run at Truman. Catcher Randy Jackson opened the sixth with a single and scored one out later on shortstop Paul Giersz's home run.

BUTCH ALLEY replaced Speering in the seventh and promptly struck out the side.

First baseman Brian Vana lead off the bottom of the seventh with his fourth hit of the game, followed by a single by Graf and a walk to Jackson. Pinch hitter Steve Colaizzi forced Jackson at second, scoring Vana. With two out, Russ Krause lined a double down the left field line to score Graf. Rich Graham, the state's leading hitter, followed with a double off the right field fence to make the score 12-9. Hoidas then singled and raced all the way to third when the ball got by the left fielder. Speering, last week's hero, came to the plate with a chance to tie the game with a homer, but was called out on strikes to end the game.

The two losses closed out CD's home season, with state sectional play set to begin Sunday, May 2.

## Sports Calendar

April 30	Women's Outdoor Track (A) N4C Harper, 2 p.m. Men's Outdoor Track (A) N4C Conference Harper, 2 p.m. Men's Baseball (A) St. Francis, 2 p.m. Men's Tennis (A) N4C Conference, 8 p.m. Women's Softball (A) Regionals, Lincoln Trail College, noon
May 1	Men's Tennis (A) N4C Conference, 8 a.m.
May 2	Men's Baseball (A) Lake County, 1:30 p.m.
May 6 to 8	Men's Tennis (A) Region IV, TBA



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