

The Courier

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The Courier, College of DuPage

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May 26, 2000



Courier

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STUDENT NEWSPAPER 1999-2000

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Natural lands collide with parking, PE in new plan

■ Presentations on early stages of a 25-year campus master plan spark controversy

By John McCallum
News Editor

The college won't adopt its 25-year facilities master plan until next fall, but presentations on the earliest stages of the work have already provoked angry and fearful reactions across campus.

Faculty reacted strongly to suggestions from the college's consultant that the Russell R. Kirt prairie and the nature preserve on the East side of the Arts Center be turned into parking lots and fields for the P.E. building over the next two decades.



Mark Hartmann of Perkins & Will presents a long-term view of the campus in a forum last week.
photo by Adomas Tautkus

No real plans have even been drafted at this point, but drawings outlining several approaches to the use of space were presented in forums last week and at a board seminar Wednesday. One of the

drawings showed virtually all of the college's current natural areas paved over and a new prairie created on the West Campus.

see 'nature' page 2

Faculty may work with no contract settlement this summer

By John McCallum
News Editor

With no salary agreement on the horizon, the Faculty Association and Board of Trustees now concede it is unlikely they will sign a new contract before the current one expires June 12.

Both sides on Wednesday agreed to enter mediation, a process that could take weeks to get started. Backed by a strong majority of all faculty, the senate voted to bring in a paid, private mediator instead of a free federal one.

"The faculty asked for a private mediator," Board Chairman Mary Kranz said. "We will go along with whatever they like."

Mediation must be attempted before the faculty can legally strike. But representatives of the faculty bargaining team gave assurances Wednesday they are not ready to take the dispute to that level.

Time runs out on the current contract at the end of the spring quarter, but a clause in that contract says the faculty will continue to work under that agreement if a new one is not reached on time.

Asked about the continuation of classes in the summer quarter, head faculty negotiator Alan Santini said "I would make no guarantees. (But) it is a virtual guarantee that summer would not be a problem." He did say it was probably a "safe bet" that no agreement will be reached this quarter.

"There are no strikes planned," Faculty Association President Nancy Conradt said.

see 'contract' page 2

Faculty pass new fine arts degree

By Ryan Coughlin
Sports Editor

The full time faculty have voted to approve changes made to the Associate degree in Science and approved a new Associate in the Fine Arts degree. The changes were approved by the faculty, however, the changes still must

be approved by the Illinois Community College board.

"We sent the information about the revised Associate in Science to the Illinois Community College board for review," said Bob Regner, the transfer coordinator here at the college.

Regner also said that he wants the community college board to have a file and know that the col-

lege has an Associate degree in Science and in art.

If the changes are approved, it should be effective for the fall 2000 quarter.

"The faculty voted on changing the Associate Science degrees (AS) to match the Associate degree in Art (AA)," Regner said.

see 'degree change' page 3

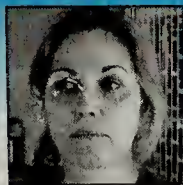
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Would you pay an extra \$5 to have your text books shipped to your home?



Bob Kulzick 19
Warrenville
Math

"No, I live 20 minutes from the college."



Bobbie Marek
Darien
LTA

"Yes, to save time and you can be sure of getting them."



Chris Prescott 20
Wheaton
CIS

"No, I don't have the money."



Anthony Logsdon 19
Western Springs
Film

"Yes, because I'm lazy."

'contract' from page 1

She would not say if non-contractual job actions, such as informational picketing and refusals to overload full courses, were being planned.

"There are all sorts of things floating around, but we're pinning our hopes on mediation," Santini said. He would not discuss plans except to confirm reports that faculty will wear buttons with political messages at this year's commencement ceremony. He wasn't certain of the design, but said the buttons will be different from the orange "thumbs down" that has popped up around campus in the past few weeks.

About thirty "key communicators"

brought faculty input to the negotiating team following the overwhelming rejection of the board's last-best offer earlier in the month. Santini said he now has some idea what base salary would be needed to get faculty approval, but would not release the number.

When mediation begins, a set of issues to be negotiated will be decided upon jointly by the two sides. Salary increases will top the list, but several other undisclosed items may also be included. Retirement windows and workload for faculty teaching 18 classroom hours a week have been a large part of the dispute up until now.

Following the board's decision to

enter mediation Wednesday, the administration began to discuss their plans for extended negotiations. President Michael Murphy asked Vice President for Administrative Affairs Kenneth Kolbet for input on the status of the budget in light of the contract issues.

Kolbet responded that the college is already committed to putting a budget on display June 10, and said he would recommend the Board of Trustees approve the document as usual in July.

"We just have to move ahead, whether we have settled these compensation issues or not," Kolbet said. "We have to have a budget."

Legally, the college can put off the

adoption of the budget, but that can cause other problems for the institution, Kolbet said. If a new contract required changes in expenditures, the college could reopen the budget for revisions, however.

If no new contract is signed, faculty will continue to work under the old one, meaning no raises until an agreement is reached. When this has happened in the past, the Board of Trustees has sometimes given back pay for the time spent working without a settlement.

Kolbet said he wasn't sure whether the old contract or some variation would be used to put together the 2001 budget. "There are lots of unknowns at this point," he said.

'nature' from page 1

The presentations drew immediate criticism from biology faculty, who said the changes would damage their curriculum and the look of the campus.

Mark Hartmann, the consultant from Perkins & Will, said he was pleased to see such strong feedback, but felt the natural areas were in the way of campus growth.

"We're not trying to remove the

prairie," he said. "We're saying it's in the wrong spot."

Some of the faculty scoffed at the notion of moving nature across Lambert Road, but Hartmann said he didn't see any theoretical problems with moving things around over such a long period of time.

Professor Emeritus Russell Kirt, who has spent years building the prairie—which was named after him last November—said it would be impossible to relocate the natural

areas without losing numbers of plants and the type of soil that has built up over the past two decades.

Kirt asked the trustees to let him make a presentation on the prairies and wetlands later in the year.

The relocation of the prairie was suggested to make room for more parking around the IC and an expansion of the current athletics fields into the area near the Arts Center. In the drawing, all the prairies were put in a large preserve on West Campus,

while all the athletics fields were consolidated to the East of the college's buildings, so that they could be closer to the P.E. center.

Based on the reactions to the earlier drawing, Hartmann developed another sketch in which three large parking garages replaced the asphalt sprawl of the original designs.

The newer drawing, unveiled at Wednesday's board meeting, left the current prairies almost untouched.

Numerous other issues were raised by the facilities team and consultant. The following are only a few of the items brought up in the presentations:

■ Large changes in the college's road system, eliminating the entrance off Lambert Road and constructing a circular drive wrapping around the entire East Campus to allow for quicker and, some argue, safer travel around the college. Others, such as Psychology Professor Patricia Puccio, said the long stretch of pavement would encourage students to drive even faster than they do now, making the campus less safe.

■ A pedestrian mall running the length of the college from East to West, encouraging more people to walk around and enjoy the campus. In addition to smaller buildings placed along what is now the SRC Circle Drive and an Eastward shift in West Campus buildings, this would try to tie the college together more closely.

■ The replacement of all the buildings on West Campus with an Older Adult Institute and a science building oriented toward community use. Typical credit classes would be relocated altogether, and the science building would be something along the lines of a planetarium, to be used by non-students as the Arts Center is.

■ Opening up the two courtyards in the Instructional Center to provide wider areas that might be designated for student lounge space. Walls between the IC corridors and the courtyards would be removed altogether. Several faculty members suggested that the building be demolished and replaced altogether, saying it is the "most oppressive place on campus."

■ A new "front door" for the college: a student services building connecting to the North side of the Instructional Center and housing the things needed most by new and prospective students: registration, counseling, etc. The building would serve as an attractive, well-kept "front door" located on 22nd Street—the college's legal address—and away from the activity of the SRC circle drive, which some now see as the college's front door.

■ Parking garages or somewhat expanded parking lots, a new building for indoor athletics and some slight expansion of the Arts Center.



Field Studies Class, Rockies Encounter, helped clean up Salt Creek as a Service Learning Project.

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I will not refuse to do the something I can do."*

Helen Keller

Service Learning

College of DuPage

HUMAN SERVICES

Human Service 100, Survey of Human Service Systems

5 credits

Instructor: LeDuc/Brent

Phone: 942-2024

T & Th 6:30-9:50pm
Code: 40547

This overview of the field of human services tours human service agencies, has speakers who work in the field, and offers an option of volunteering in a human services agency.

CHILD CARE & DEVELOPMENT

Child Care 250, Play and Learning

5 credits

Instructor: Alice Giordano

Phone: 942-2344

Prerequisite, Child Care & Development 100 & 101. Fee \$8.

Ten hours of the student's field work can be met by volunteering at the DuPage Children's Museum. The students would participate in the play experience with children and the children's family members.

Mon. - 6:15-9:45pm
Code: 40232

EDUCATION

Education 211, Survey of Children's Literature

4 credits

Instructor: Alice Giordano & Nancy Schwider

Phone: 942-2344

Students present literature related experiences to children in child care programs.

Tues. - 6:30-9:50pm
Code: 40416

JOURNALISM

Journalism 110, Newspaper Lab*

1 credit

Instructor: Catherine Stablein

Phone: 942-2650

Students will meet in the Academic Computing Center with a professional editor/instructor to develop articles for the Winter 2001 issue of Chaparral Magazine, a tri-quarterly publication written by COD students. Students will receive assignments to write a human interest article, work through the article outline, develop drafts, and write final product to be published in December 2000.

Tues. - 6-7pm
Code: 40596

*Satisfies Contemporary Life Skills requirement.

College unlikely to seek state funds for West Campus this year

By John McCallum
News Editor

After several weeks of consideration, the college is backing away from a request for state funding to make major changes in the West Campus.

President Michael Murphy had previously said he would like to have the "West Campus project" in this year's Resource Allocation Management Plan (RAMP), an annual document submitted to the Illinois Community College Board for consideration.

Campus Services Director Joseph Buri recommended against including the West Campus project in this year's RAMP document, saying there isn't enough time to come up with a reasonable proposal for the July deadline. At this point in the college's planning process, it is not even clear whether the buildings making up the West Campus—K, M and OCC—

would be replaced or given an extensive overhaul.

Every year, the college submits two major projects in the RAMP document. The state then ranks the proposals, which come from numerous community colleges, and funds 75 percent of approved projects.

Neither of last year's projects got the priority to be funded, so both will likely be resubmitted when the Board of Trustees reviews the matter in June.

The current proposals are to provide soundproofing for Instructional Center classrooms and shore up campus retention ponds, one of which is now being questioned by the college's insurance provider for having a water level 30 feet above the doors to the IC.

A single major storm, with nine inches of rain or more, could cause the pond to overflow and essentially shut down the IC.

'tuition' from page 1

The current Associate in Science degree is compliant with the Illinois Articulation Initiative (IAI) and requires students here at the college to take 15 more credits in IAI Core math and science courses necessary to meet the core package.

The additional credits are left over from previous AS degrees at the college.

When the IAI Core package was first introduced to the college, non IAI math and science courses previously allowed for general education credit became electives.

In math, the reduction and changes in Core courses also moved many courses from the general education side of degree requirements to the elective side.

Students who want to achieve an AS degree have had to use

their electives to meet prerequisites, which leaves little time for enrichment courses in non-science or non-math areas. Students who want to receive an AA degree should apply for one and their old credits should be accepted.

The proposed Associate degree in Science will move the 15-credit difference in math and science courses to the degree requirements side of the COD degree, which was chosen by the faculty.

"The changes makes it clear for students and faculty what our gen ed package looks like," Regner said.

The overall degree credits will remain at 96. These changes proposed for the AS degree have been recommended by the math and science faculty, which gives students more flexibility in choosing courses, but keeping

Student Activities won't support cheerleading squad

By John McCallum
News Editor

No one really seems to want to fund or manage the college's cheerleading squad these days. But so far, no one has been willing to kill the program, either.

A sub-committee of the Student Activities Fund Advisory Committee (SAFAC) voted against restoring the group's status as an official, college-funded part of Student Activities in a

closed session last week. But the committee members backed away from ending the program, choosing instead to refer the matter to Athletics Director Ralph Miller.

"My concern was saving the program," Miller said. "But I would prefer it was housed somewhere else." He asked Student Activities to continue to support the group in a meeting held several weeks ago.

The Student Activities sub-committee of SAFAC then voted in favor of a resolution saying cheerleading pri-

marily serves college athletics, and ought to receive its support from that part of the college. The committee recognized "that there are some students interested in participating in cheerleading and that the resources of the college, both human and financial, have limits."

Athletics will pick up where Student Activities left off, assuming SAFAC allocates money to pay for the program, Miller said.

This year's initial allocation for the cheerleaders was around \$3,000.

The cheerleaders have traditionally been a part of Student Activities, where they were represented on the SAFAC sub-committee, which makes recommendations on the allocation of student fees. The squad lost its position on the committee due to problems that arose after the start of the season.

Student Activities, athletics and some Arts Center programs are funded by the students services fee, which now stands at about \$20 a quarter for the average full-time student.

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22nd Street open, but expect delays

By Ryan Coughlin
Sports Editor

It's expected to be complete by Nov. 15, but as for now 22nd Street has been condensed into two lanes of traffic.

The official start date of the construction of 22nd Street was May 1.

"We've started temporary pavement on Lambert and detoured the traffic," said Bob Minix, professional engineer in the Glen Ellyn public works department.

Within the last two weeks, traffic has been shifted over into two lanes mainly on 22nd Street.

The first stage is nearly complete, they've put the signage in place.

The second of four stages is expected to be complete by mid-August. This will include the south side of 22nd Street and the west side of Lambert.

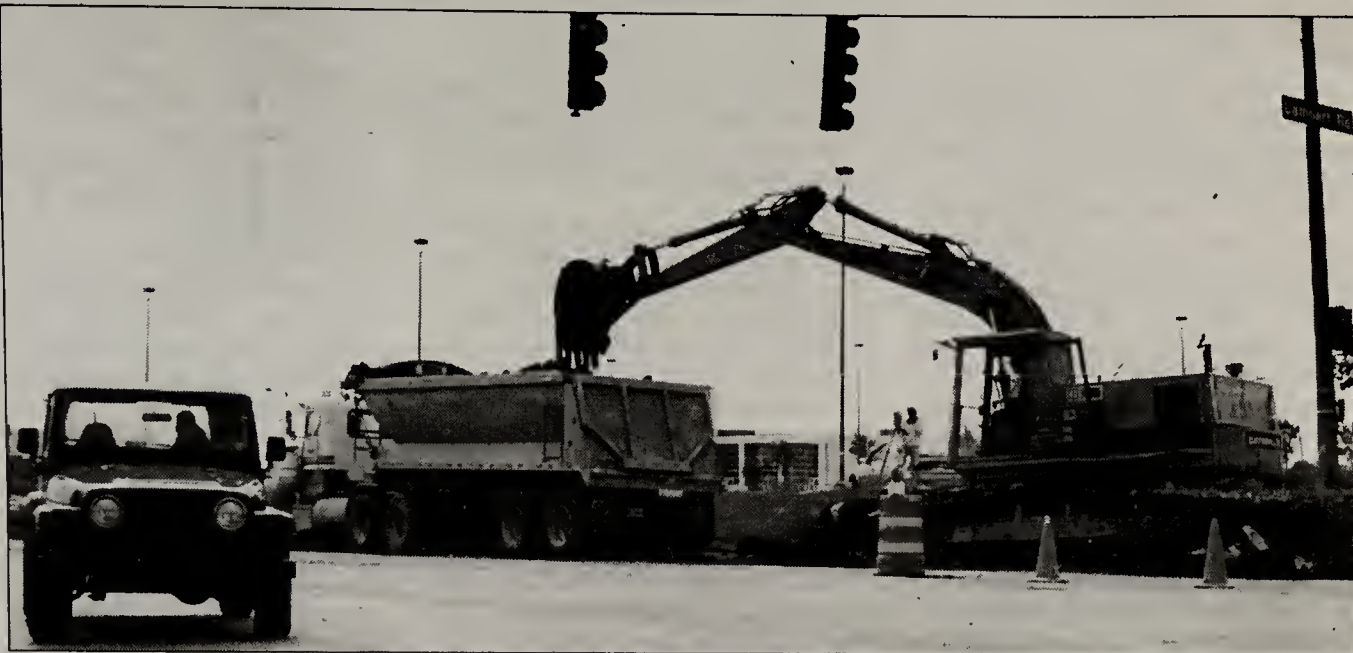
"After the first stage the traffic will be shifted to the south side," Minix said.

Minix expects the second stage to be complete by Oct. 15.

Overall, the whole project is scheduled to be completed by Nov. 15.

"The final stage we will work on the center median and work the final landscaping," Minix said.

The landscaping is the only thing



Glen Ellyn workers tear up the battered remains of half of 22nd Street.

photo by Adomas Tautkus

Minix believes might delay the completion.

"The additional time may go into 2001," Minix said. "Some sodding may take up to next year."

As of now, construction is right on schedule.

"There's no particular delays, we may run into material we need to add undercuts, but that should not have an impact on the schedule."

The construction has slowed down the traffic on 22nd Street considerably. Minix suggests finding another alternative route.

"There are bound to be delays and more problems that occur with construction," Minix said. "If there is a reasonable alternative, those should be utilized."

The intersection of 22nd Street and Lambert is a real slow part of construction.

struction.

There have been a few areas where they will need to remove additional material out.

"We have to dry out the material," Minix said.

Minix also said that they will replace the material with more supportive material.

Anyone driving on 22nd Street should expect some sort of delays.

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Bookstore transition gets underway with staff selection

By John McCallum
News Editor

Follett Higher Education Group will begin its takeover of the campus bookstore next week when it starts interviewing for positions in the bookstore's management.

But Follett representatives said this week they still don't know what changes they will make in the size and organization of the staff. Numbers of full-time positions will be retained, however.

"I don't know what jobs they have now," Vice President of Public and Campus Relations Ewert Cliff said. "We do not know the employees who are currently in the store."

Wallace's Bookstores will keep control of the store until the end of its contract period at the end of June.

Follett is working with the administration to pick a new bookstore manager and set a date for the start of

remodeling in the store, Ewert said.

When Follett begins selling textbooks in the fall, it will end 15 years of Wallace's operation on campus. The Board of Trustees ousted Wallace's earlier this month because of service concerns, despite the fact that the company offered to pay the college about \$1.3 million more than Follett.

Trustee Michael McKinnon, who cast the sole vote against giving the contract to Follett, said the college's quarter-based academic calendar might be more to blame for the service problems than the bookstore itself.

Ewert maintains Follett can handle the quarter system, saying it runs several successful operations at other schools on the calendar.

Follett will add the college to its efollett web site, allowing students to order books for free, and have them delivered for \$3.95, plus another dollar for every other book. Ewert said he hopes to have the online service available in the fall.

Instructional Center naming event will honor late college president

A ceremony marking the renaming of the Instructional Center after late college president Rodney K. Berg is set for 1:30 p.m. Thursday under the signage on the North side of the building. In case of bad weather, the ceremony will be in the Arts Center.

Berg, the college's first president, died in Texas earlier this year at age 87 after a six-year struggle with heart disease.

He presided over the first decade of the college's existence, beginning his tenure as the leader of an institution with neither permanent buildings nor a full faculty.

The Board of Trustees renamed the Instructional Center in his honor last November. His widow, Marie Berg, said the news of the decision reached him just before his passing and touched him deeply.



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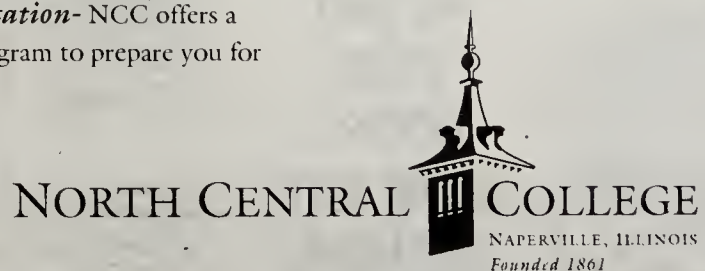
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Police Report

Wednesday, May 10,

■ Injured person

Officers met with a 35 year-old female who stated that she injured her right knee after she tripped over a piece of wood as she entered a classroom.

Nurses placed an ice pack on the victims knee to help with the swelling.

Officers found that the piece of wood was propped up in the location that it was in because it allowed students to enter a class room without using a swipe card.

Monday, May 15,

■ Damage to college property

Officers were dispatched to speak with an instructor who said a drain pipe had come apart and caused water damage to college equipment.

The instructor told officers that an Infra Red Exhaust Analyzer had been damaged beyond repair and needed to be replaced.

After engineers were called on the scene officers were notified that the clamps which hold the roof drain to the drain pipe were extremely loose.

Engineers said the roof drain might have been installed improperly when the new addition was attached to the college a year ago.

■ Accident

The 21 year-old female driver of a 1989 Ford Aerostar received a ticket for failure to yield after she hit a 1982 BMW at the intersection of the Lot 7 Access Drive and College Drive.

The were no injuries reported and

officers estimate damage due to the accident to exceed \$500.

The offender posted her license as bound and was released.

Tuesday, May 16.

■ Accident

The 20 year-old female driver of a 1997 Dodge hit a 1988 Nissan in Lot 7. There were no injuries reported and officers estimate damage to exceed \$500.

Thursday, May 18,

■ Injured person

Officers were contacted by a college custodian who said that she hurt her lower back while pulling out a couch in IC 2070.

The custodian told officers that she had been taking over the counter pain relievers and was going to see her doctor.

Public Safety

"Thought you should know"



Sgt. Charlotte
Marlin-Jurich
Patrol Supervisor

"It is a violation of the vehicle law to knowingly possess any fictitious, any fraudulent or unlawfully altered driver's license or permit."

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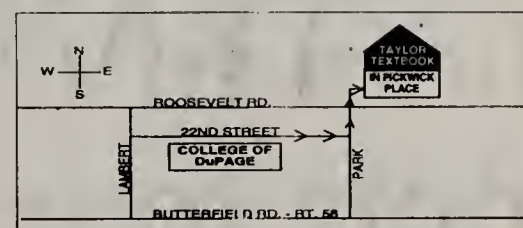
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News Briefs

Board of Trustees

The board of trustees meets on the second Wednesday of every month at 7 p.m. in the Jack H. Turner Conference Center, SRC 2800. Special board seminars and adjourned meetings are scheduled periodically throughout the year. Finance and policy committee meetings are held monthly. Call 942-2203.

Student Government

The Student Government Association (SGA) senate meets at 7 p.m. on alternate Tuesdays in SRC 2085. The next meeting is scheduled for May 30. Call 942-2095 for more information, or stop by the SGA office in SRC 1550. The SGA Student Body Affairs Committee meets 3:30 p.m. Monday in SRC 1550. This is an opportunity for students to bring complaints to their SGA representatives.

Computer discount

Five pre-configured Gateway computers are available to full and part-time students, faculty, staff and alumni at a 20 percent discount through a deal struck by the college. The three desktop and two laptop computers available through the program are the same as those being purchased for computer labs and faculty offices. For ordering information, go to the Information Technology web page, www.cod.edu/it.

Vacation days

All classes are cancelled Sunday and Monday for Memorial Day. The

library and Academic computing Center will be closed all day Monday, but will have normal hours Sunday. June 11 is the last day of the spring quarter.

Summer registration

Open registration for the summer quarter continues through June 10. Returning students can register 7 a.m.-10:30 p.m. M-F and 8 a.m.-3:30 p.m. online on the college's web site, www.cod.edu, or by touch-tone by calling (630) 942-3555. Social security and PIN numbers are required. Call (630) 942-3948 for an operator.

Web news

The Courier Web edition is now available 24 hours a day from the college's home page, www.cod.edu. Click on the "student life" and "Courier" links from the college's home page to reach the site. The site is updated every Thursday at noon with stories and pictures from the news, editorial, features, arts and sports sections.

Construction notices

South college Road is closed for emergency repairs today. Construction will also continue inside and outside the college over the summer quarter. Half of 22nd Street will be closed down during the construction, but traffic will continue in both directions throughout the work. The college will also continue building the new career services center in the fishbowl over the summer.

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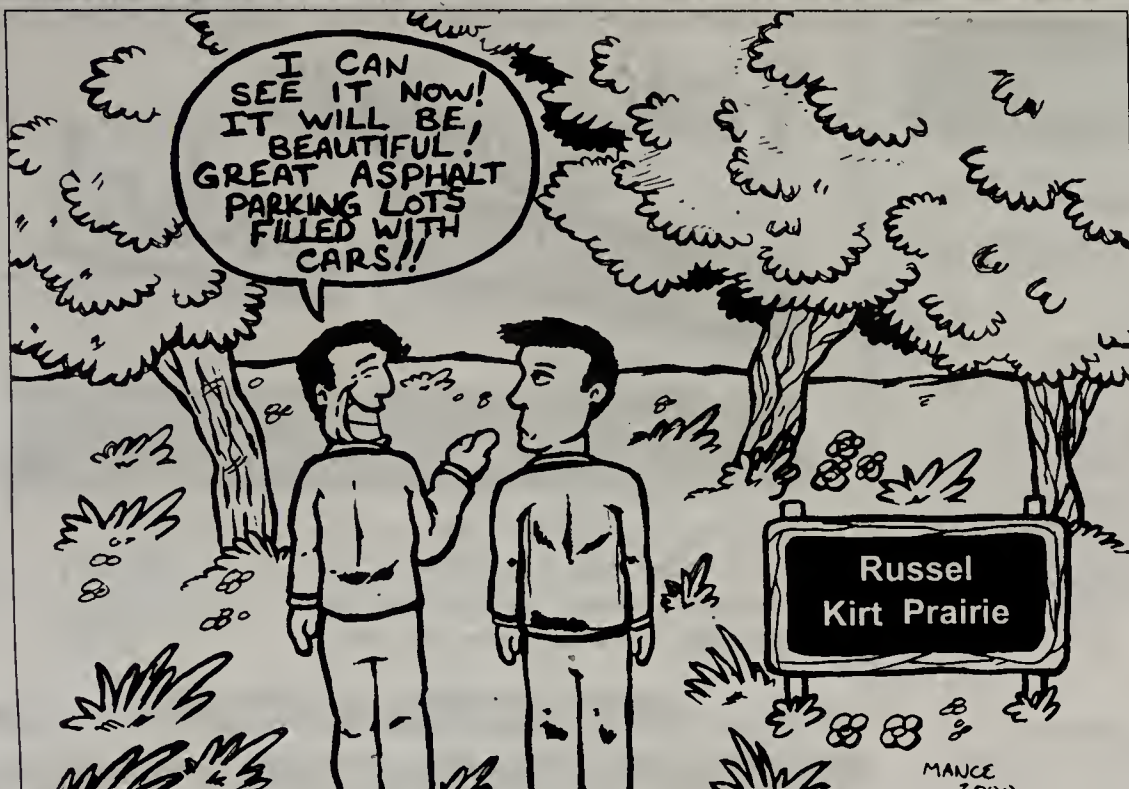
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Benedictine University

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5700 College Road, Lisle, Illinois 60532



Editorial Students should be involved in the design process 25-year master plan discussed

Have you ever questioned where the college's front door is or why you have to walk in a complete circle around the SRC building to get from registration to the bookstore when they are almost right on top of each other?

Currently college officials and community members are doing just that. Right now there are a few different master plans on the drawing table which contain the future look of COD in 25 years.

We in the *Courier* figure that since this is the concept stage of the new and improved college, it is the perfect time for the students to give opinions on what should be done.

The *Courier* editorial board came up with a few suggestions such as more places for students to hang out in, the construction of an outdoor park which could contain a food court and a stage for student performances and better parking.

Fortunately for us all of our concerns were discussed after representatives from Perkins & Will, an architecture firm, spoke to the board of trustees on Wednesday to show their concepts of what the college could be in 25 years.

While some ideas presented

did seem a little unsettling, the major design concepts behind them were great.

The *Courier* would like to go through and make our suggestions to the deciding groups which will ultimately pick the new face of the college.

The issue which students probably care about the most is the parking situation. In a few of the drafts the architect envisioned multi-level parking garages scattered across campus. This would be a major plus for students. It would not only create more spots but would consolidate a parking lot, which could hold 350 cars per level, to an area closer to the building. This way students on a Winter day would not have to tread a half a mile to get to class.

Another great idea was to build a main pedestrian walkway which would span the entire college from East side of campus to West. In this walkway there would be lounges for students and areas for study.

Also there was mention of another building shooting off of the IC towards 22nd Street. This would act as the college's "front door" and hold all of the student services and administrative offices. This would allow visitors and new students one consoli-

dated place to take care of all paper work and the processes that it takes to become a student.

The only bad aspect of the few plans dealt with the placement of the Athletic Center. We feel that the best idea would be to move all of athletics to the West campus and move all the instructional buildings to the East side.

The plan which looked a little off kilter put the athletic center and its new addition on the East campus, clearing the prairie lands out and moving them to the West side.

We in the *Courier* found it a little strange that Athletics was getting such a large addition while other areas weren't getting as much attention. Why? Athletes here make up such a small percentage of the real student population.

The other problem we see is in the prairie. Why move it? It acts as a beautiful introduction for people coming to visit our college and if it goes on the West side of campus it will be buried.

The *Courier* would suggest to all you students who have sat day dreaming in class about why the IC building is so loud or why the IC building is so ugly to give some input and help design the COD of the future.

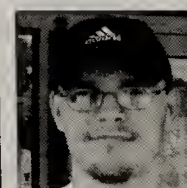
Photopoll

What type of design changes would you make to the college?



Hiep Tran 23
Glendale Heights
Electrical Engineering

"The floor in the IC building because it makes a lot of noise during class."



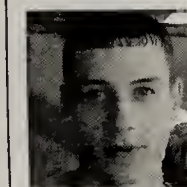
Jeremy Rusiecki 21
Glen Ellyn
Manufacturing

"More mens bathrooms and more up front parking."



Jayme Bandel 19
Addison
Undecided

"Make more parking closer to the building and I would make smoking lounges."



Erik Raestas 19
Naperville
Undecided

"Add more windows in the class rooms."

Express your opinions and emotions on any issue facing the college or the world by writing a letter to the editor.

All letters should be sent to the *Courier* office located in SRC 1560, or sent via e-mail to Stable05@cd.net.cod.edu, titled "letters to the editor."

A name and phone number must accompany your letter or it will not be published.

All letters are subject to editing by the editorial board and all letters represent views of their author.

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WWW.cod.edu/dept/Courier

Check out the *Courier* web page for all your college news and information. It will be updated every Friday during the weeks of publication at 12 p.m.

Courier Policies

The *Courier* is published every Friday when classes are in session during the Fall, Winter, and Spring Quarters, except for the first Friday of each Quarter and finals weeks.

Views expressed in editorials represent opinions of the majority of the Editorial Board, made up of all of the *Courier* editors.

The *Courier* does not knowingly accept advertisements that discriminate on the basis of sex, race, creed, religion, color, handicapped, veteran status, or sexual orientation, nor does it knowingly print ads that violate any local, state, or federal laws.

The *Courier* encourages all students, faculty, staff, administrators, and community members to voice their opinions on all the topics concerning them both in and out of school.

Writers can express their views in a letter to Letters to the Editor.

All correspondence should be signed and should contain a phone number, though names may be withheld from publication if requested. Deliver all correspondence to SRC 1560, between the office hours of 9 a.m. and 5 p.m. Monday thru Friday, or mail to the *Courier*, College of DuPage, 425 22nd Street, Glen Ellyn, IL 60137.

Letters may also be sent through e-mail. The subject heading to the e-mail message must read "Letter to the Editor", and you must leave your name and phone number on the letter. The *Courier* staff will contact you to be sure that the e-mail is an official letter.

The deadline for all letters is noon Wednesday prior to publication. E-mail letters should be sent to Stable05@cdnet.cod.edu. Letters are subject to editing for grammar, style, language, libel, and length. All letters represent the views of their author.

My Opinion

'Bubble domes' for education?



By John McCallum
News Editor

The college might have saved time by declaring May "secret meetings month" and telling me to take a few weeks off. Since my last column, we've seen closed forums for the faculty, executive sessions for the board, secret votes in Student Activities and the passage of bylaws that will let the student senate block reporters from virtually all of its discussions.

Given that atmosphere, Campus Services Director Joe Buri and the rest of the facilities planning team deserve credit for opening their work to public inspection. Last week, they invited the entire college to view the first rough sketches of a plan that will guide campus construction for the next quarter century. That was a very democratic decision: they let the public into the process before the Board of Trustees.

Right now, Buri and the college's consultant stress that nothing is final. President Michael Murphy even snapped at Professor Emeritus Russell Kirt Wednesday for using the word "plan" to describe the current drawings. They prefer to call the diagrams and sketches a "dream."

But whatever these ideas are called, some portions are taking a disturbing direction. According to everyone involved, the master plan is driven by academics. Every new parking lot and building is supposed to serve the classroom, ultimately. And much of what the consultant has done reflects this.

But in what seems to be the favored drawing at this point, most of our natural land is paved over for parking and athletics. The prairie and wetlands East of the Arts Center are flattened and become fields for the football and soccer teams. The prairie is picked up and moved to West Campus.

Biology classes lose an invaluable learning tool. The Arts Center loses a poetic backdrop.

On top of that, the Arts Center itself gets less expansion than anything else on campus. Space is saved for athletics to get a whole new indoor facility—a "bubble dome" for winter sports.

Ignore, for a moment, all the biology faculty and others who tell us the prairie can't just be picked up and moved across Lambert Road. Let's say for a moment that we can do that in 25 years, if we really want to.

Do we really want to?

How are academics served by the creation of an athletics complex that is given more additional space than the cultural center of the college? Sure, it would be difficult to expand on the Arts Center—but would it be that much more difficult than moving a prairie or a marsh? Now is not the time for details. That comes much later in the process. But this is very much the time to speak up and tell the college what it is we want to see available for the students' children in 2025.

Speaking from my own heart, I want to see an Arts Center that the college can still boast about, an Arts Center that can handle the DuPage County of the next quarter century. As more and more buildings crowd outward in ever expanding circles from today's suburbia, I want to see patches of the prairie left as they were when Chicago burned. More room for a Sports Empire is fairly low on the list.

Thanks to three great instructors

Dear Editor,

I would like to take this public opportunity to deeply thank three COD instructors for the gift of their time and talents last Friday, May 12, 2000.

These three special people, Ms. Maria Olson, of the Older Adult Institute, and Dr. John Modschiedler and Chuck Ellenbaum, both of the Liberal Arts Department so graciously escorted the Honors Department field trip into Chicago.

With their combined expertise they gave us the grand tour of the University of Chicago campus, the Hyde Park area, and topped off the day with dinner in China Town.

These fine instructors took the time to enrich our minds on the history and architecture of the great city of Chicago.

You all are a shining example of what makes the College of DuPage the superior learning institution it is known for.

We need teachers like yourselves who find joy and excitement in the learning experience, and pass it on so openly to us, your students.

If I had known learning could be this much fun I would have returned to college 25 years sooner!

Thank you, again.

Jody L. Piety

"Ten Tiny Fingers, Nine Tiny Toes" is "garbage"

Dear Editor,

All writers have created some work they later regret. I can only hope that is the case with "Ten Tiny Fingers, Nine Tiny Toes," the most recent production at the Actors' Theatre in the Studio at COD.

Author Sue Townsend, now 54, must look back at this absurd bit of drivel with embarrassment and gratitude that she chose to focus on writing children's books instead of scripts.

If not, then she is in serious need of psychological evaluation, for her extreme paranoia and blatant man-hating attitude.

However, as an audience member I must question the reason this particular show was selected for the spring theatre roster at COD. I understand that the purpose of The Actors' Theatre is to give students the opportunity to focus on the craft of acting, and I applaud the actors in this production who were able to put a serious effort into this nonsensical "tragi-comedy."

But why was an audience subjected to it?

In his program notes, the director Kurt Naebig claims that we are supposed to see what happens when "work, and success are put above all else" - but aren't those issues tackled more successfully in classic works like "Death of a Salesman"?

Why dig up this script from its well-earned obscurity?

For an hour and 35 minutes I sat restlessly while vapid and despicable male characters made annoyingly stupid decisions, and the two somewhat sympathetic female leads formed a ridiculously implausible friendship, all in a futuristic setting I simply couldn't swallow.

Sure, theatre is supposed to be

about "suspension of disbelief" - but why present the guise of a future "reality" that defies any possibility of believability?

Wake up! The Iron Curtain has fallen and communism is dead everywhere but one small Caribbean island, totalitarianism is a word found in history books, and procreation is controlled only in China - where it is considered a human rights offense by the rest of the world.

Our greatest fear for the future is quickly becoming the spread of "rampant Westernism," as the Gap and McDonald's invade every corner of the globe, and cries for freedom echo in every language.

Perhaps the British author has greater awareness of class distinctions than an American audience could have, but nonetheless who could conceive of a situation in which the government is allowed to segregate the population and enslave the higher classes, while trying to eradicate the lower classes like wild animals.

And if procreation is supposed to be so tightly controlled in this future vision, then why would a woman with a defective baby that is going to be terminated be allowed to carry it to full term rather than abort it in the early months? And why would a lower class woman who is forbidden to reproduce be allowed to bear her illegal fetus?

Only for purpose of the twisted and perverse plot device which ends the show - an underhanded emotional trick. I'll admit that, although I sat disconnected for the first 75 minutes of the performance, there is no woman alive who wouldn't be disturbed by the sight of a dead baby in its mother's arms, and a newborn being ripped from its hysterical mother to be given to strangers.

But that deliberate manipulation of my feelings just made me mad!

Like the women in the play, at that point I also wished the men would drive off the road to be killed - but as far as I was concerned the women could go with them!

As I left the theatre, not only did I want the price of admission refunded, but I wanted those wasted 95 minutes of my life back. In fact, with the price of fuel these days, I'll take my gas money, too.

Sure, "theatre of engagement" is a good and necessary ideal - but engage my mind with thought-provoking and intelligent material! Don't annoy me with garbage only to engage me with emotional sleight-of-hand. I expect better from an institution the caliber of COD.

Sincerely,

Phyllis J. Anderson

International students at a loss without advisor

Dear Editor,

At a recent meeting of the International Student Organization (ISO) with faculty and staff present, members expressed their frustration with the service provided by the International Student Office.

According to some members, problems seem to have begun qualified full-time international student advisor, full-time administrative assistant, and a student aide to its current, 20 hour-a-week position with reduced hours for a student aide.

Among the frustrations expressed

were:

1. Lack of sufficient hours to meet with an advisor. The current temporary advisor's 20 hour-per-week schedule is split between meeting with students, attending meetings, returning phone calls, processing paperwork, etc. This leaves very little time for advising students.

2. Students being given inaccurate or wrong information. For example, one student was told he could begin classes at COD in the Winter Quarter, but then was told that he would have to wait until next Fall. He went to UIC in Chicago instead. Another student was told to be at COD in the beginning of April for the Spring Quarter classes, only to find that classes had begun the end of March.

3. New international students unable to obtain admission to the college until Fall 200. For example, one current student's cousin was told he would have to wait until Fall to attend COD. He went to neighboring North Central College instead.

4. Problems obtaining accurate answers to critical questions regarding immigration and visa requirements and procedures.

5. Staff changing with little or no notice to international students.

6. Office policies and procedures, including office hours, changing with little or no notice to international students.

7. Seeming little consideration regarding international students, despite our large numbers (approximately 150 per quarter and growing) and the revenue we generate (approximately \$300,000 per quarter of \$1,200,000 per year in tuition and growing.)

While we understand there is an inevitable period of adjustment whenever critical staff leave, we do not understand why a year and a half later the service provided by the International Student Office is still unsettled and insufficient.

This is not only frustrating for those of us dependent of this office for accurate, timely information, but also a turn off to potential students inquiring about attending COD as an international student.

Consequently, students are going elsewhere.

While we are generally very happy with COD and all that it has to offer, it is our hope that a permanent, well qualified International Student Advisor and necessary support staff be hired soon.

Also, that we be kept informed and in of any changes made in a timely manner.

AS students far away from home and in great need of accurate information and support, international students greatly depend on the good work and advice of a knowledgeable, compassionate advisor.

This letter is not intended to target any individual but to express general concerns on behalf of the international students.

Our very lives and future livelihoods depend on it. We would also like to be able to continue to tell our family and friends that COD is a good and worthy college to consider.

Please don't let us down.

Thank you,

Members of the International Student Organization

Don't just transfer – *transform!*



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Women's Studies

Clubs and Organizations

AIKIDO CLUB

Offers practice in Aikido and social contact with other Aikido clubs.
Adviser: Nancy Conradt, Ext. 3045

ALPHA MU GAMMA

Honor society which recognizes students who have achieved an outstanding record in the study of foreign language.
Co-advisers: Flora Breidenbach, Ext. 2934 and Shingo Satsutani, Ext. 2019

ASSOCIATION OF EATING DISORDER PROFESSIONALS & PREPARING PROFESSIONALS

Discuss eating disorders, body image, and nutrition.
Adviser: Rob Bollendorf, Ext. 2071

BROTHERS AND SISTERS IN CHRIST (BASIC)

A student organization dedicated to sharing and experiencing the Good News of Jesus Christ. BASIC promotes spiritual growth through inward journeying such as Bible study and prayer groups at the same time it promotes outward journeying through opportunities to do mission projects on campus, in Chicagoland, the state of Illinois, and throughout the country. It provides the opportunity to fellowship with other COD students along with other students from BASIC or Baptist Student Union groups in Illinois and elsewhere.
Adviser: Dean Peterson, Ext. 3036

BLACK STUDENT UNION

Promotes ethnic unity and pride by joining and collaborating the thoughts of COD students.
Adviser: Rollie Steele, Ext. 2033

CAMPUS ADVANCE

Devoted to fellowship, Bible study and building relationships with those who believe in living by the Bible.
Adviser: John Sullivan, Ext. 2736

CAMPUS CRUSADE FOR CHRIST

Represents the Christian community in a culturally diverse environment and provides a safe environment for spiritual investigation.
Adviser: Chuck Ellenbaum, Ext. 2433

CHI ALPHA CHRISTIAN FELLOWSHIP

A spirit-filled community of students joining together to experience the presence of God.
Adviser: Johnnie Burrell, Ext. 2694

CHAPARRALS HOCKEY CLUB

Adviser: Pat Puccio, Ext. 2325

COD LINUX USERS GROUP

Exists to help new Linux users get started by providing distributions and installation help.
Adviser: John Partacz, Ext. 2799

CHRISTIAN CHAPTER SUMMARY BIBLE STUDY CLUB

Adviser: Erich Hauenstein, Ext. 2494

COURIER AND CHAPARRAL

A publication organization which prints the college student newspaper and one of the colleges student magazines. Students who participate get experience in writing, graphic design and publication production.

Participants can earn credit through co-op or by participating in Journalism 105 and 110.

Adviser: Cathy Stablein, Ext. 2650

ENDOWMENT FOR FUTURE GENERATIONS

Mission is to help current and future generations develop and maintain sound mental and physical health, protect the environment and promote peaceful worldwide relations.

Adviser: Richard Voss, Ext. 2016

FORENSICS (SPEECH) TEAM

The forensics (speech) team is open to anyone interested in improving speaking skills and performing literature.

Adviser: Steve Schroeder, Ext. 2514

FELLOWSHIP OF CHRISTIAN ATHLETES

Adviser: Erich Hauenstein, Ext. 2494

GRAPHIC ARTS CRAFTSMEN'S CLUB

Provides opportunities for students learning desktop pre-press through print production.

Adviser: Shaun Dudek, Ext. 2040

GREAT COMMISSION STUDENTS

A christian club committed to loving God and helping fulfill the Great Commission by winning, building, training and sending disciples of Jesus Christ.

Advisers: Linda Fisher, Ext. 54094 and Steve Havens, Ext. 53242

INTER VARSITY CHRISTIAN FELLOWSHIP

A community of COD students learning to love God and each other.
Adviser: Kent Richter, Ext. 3404

INTERIOR DESIGN STUDENT SOCIETY

Supports the interior design program with technical seminars, professional networks and student events.

Adviser: Ann Cotton, Ext. 3081

INTERNATIONAL STUDENTS ORGANIZATION

The purpose of the International Student Organization is to provide a support network for international students.

Adviser: Edith Jaco, Ext. 3332

JAPANESE CULTURE CLUB

The Japanese culture club is an educational club which examines Japanese popular culture through books, movies and other media.

Adviser: Shingo Satsutani, Ext. 2019

LATINO ETHNIC AWARENESS ASSOCIATION

Encourages awareness of the past, present and future of Hispanic culture and offers speakers, field trips and other programs.

Adviser: Michelle Roman, Ext. 3039

LESBIAN, GAY, BI-SEXUAL, TRANSGENDER STRAIGHT ALLIANCE

We meet every first and third thursday of the month from 7-9p.m. and can be reached at LGBTSA@hotmail.com for details on room numbers and topics for discussion that evening.

Adviser: Greg Wilson, Ext. 55866

RENCONTRES: FRENCH CLUB

Meets the first Friday of every Month at 12:30 p.m. in a local restaurant to speak French and only French.

Adviser: Jeffrey Fox, Ext. 3340

MODEL UNITED NATIONS

The Model United Nations Club helps students to learn in a fun way about international problems and the UN.

Adviser: Chris Goergen, Ext. 2012

MUSLIM STUDENT ASSOCIATION

Encourages Muslim fellowship, scholarly discussions of Islam and outreach to the college community.

Adviser: Misty Sheehan, Ext. 3408

THE NEWMAN CLUB

Is a Catholic organization that enables students to ponder their spirituality through programs, retreats and volunteering.

Advisers: Tom Tipton, Ext. 2570 and Nancy Wajler, Ext. 2230

PHI THETA KAPPA, PHI BETA CHAPTER

Recognizes and encourages scholarship in an intellectual climate for the exchange of ideas.

Adviser: Shannon Hernandez, Ext. 3054

PSI BETA

Psi Beta is devoted to scholarship, education, and community service in the field of Psychology.

Adviser: Ken Gray, Ext. 2223

PRAIRIE LIGHT REVIEW

Publishes a magazine for humanities twice yearly, accepting submissions in poetry, fiction, nonfiction and photography from students, faculty and residents of the district.

Students receive one hour of credit for the class. The magazine is currently taking applications for positions on next years staff.

Adviser: Gloria Merbitz, Ext. 3412

PSI SIGMA CHI

A club for students and non-students with disabilities who get to share and discuss their feelings with others.

Advisers: Jocelyn Harney, Ext. 3325

SCI-FI / FANTASY CLUB

Provides a forum for members to share and engage in activities including books, movies, television, comics, role-playing games related to the worlds of science fiction and fantasy.

Adviser: James Allen, Ext. 3421

STUDENT ACTIVITIES PROGRAM BOARD

Students create and organize events including international programs, special events and family programs.

Adviser: Shannon Hernandez, Ext. 3054

STUDENT EDUCATION ASSOCIATION

The Student Education Association is open to students who want to become teachers.

Adviser: Holly Bartunek, Ext. 2503

STUDENT GOVERNMENT ASSOCIATION (SGA)

Formed to preserve and protect student rights, interests and opinions; represents the student view to the administration, publishes *Student Survival Guide*.

Adviser: Robb Frank, Ext. 2644

STUDENT NURSES ASSOCIATION CLASS OF 00

Enhance communication among nursing students; sponsors fund raisers for Freshman Recognition and Sophomore Pinning Ceremonies;

Adviser: Rita Bobowski, Ext. 2204

STUDENT / PARENT CO-OP (CHILD CARE)

Provides childcare for students with children between the ages of three and five while the student is in class.

Adviser: Val Burke, Ext. 2154

VIETNAMESE STUDENT ASSOCIATION

A club made up of members of Vietnamese decent. Members conduct discussions and activities with each other and others who want to join.

Adviser: Helen Feng, Ext. 2476

Events

Newman Club: On June 5 there will be a Mass for COD students as they approach finals week. All students are welcome to come and pray. We will meet in SRC 1046.

Student Nurses Association: At 7:30 p.m. on June 8, in SRC 2800, Freshman Striping.

Student Nurses Association: At 7:30 p.m. on June 16 and 17, in SRC 2800, Sophomore Pinning.

Club information must be turned in to the Courier office in SRC 156O, no later than Friday noon prior to publication. Contact the *Courier* office at Ext. 2683 or stop by the office in SRC 1560 to pick up forms.



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Cover story by John McCallum
News Editor

Design by Miranda Lesser
A & E Editor

Photos by Adomas Tautkus
Photography Editor

Why *isn't* Johnny reading



■ If accurate, recent test scores paint a frightening picture of the college's programs: students seem to get worse at reading as they take more classes. In a special report, the *Courier* examines student reading with a series of stories and personal essays.

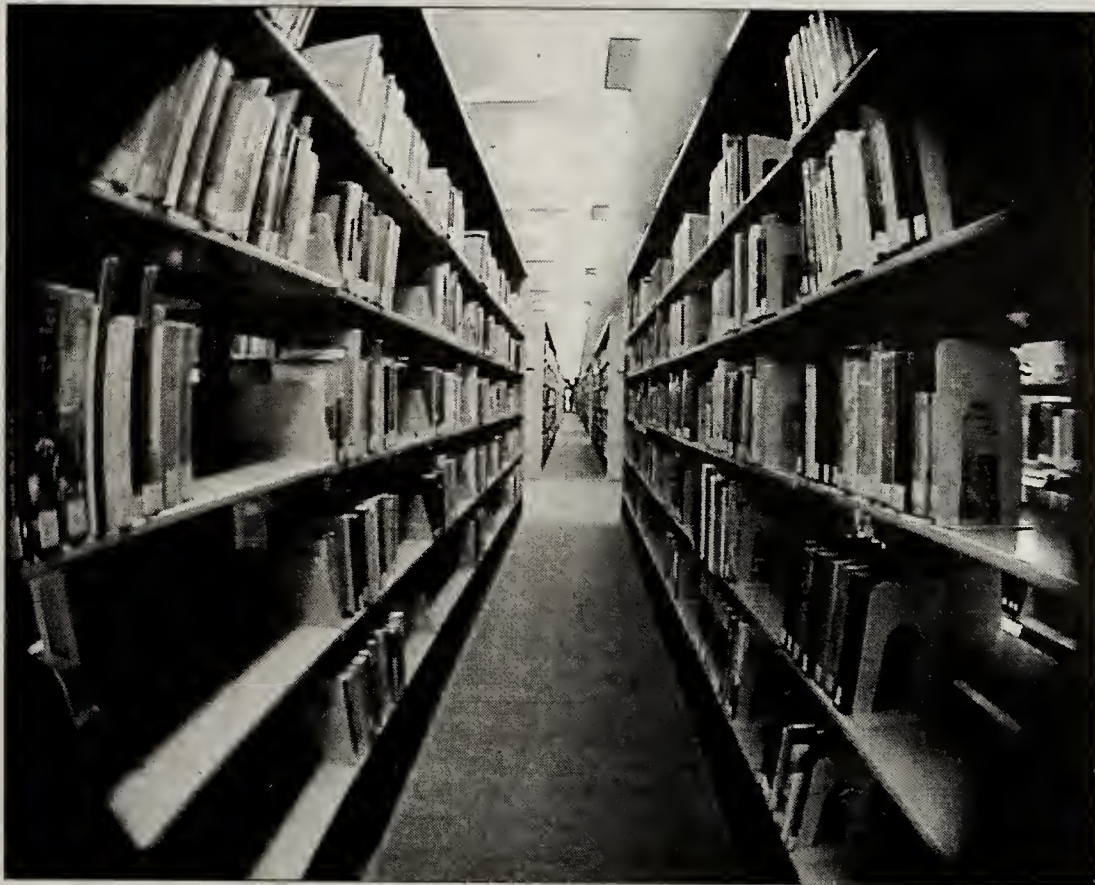
To the 600 students who handed in the CAAP test last week, it was, if anything, little more than a last shot at extra-credit to buoy their grades at the end of the quarter.

But to the faculty, the results of the ACT College Assessment of Academic Proficiencies, will be a partial answer to one of the year's biggest questions: are students learning to read at a normal college level?

That seemingly modest end result of two years' schooling has been in doubt since the Fall Quarter, when the Assessment Committee released a report showing graduating sophomores significantly below the rest of the nation in reading skills.

According to the report, sophomores actually scored slightly lower than their first-year counterparts. Despite the fact that it was turning out graduates with strong math, science and even writing skills, the college didn't seem to have any positive effect on reading ability.

"Only in Lake Wobegon can all students be above average in all things," said Student Outcomes Assessment co-Chairman Russell Watson, a professor of psychology.



Watson warns that the results of last fall's testing may not be representative of the entire student body. Only about 100 students were given the reading portion of the exam, meaning the decline in scores may be a statistical anomaly. Despite this, faculty have been scratching their heads over the apparent problem for the past six months, blaming the scores on

everything from multiple choice tests to student laziness and too many videos in the classroom.

Some have suggested that the faculty need to assign more reading assignments, while others say that students already skip most of their reading and depend on handouts to get through class.

"I often feel like we do too

see 'testing' page 14

"It would be a gross mistake to draw any firm conclusion from that small of a score difference."

Student Outcomes
Assessment
co-Chairman
Russell Watson

"I often feel like we do too much for our students in terms of handouts and organizing the material."

Faculty member
quoted in a report from
the Assessment
Committee.

'testing' from page 13

much for our students in terms of handouts and organizing the material," one faculty member was quoted as saying in a follow-up report from the Assessment Committee. About 60 members of the faculty responded to a survey on the results last winter. "Some students don't even buy the texts, they depend on handouts and notes," one instructor complained.

Like the rest of the college, Watson is at a loss to explain the scores. He suggests the results might be tied to the small amount of primary source readings used in lower level courses, but stresses that more study is needed.

"It would be a gross mistake to draw any firm conclusion from that small of a score difference," he said.

When the results of this quarter's tests come in, the college will for the first time, have data that follow a group of students from initial enrollment to graduation. This may help in looking at the reading situation, he said.

Not all of the evidence comes from the CAAP tests, however. Transfer students interviewed in focus groups at Northern Illinois University last year said they had to do more reading at NIU than at COD. Though some of this may be due to the differences between upper and lower level courses, students also said NIU instructors put less emphasis on textbooks and more on other sources. ■

Time – the price of reading.

By Candace Raphael
Features Editor



It's been a struggle, but I've made time for required reading.

While I often ignore the 20 pound textbook in my backpack, I've become more dedicated to completing the novels that my classes have assigned. Maybe it's because my teachers started giving quizzes to check up on us. I'd like to think that I enjoy it; that I'm enriching myself.

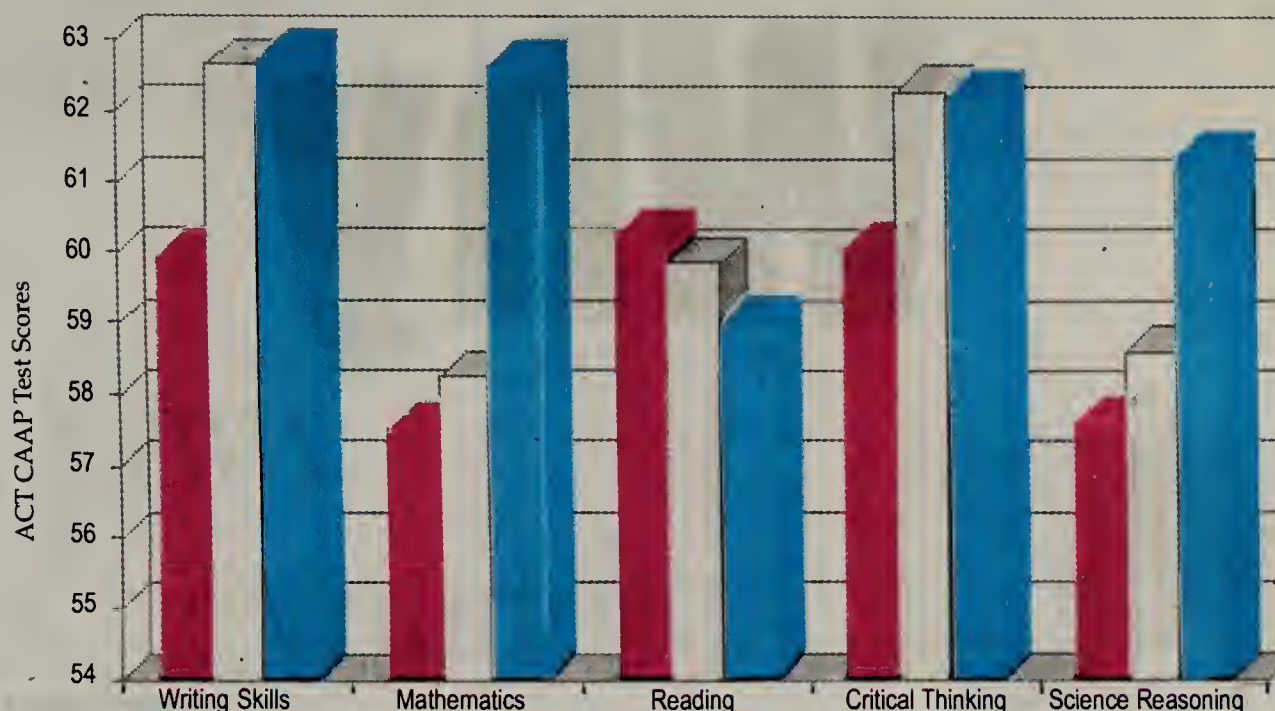
I was always an avid reader when I was younger and I did consider the pastime to be relaxing and fun. Once the years went by and I was pressured with larger amount of schoolwork and job responsibilities, I no longer had the time to devote to my former hobby.

Reading took a whole new face when I was assigned several books each week for honors English courses.

Represented below are the results of last year's CAAP testing. The red bars shows scores for entering freshmen,

the gray for continuing students and the blue for graduating sophomores. Though questions

about the testing methods remain, the scores show average or strong progress in everything but reading.



es. The subject matter wasn't always as interesting as the books I would select and reading slowly became a chore.

I remember counting down each page until I got to the end of a book, unless Cliff's Notes could provide me with a shorter, more concise version. My unwillingness to set aside the time for reading resulted in lower grades in several classes.

Once I began college I started to take my studies more seriously. This did include reading the assigned material.

My sudden change in habit was primarily due to two reasons: most of the books were more interesting than those assigned in high school, and my teachers also began to administer short quizzes. The quizzes were simple if you read the material, yet devastating to your grade if you failed to read.

By the time I get home after a busy day of school and work, I definitely would rather sit down on the couch and watch prime time television. Instead, however, I've become accustomed to taking out the current novel I've been assigned and complete it before the day of the quiz.

The strategy hasn't always worked out. There have been times where I literally did not have time to sit down and read for four hours. I admit, I've resorted to Cliff's Notes to get me through a quiz in one of my honors courses.

Interestingly enough, when I look around at my peers in these honors courses, many of them have not read. Students known for academic excellence can't seem to set aside the amount of time to read.

It's true that I can relate to their situation. Sometime one doesn't have the time to set aside. I have a hard time believing, however, that they couldn't even set aside one hour to read the Cliff's Notes version. ■

Reading, is it really for losers?

By Ryan Coughlin
Sports Editor



We've all seen those posters that promote reading, "give a hoot, read," and then it has that nice little owl on the poster, or maybe some gorgeous woman (depending on what elementary school you went to).

Hell, maybe even some of you have never even read the words on those posters. But reading is all around us, you can't escape it.

Now I'm not going to sit here and lie and say I read everyday for at least one hour. No way, because I don't.

I'm going to sit here and say, why not spend a couple hours a week reading a novel instead of sitting in front of the telly?

"If you look at the ingredients in toothpaste while you're on the toilet... that's reading."

Ryan Coughlin
Sports Editor

Some people may say that reading is a waste of time, and they have more important things to do with their spare time.

OK, I can see that, but if you pick up the paper and turn to the TV guide section to see what's on, that's reading. If you look at the ingredients in toothpaste while you're on the toilet, again, that's reading.

But wait, I thought you didn't have time to read, you see, you can't escape the force they call reading.

How can anyone expect to go through life without reading? Is that possible? No, I don't think so, if you don't read you're not going to know what's going on in the world or even in your backyard.

So, if you got to this far, congratulations, you are reading, not that bad is it? Nah.

Now I can't find the time to read that much during my day, but I take classes that force me to read. That forces me to find time, well maybe not to find time, but to make time to read.

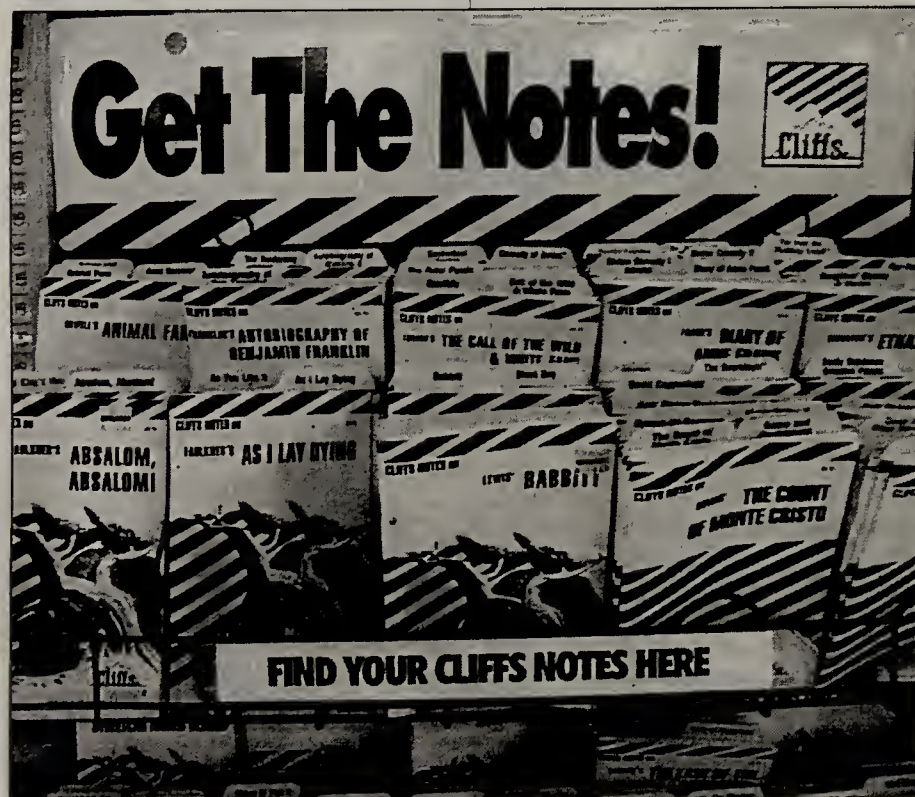
I'll tell you, after taking those classes I still force myself to read during the week and it feels good.

So what does all this gibberish mean exactly? That's a damn good question.

I guess what I'm trying to say is that reading can be fun, right?

It's not just for losers, you too can pick up a book and read.

In closing, I would like to recommend a novel to everyone: if you are a science fiction fan pick up *Martian Chronicles* by Ray Bradbury. ■



Do you have time to read?

By Miranda Lesser
Arts & Entertainment Editor



I don't read newspapers, I don't read non-fiction, and, like many students both in college and high school, I don't read my textbooks.

When it comes to school especially, I read as much as I have to to pass the class and nothing more.

The minute the class is over for the quarter the book goes back to the bookstore, or into the rubbish bin, as is often the case, when the bookstore refuses to buy it back.

Why do I do this? Because I have no time. I don't have time enough to do my writing homework, let alone reading or extra reading.

When I come home at night I have to make dinner and then work out what I have to do the next day.

Sometimes, if I'm lucky, I'll be able to do my homework, and this is not counting the two nights a week I work on top of my day job.

Simply put, I don't have time and I don't care to read 300 pages of a textbook every night when I get home. I, like so many others, juggle several jobs and more than enough classes, each with their own share of reading.

If you add on to that reading your email, reading your snail mail and then reading things like tax forms, it's no wonder people don't read anymore!

I am not looking for sympathy and I am not writing this piece as a sob-story.

I write about how my life is because there are so many other people who are in almost exactly the same situation as me, having the same job, personal and school constraints.

There is, however, one type of reading I would give almost everything else up for.

If you put a fantasy or science fiction novel down in front of me, I'll read it from cover to cover in an entire sitting if I can, moving only to get food and go to the bathroom.

Pathetic, isn't it.

I grew up reading. My mother was a journalist before me, and when ever I saw her she had her nose in a



book, either reading or writing them. You couldn't walk around in our house without being within arms reach of a book.

I read everything I could. I think I even tried to read the Bible once – believe me, that was hard to do (I know, because I never finished it) – and I read *Moby Dick* when I was 13. But then that was it.

It was called the final years of high

"I have found that students can persuade teachers for a better grade even when they haven't read the material or done their part of the work."

Brian Melehan
Editor in Chief

school and the starting years of college. At that part of my life and ever since, I've had no time to do anything but write term papers, and study for exams – that was enough reading right there.

Now I welcome the arrival of summer, when I can veg out and read for pleasure – a rare thing – and not have to worry that I'm neglecting my ever-present pile of homework. ■

Reading's easy out.

By Brian Melehan
Editor in Chief



The fact is that reading has become a less and less important factor in obtaining a degree. I know this from my personal experience here at COD, and what I have seen in classes and talked with students about.

Of course, there is a large difference in what knowledge a person obtains compared to what grade a person gains. Is it right or wrong that reading seems to not matter in a college institution? I'm not sure, but the following examples are examples of my life. Am I special? No. But, I have been a part of the American public school system for fifteen years. What I have learned may surprise you.

My first experience, which taught me that reading was not that important in school, came during high school. Before that point, whenever a book was assigned I always read it. Not because I found the book enjoyable or because I was learning, but because it was a duty. In grade school my school had book-it. You read a book and received a prize. Children read, not for the sake of the information, but for the sake of a free pizza.

In high school my English class was assigned *Gone With the Wind*.

I, being a disgruntled high school student, did not want to read it. Instead, the day of the test I went in and found someone who had the Cliffs Notes. I quickly read them and discovered that after I took the test I got a "B."

From that moment on I don't think I finished reading a single book, except for *Dante's Inferno*. Why? Because it was interesting.

Everything else that we read I found extremely dull, and I was in an honors class.

Then came college. I have attended COD for the past three years and have learned, once again, that reading is not as important a factor when it comes to grades as people would like to think. In fact, I have found that students can persuade teachers for a better grade even when they haven't read the material or done their part of the work.

The first example was in a Western Civilization class. At the beginning of the year we took a knowledge assessment test of the material we were about to cover.

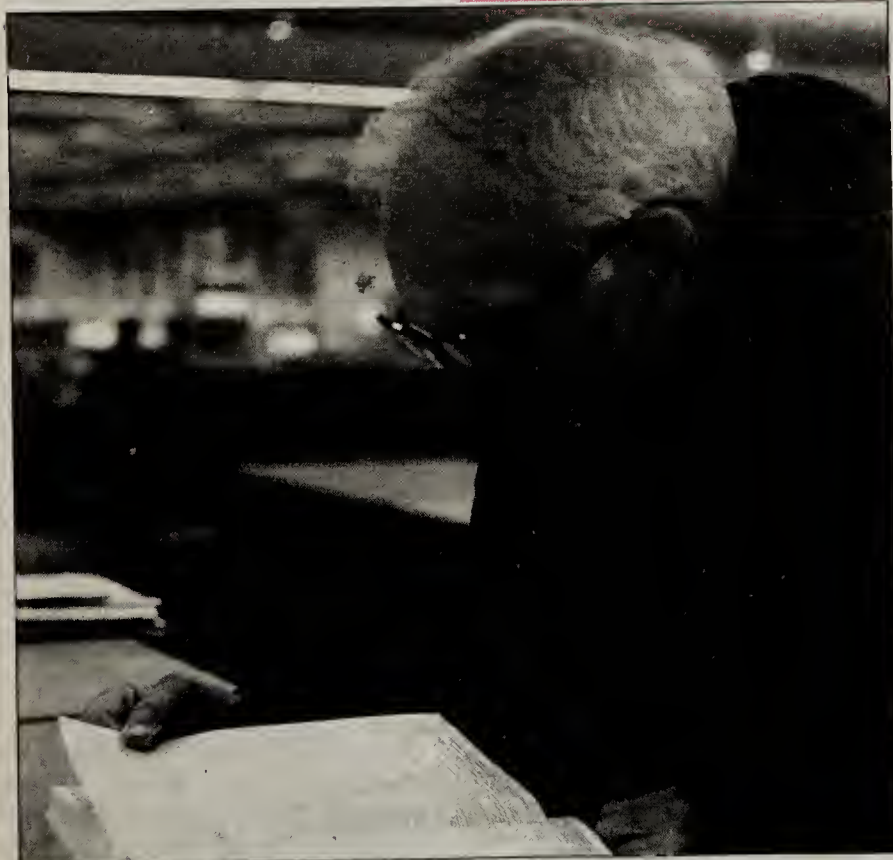
Throughout the quarter we were assigned to read most of the book. I quickly learned that you didn't even have to read to do well. I ended up getting an A in the class and only read a couple pages. The worst part is that the instructor, at the end of the quarter, gave us the same assessment test as we took at the beginning of the year. The difference? This time around he gave us all the answers so the college would never know that the students didn't know the material. Worst of all, I don't think I, or the entire class, did any better on the second assessment test than the first one.

The problem I saw was that while students were happy that they were going to get an A, nobody seemed to understand that we, ourselves, were losing out on an education.

The next example of my seeing the lack of the importance of reading was in a biology class. The students were extremely upset after the first test because it was so difficult. The questions were there in the book if you looked for them, but just about the entire class received a grade which was not passing.

Our teachers answer to these problems? The instructor dropped the grading curve in half. All the tests in the class were out of 40 points. The way the curve ended up working was that 23 and up were As. The real question is why the students did so poorly? I can honestly say that all the questions on the test were in the text book. The students just did not read, and I know because I would talk to them about it after we took the test. Many of them would say that they did bad and that it was the teacher's fault, not their own.

see 'out' page 16



'out' from page 15

Instead, when our class was going over the test, the students would all complain and tell the teacher that the tests he had given are unfair. Unfortunately for us, the teacher would eventually give in and agree. Again, like with the Western Civilization assessment test, the students were extremely happy with the instructors decision.

It seems that the students forgot to realize that getting a degree doesn't matter if you don't know the knowledge you were supposed to gain through your reading.

The purpose of reading is to gain information. This includes all reading. From science books to science fiction, no matter what you read you gain the information.

As humans move forward through time, information is able to be gained through other media. Movies, television and radio are three areas where people gain information without having to read.

The trick for all interested in education is to understand what role reading now plays. People in this day and age want results immediately. Why read a book over a week period when you can watch the movie in two hours.

This is how we as a society are moving. Those in higher education should understand that those who are growing up use books less and less. There is still reading involved but the reading comes from a computer through e-mail or the internet.

We as a society are at a crossroads, and so is education. The fact is that students do well in school without reading. Either we recognize it as a problem and try to fix it, or accept it and move on to newer tools which teach students. You're the professionals, what do you think? ■

For your own sake, read this!

By Matt Mance
Courier Cartoonist



Before you begin reading this column, ask yourself why are you reading it, or even this paper for that matter?

Do you want to inform yourself as to the events and going-on's of COD, or are you trying to expand your reading skills?

Most people would answer to the first option. This is, in fact, a major concern with society, especially students. We have become all too comfortable with our TV's. Not to say that all television is in poor taste, but TV really does nothing to exercise the brain. Imagine if every day you picked up a *Tribune*, or better yet a *Courier*, instead of tuning in to the next episode of *Who Wants To Be A Millionaire*?

And for those of you who do read papers on a regular basis, reading only what you show interest in will again do nothing to expand your vocabulary, comprehension and



"Imagine if every day you picked up a Tribune or better yet a Courier, instead of turning to the next episode of Who Wants To Be A Millionaire?"

Matt Mance
Courier Cartoonist

speed abilities. This is not a ploy on my part to get you to rush out and pick up the newest *Courier* every Friday, I as well, am at fault.

I have never walked into a library and decided to read a 1,200 page novel because of the writer's reputation or that the critics reviews persuaded me to do so.

If your only motivation for reading is content and news, then so be it. It's better than no reading at all. But remember, television can only throw so much information in your face every day. Newspapers, magazines, books and all other forms of publication serve as the ultimate source of information.

I, myself admit that I fall victim to reading only as time permits and as interest provokes.

My remedy for this situation is this: set goals for yourself and set aside reading time everyday. Make sure you carry it out no matter what the circumstance or content. This may seem very elementary in method, but there is no doubt it would prove to be very effective for all of us, myself included. ■

Why I don't read anymore.

By John McCallum
News Editor



I never went to high school. I quit the system after the fourth grade and was home schooled until enrolling in classes here at 16. The words "summer reading list" carry virtually no meaning for me.

But that didn't keep me away from the books. Without any serious academic requirements I was free to pursue at a whim whatever caught my eye.

To be perfectly honest, this sometimes meant television or video games. More often than not, however, I would spend the better part of a day reading books and magazines of my own choosing. I read *Hamlet* and *Macbeth*, histories of the Soviet Union and ancient Rome, popular accounts of modern physics and stacks of science fiction.

In retrospect, I see that the better part of my education came from this almost random reading. This worked because I loved reading, and did it with no coercion. At any given moment I would have more than a dozen books checked out of the Wheaton Public Library. Today my only library books are the half-dozen overdue items I'm clinging to while I finish English 103. They're going back—I promise—the moment I turn in that research paper.

In the time I've been at the college, my reading has fallen off dramatically. I can't explain why that is. My life is busy, yes, but it's not that busy. I could still read novels, but for some reason I never get around to it. I finished Harlan Ellison's *Spider Kiss* during spring break; that was the last book I read just for the joy of it.

In preparing for Paul Simon's lecture last fall, I read most of his autobiography and part of the book he was speaking on. When Susan Faludi came to

campus, I barely scratched the surface of *Stiffed*. And by the time I had the chance to see John Frohnmeyer, I had given up; I didn't even try to read his books. Before I started taking classes, this would have been unthinkable.

The more I think about it, the more I am forced to conclude that this trend started with my academic career at the College of DuPage. I don't know how much of it can be attributed to my classes, but I do know that my class reading is scarcely better than my casual reading. I usually manage to keep up with all my coursework and stay eligible for the honors program. But frankly, I don't think I've seen a course yet where I've read every page of the text and every handout.

In all of the classes where I skimmed what should have been studied, and skipped what should have been skimmed, at least two or three others bragged loudly about doing even less work.

Interestingly, the total amount of work seems more or less irrelevant.

Last quarter, I had a course with a single anthology of brief readings, and a course with five required texts. In both of these, students professed to have ignored the work; in both of these, class discussion brought out evidence that people were skipping the reading; and in both of these, virtually everyone passed. Would more rigorous grading help curb this behavior? Perhaps, but I have seen students withdraw or flunk out before hitting the books. If the college is indeed facing problems in college level reading, I cannot offer any real explanation.

All I can do is offer my view from the trenches. I have seen many wonderful and enlightening things at this institution, but only seldom have I come out of a classroom with the feeling that extra reading on a topic of study would be worth giving up that extra hour of sleep before finals. ■

Photopoll

On an average
how much time
do you spend
reading each
week?



Ryan Suszek 21
Oak Forest
Law Enforcement

"I barely read anything from these classes."



Kim McCormick 37
Villa Park
Criminal Justice

"It depends, about three hours a week."



Lauren Straka 19
Brookfield
Undecided

"I spend 5 or 6 hours a week reading."



Michael Jehlik 28
Brookfield
Physics

"About 10 hours a week this quarter."

'One-stop shopping' for academic support

In the fall, students will have access to a 'mini-mall' of academic support services

By Candace Raphael
Features Editor

In the fall the new Academic Support Center will open its doors, allowing easy access for students to writing and math help, as well as peer tutoring.

The writing center, math assistance center and tutoring services have been spread out in various areas of the college until now. It will be the first time that the services will be brought into one area.

"Having those services in one area will really benefit students and each service will be easier to find. I think the number of students who will use these services will exceed our expectations," said Irene Kovala, who is and will supervise the Academic Support Center.

Kovala also believes the center will benefit students because many students need all of the services and if they are in one place, there will be more activity. A student might be more inclined to use more than one service if it is more convenient.

The program is being supported by the KARIA Foundation, which has given the money to support tutoring.

"They were there to seed the money to get the idea off the ground," Kovala said.

Kovala is responsible for supervising and a number of other tasks. For instance, she will be looking at furniture for the center next week.

"We want students to feel that the center is a comfortable study environment," Kovala said.

Once the three services are in place, the other half of the center will eventually be used for reading, study skills and speech tutoring services. The content of the center is entirely in the decision of the supervisor for each service.

■ Peer Tutoring

After being removed from its original location, the Peer Tutoring Center is now located in SRC 2032. The area is not large enough and as a result, many of the students tutor each other in the hallway located directly outside the center.

The area was only intended to be temporary and Rae Maslana, coordinator of the Peer Tutoring Program, believes that the new space will greatly improve the service.

"We will have more space for students to be tutored individually or in groups and in a private enough setting that students will feel comfortable," Maslana said.

Additionally, students will have access to computer software programs in the reception area either while they're waiting for their tutor or if they feel they need additional practice. Maslana also believes that the students will benefit from the inclusion of the Math Assistance Services and the Writing Services in the Academic Support Center.

Peer Tutoring was instated in January of 1997 and was proven to be successful. When the service was started it served 50 to 60 students per quarter. Now they serve 300 people each quarter. There are just fewer than 20 peer tutors and three professional to work with students with special needs. The peer tutors serve not only students with special needs, but also average and above-average students who just want assistance in a particular subject.

Students who wish to tutor must have a GPA of 3.5 and have had a completed the course they would like to tutor with an A or a B. Most of the tutors are accomplished with awards such as Outstanding Graduate, College of DuPage Essay Contest Winner and Outstanding Student Employee.

"Students that have been tutored have reported that their tutors gave them skills that they could apply to all their studies. It promotes self confidence and self advocacy," Maslana said.

The service often helps those who have recently returned to school and feel they have missed a lot of information and are lagging behind.

The tutors also have valuable experiences, as they feel enriched and as if they have made a difference.

Students must be enrolled in the course they are being tutored in, as the service hopes to facilitate student

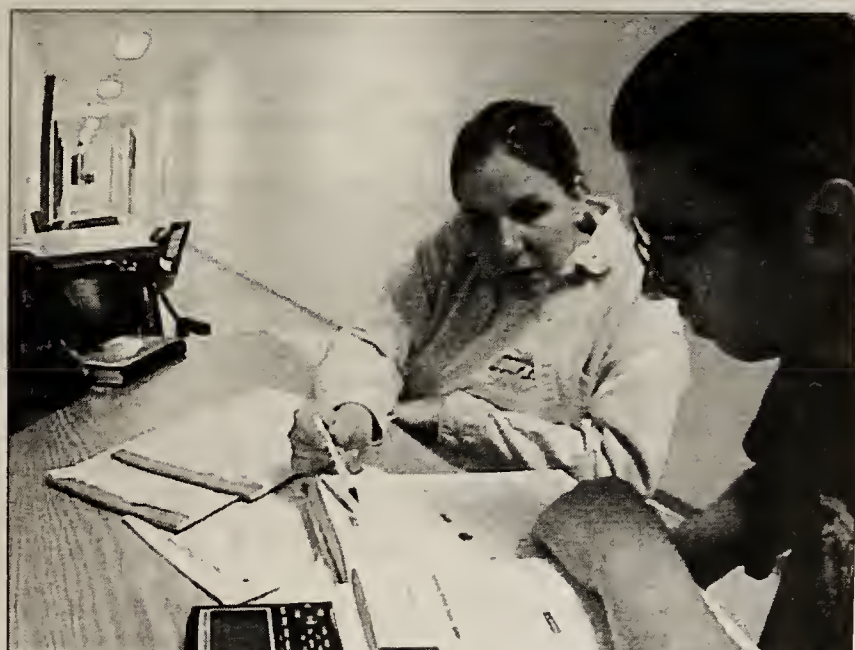


photo by Adomas Tautkus

Pamela Griesemer will not have to tutor Drew Brown in a hallway once the Academic Support Center is open in the fall.

learning and reinforce what they are already learning.

The Peer Tutoring Program will move into the New Academic Support Center in the middle of July.

■ Writing Center

The Writing Center is currently located in a small room in IC 3114. Two instructors work with one on one with students within the room, as students often wait outside in the lounge for their appointment. The new Academic Support Center will give the Writing Center a considerable amount of space compared to their present location. In fact, the available space will double in size.

"I see the new center as a mini mall of education. It's one stop shopping," Nancy Webb, Writing Center Coordinator, said.

Webb believes it's better to have everything consolidated in one space instead of spread out. The Writing Center will be less cramped and will have the ability to hire additional staff if needed during their busy hours.

Webb would like to see three or four consultants available instead of

two so more students would be served. With the additional space, it will also be quieter. The present location of the Writing Center would get too noisy if there were more than two consultants and two students in the room at a time.

"I have the sense that we probably have turned people away," Webb said.

Appointments are thirty minutes long and students can receive help for any of their writing needs, including schoolwork, scholarship essays and college application essays.

The Writing Center was opened in the spring of 1994 and was given the space that was available within the college.

The center doesn't only serve people who have difficulties in English and writing, but also students who just were feedback on their compositions.

■ Math Assistance Center

The space the Math Assistance Center will gain in the Academic Support Center will not be much different.

see 'academic center' page 18

Students awarded scholarships for study abroad

By Candace Raphael
Features Editor

Four students have been chosen to receive scholarships from the college to study abroad this summer.

The Study Abroad Scholarship Committee generally awards 2 scholarships each quarter, or six each year. It is dependent on the money available.

"We have recently received donations which has made it easier to distribute these scholarship," Helen Feng, said member of the Study Abroad Scholarship Committee.

The scholarships pay up to one third the cost of the program and will not exceed 1,000 dollars. The scholarship may be used for any College of DuPage study abroad sponsored programs, including Field Studies and Summer Programs.

In order to apply, students must have completed at least 12 hours of credits at the college and be currently enrolled in six or more credit hours. They must also have a cumulative

GPA of 2.75 or greater. Students submit their transcripts, schedule, two letters of recommendation and an essay.

The committee reviews the applications. While the deadline for scholarships for fall programs has passed, students interested in studying abroad in the winter or spring may submit an application by October 30.

■ Greg Costello

Greg Costello, 21, of Wheaton will be studying in Japan this summer to gain a better working knowledge of the Japanese language.

Costello has been studying Japanese at the college and is currently enrolled in Japanese 203. He will be in Japan for five weeks.

"It's been fun learning Japanese. I think this trip will be well worth it," Costello said.

Costello will study in a language program at a school in Japan from 7 a.m. until 12 p.m. and live with a host family.

"I believe that studying a different culture or language broadens your



photo by Miranda Lesser

Jeff Joorfetz

horizons and I think the Japanese people appreciate the fact that someone took the time to learn their language," Costello said.

Costello intends to transfer to the University of Illinois in Champaign (UIUC) next fall and will be taking advanced courses in Japanese. He believes it will be a big jump from him, as many people in his classes at



photo by Miranda Lesser

Shaun Stelman

the college have failed the courses at UIUC. He hopes that the trip will prepare him for those courses.

■ Chrystal Kubis

Chrystal Kubis, 20, of Westmont will use her scholarship to study Spanish in Costa Rica for one month. She is currently enrolled in Spanish

see 'academic center' page 18

Face in the Crowd



Brian Burke

Birthday: May 8, 1978

Birthplace: Western Springs, Illinois

High school: Lyons-Township

What are your plans after cod? I'll probably work and travel before I

transfer.

Intended major: Undecided. Something in the arts.

Dream Job: Something within my own film, music and art company.

Most probable occupation: Artists (in various forms), filmmaker, actor, and activist.

Current job: I don't have a set job. I design balloons for a balloon company and I design sets for a museum in Wisconsin.

Hobbies: Video games, doing my art and film work, going to museums and other historical places. Also theater, movies, music, and political action.

Short term goal: To form a group at COD. It's going to be a band/art group with political and artistic projects based on things from the past. I also want to complete and publish the comic and poetry books I've been

working on. I am also working on a project with Amnesty International to focus on the world at the turn of the millennium.

Long term goal: To form the above group on the large scale, almost like a political group. I also want to travel the world and help people.

Favorite movie: Some are *Braveheart*, *Danton* (French movie about the French revolution) and *Land and Freedom* (about the Spanish civil war). Also, *The Lie* and *20,000 Leagues Under the Sea*.

Personal theme song: *Sympathy for the Devil* by the Rolling Stones has inspired me and *Sun City*, which was a charity song by a bunch of bands. It's about struggle for freedom and change.

With what celebrity do you identify most? Abby Hoffman because we have a few things in common, except he's dead. He had a passion for things and helping people. He traveled

around the world and helped people no matter who they were.

What color would you repaint the IC building? Red, because it's my favorite color.

If you could go anywhere in the world, where would you go? I'd love to go to a lot of places, but especially Amsterdam. It looks interesting and fun.

What is your favorite breakfast food?

Usually I have an Eggo waffle because it's really quick.

What is your most prized possession? Not one thing, but a collection of specific things. I have several scrapbooks of people and events in my life. Also my family movies.

What has been your favorite class? I really like my Humanities 100 class and my Art History class. I've had a few good ones here.



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'academic center' from page 17

ferent from the room they are currently in, IC 3084.

Sharon Swiglo, supervisor and tutor at the Math Assistance Center, believes that their current location has been adequate in serving the student's needs.

"My only goal is that we can continue to serve our students' and meet their needs as they improve their math skills," Swiglo said.

Swiglo believes the Math Assistance Center has already been successful in tutoring students in math and presenting them with tools, such as computer software and videos, for them to utilize in improving their math schools. Therefore, Swiglo doesn't necessarily see how they could possibly improve their service.

The Math Assistance Center opened in April of 1992 and was started by the math faculty, as they felt students should have access to an instructor when their instructor was not available.

Both full-time and part-time faculty works in the Math Assistance Center, but they work at different times and are not in there the entire day. Therefore, there was a need for a math tutor and supervisor. Swiglo has held the position since that time. She is available for tutoring and advising.

The area serves over 2,000 individuals each year. Two instructors are always available during the times the center is open and at busy times, three instructors may be available. If students require a specific time, they are encouraged to make an appointment.

Swiglo would prefer that the center not be entirely appointment-based, as most students are walk-ins. Students are able to have a 15-minute session with an instructor. If no one is waiting, they may continue for longer. If there is a wait, however, the student may put their name back on the list and practice what they have learned while they wait. A student may be in the center from 9 a.m. to 11 a.m. and see an instructor five times for five minutes if it is an easy question, or 15 minutes if it is more difficult.

"We really hope to maintain our flexibility so students can continue to get help on a walk-in basis," Swiglo said.

"Many students feel comfortable

'scholarships' from page 17

201 at the college.

"I wanted to visit a country where I could learn Spanish, but I wasn't very interested in going to Spain," Kubis said.

She decided to study abroad after her family hosted an exchange student from Japan. Kubis thought it would be a good experience to be immersed in another culture.

Kubis has always wanted to live in another country and believes that visiting another country enables one to meet new people, as well as be thankful for what one has.

Kubis will attend school five days each week in an intensive language program.

"I think that going to another country will open me up to another culture and immerse me in it. I hope to make new friends," Kubis said.

She decided on Costa Rica instead of Spain because she liked the idea of a tropical location. Kubis hopes to give a part of herself to the country and take a little part of the country with her.

■ Jeff Joorfetz

Jeff Joorfetz, 20, of Villa Park will be studying with the Crime and Punishment Program in England. He is a Criminal Justice major and will visit England for three weeks to study their system. The trip will complete his criminal justice associates degree.

"I'm interested in study the system there because they have a substantially lower crime rate and I want to see how they run things," Joorfetz said.

Interesting to Joorfetz is the fact that the police officers do not carry guns and he would like to see how they handle situations.

Joorfetz will stay in a dorm room at a college in England. He is anxious to go, as he has always been interested in British culture.

"The reason we visit England is primarily because our system is based on theirs," Joorfetz said.

■ Shaun Stellman

Shaun Stellman, 22, is able to study this summer in Costa Rica because of the scholarship he received.

"I would not be going if I didn't receive the scholarship. I'm working two jobs to make the rest of the money," Stellman said.

Stellman believes the trip will be a great learning experience and that the only way to fully learn a language is to experience a country that speaks it. He is eager to immerse himself into the culture and language.

Stellman has been studying Spanish at the college and became interested when his teacher offered the program to his class. He was interested in traveling as well as further study of Spanish.

"I hope to gain better fluency in Spanish, life experience, have a little fun and experience a different culture," Stellman said.

For more information:

For more information on these scholarships and study abroad, stop by the International Education Office in IC 2084 or call (630) 942-3078.

Peer Tutoring



We're moving upstairs.

The College of DuPage Tutoring Center is moving this summer to new facilities to serve students even better. The new location will be on the third floor of the Berg Instructional Center, Room 3040.

Visit us in the new Academic Support Center, where many student services will be available.

For more information on the Tutoring Center, call 942-3686.

 College of DuPage

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■Free HIV Testing Available

Free HIV testing is available on campus every Monday. Testing is anonymous and confidential. Results are available in two weeks. An appointment is necessary. For more information call (630) 942-2154 or stop by IC 2001.

■Peer Leaders

Peer Leaders are specially selected, well trained and highly motivated College of DuPage students, of all ages, providing outreach and assistance to new students. Training for Peer Leaders takes place in a three credit hour course, Education 198: Leadership Skills for Peer Leaders. For more information one can go to IC 2010 to pick up an application packet or e-mail Ann Amico Moran at AmicoA@cdnet.cod.edu.

■Garden Walk

The Ornamental Horticulture students invite you to the fifth annual

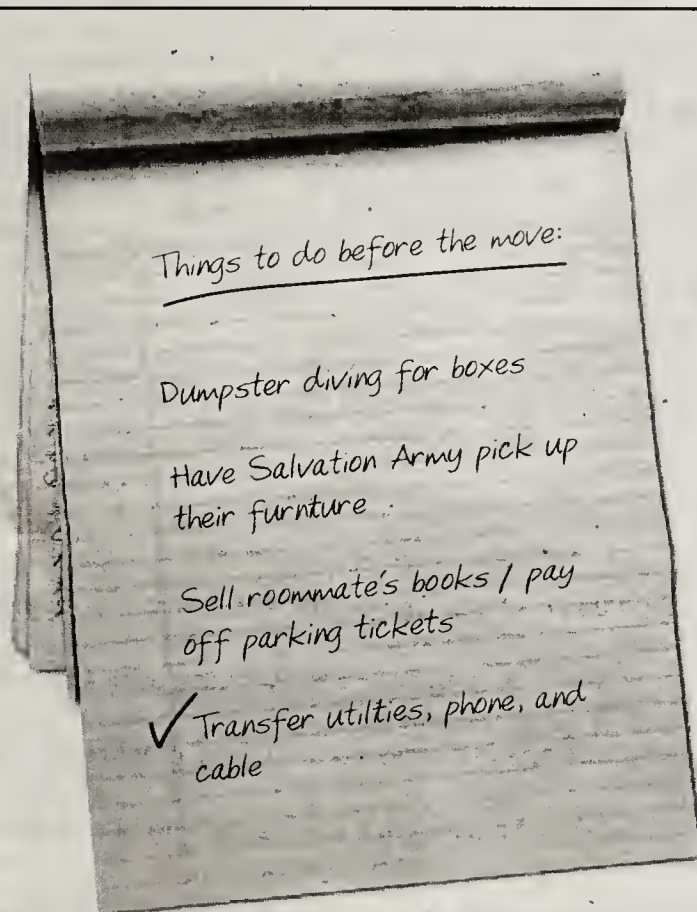
Garden Walk in the West Chicago area. The event will take place from 11:00 a.m. to 4:00 p.m. Donations of \$10 is requested for admittance and proceeds will benefit a local horticulture therapy center. Tickets will be available starting May 22 and may be purchased at the Student Plant Shop in building K, Room 101 and also at the sites of the Garden Walk. Call (630) 942-3806.

■Outstanding Graduates

The Outstanding graduates of this year have been announced as Anita Pyles and Brian Prusko.

■Commencement

The Graduation Ceremony will on June 10. Doors open at 7 p.m and the ceremony will begin at 7:30 p.m. Graduates are asked to be present at 6:00 p.m. for rehearsal. A reception will follow in the courtyard. Caps and gowns may now be purchased in the bookstore for \$17.00.



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On Screen



DINOSAUR

starring the voices of: D. B. Sweeney, Alfre Woodard, Julianna Margulies, Samuel E. Wright, Ossie Davis and Joan Plowright.

Since the re-opening of the Walt Disney studios in 1989 with the release of *The Little Mermaid*, Disney has managed to produce visually stunning instant box-office hits every year. This year's highly anticipated release, *Dinosaur*, proves to be no exception.

With the release of a preview last fall, audiences got a taste of what was in store for them this summer.

Unlike previous computer generated films, like *A Bug's Life* and *Toy Story*, *Dinosaur* offers us a look into the most realistic vision of the prehistoric era ever produced, with the obvious exceptions that dinosaurs didn't talk or live among lemurs.

But no wonder it was so realistic. Bringing *Dinosaur* to the screen required 3.2 million processing hours, and the finished film occupied 45 terabytes of space (the equivalent of 70,000 CD-ROM's worth of information with 100 million individual files).

There was enough code written by the *Dinosaur* software group in order to animate the character, that it would fill approximately 11,700 pages of text, or a 25-volume set of encyclopedias (each volume being 468 pages long).

It took a team of 48 animators to bring the dinosaurs to life.

An iguanodon, Aladar, voiced by D.B. Sweeney (*The Cutting Edge*, *Fire in the Sky*), is accidentally transported to an island of lemurs after a menacing Carnotaur reeks havoc upon his herd. The lemurs grow to accept their visitor and rear him as one of their own. This proves to be a flaw in the film because it is nothing fresh in terms of story telling. Too much of a parallel can be drawn between this and the raising of Tarzan by the apes.

Yes, it is a classic theme, but for a movie that has spent twelve years in the making, it wouldn't have hurt the writers to do some "outside of the box" thinking.

After Earth is struck by a meteor shower, destroying nearly all life, the few remaining dinosaur herds are forced to come together and migrate across the barren landscape in search of food. The herd is led by the power hungry, stubborn Kron (voiced by Samuel E. Wright, who was Sebastian the crab in *The Little Mermaid*). He, however, does not serve as the main villain. That role is fulfilled by two Carnotaurs who relentlessly pursue the herd. Our hero, Aladar, is forced to stand up against these three antagonists in the hopes of helping his fellow brethren safely to a new lush utopia. Without spoiling too much of the plot for those of you who haven't made it out to stand in the mile long lines at AMC 30, I will just leave it at that.

If by chance a lack of interest in dinosaurs or Disney pictures does not compel you to run out and see this movie, however, go solely for the special effects.

The animation, attention paid to detail, and the environmental interaction is worth the ticket price alone. The texturing on these creatures, whether it be thousands of hairs on a lemur or the scaly hide of a dinosaur, screams for an academy award. The creatures were created via computer and models then seamlessly placed upon background palettes consisting of scenery shot from around the globe.

But despite all the incredible visuals, you may leave the theater feeling a little unsatisfied. *Dinosaur* is portrayed in a very realistic sense. Everything in it obeys the physical world. Do not expect to see the beasts flying through the air doing aerial stunts like Tarzan.

The action, although very intense at times, is not what you'd see in Disney's traditional drawn and painted films. This is also one of those rare cases

see 'Dino' page 22

Australia, Indonesia and beyond

■ Photographer returns to shore with new found Indo-Pacific exhibit

By Miranda Lesser
Arts & Entertainment Editor

Fred Drury is not the average student. He's 60-years-young, and he's retired.

He doesn't have an average hobby either.

His hobby is scuba-diving and taking photos, which bring him, and his latest exhibit, to the library until June 16.

Drury's first exhibit was in January in the student art gallery, which has since been closed due to construction. It was an exhibit of nature and harmony, which he called "symbiosis."

His new exhibit, "Diversity. Above and Below," takes a look at things both under the water and things above.

"I think the exhibits let me learn about what's involved in putting shows together," Drury said. "With this second show I'm able to correct and improve over the first once."

Improve, highly unlikely, more that he wanted an excuse to run off to another part of the world and go diving in pacific warm water!

Drury's photographs in this show took him all over the Indo-Pacific, to some of his favorite places in the world. He dove off the coasts of Australia, Indonesia, Papua New Guinea and Fiji - staying on land to shoot the locals and some of the local attractions.

"What I loved so much was the people's friendliness and willingness to accept strangers," Drury said. "The Fijians are the friendliest people on the face of the planet. They seem to say 'come visit us, we'll treat you as friends.'"

Drury's favorite photo is *Market Bound*, featured below, a Papua New Guinea woman on her way to market. Drury was



Above: Fred Drury and his two prized photographs from Fiji and Papua New Guinea. Below: Images from all over the Indo-Pacific.

Photos by Adomas Tautkus.

caught by the strong colors (blues, reds, greens and yellows), in her billum, the cloth bag hanging around her head and neck.

His close-second favorite picture is *Rugby Boy*, (above) a young Fijian boy in the city Gow, sitting in his rugby shirt.

"The guy with the rugby shirt just caught my eye," Drury said. "Fijians are so into their sports, it was fascinating."

Some of the photos in this exhibit date back to 1994, the most recent was shot in April 1999.

After shooting the people and marine life in Papua New Guinea and Fiji, Drury moved on to Australia where he took photos of everything from the opera house to aboriginal cave drawings.

Indonesia and its statues, tribal dance and fish, spoke to Drury and his ever-present camera last, but by far means least. Drury would happily live in the Indo-Pacific forever if he could only get away with it.

For now, however, he's been "grounded" so to speak, after being asked by the photography department to teach a course in underwater photography starting winter 2000.

Plans for another exhibit are also in the works, but this time he thinks he'll stick to being a land animal, and take photos mostly in national parks and do a lot of land-shooting in North America.

"I haven't really got a theme yet," Drury said. "I'm going back to Indonesia and Fiji in December and intend to continue my interest in printmaking, both traditional and otherwise."

Prints from Drury's exhibit are for sale both framed and unframed.

Call 630-665-6598 for details.



Up & Coming

FALL 2000 - SNEAK PEAK, On Tour and Resident Professional Ensemble Highlights.

- Jeremy Denk, piano. Oct. 6.
- Marcel Marceau, Oct. 8.
- Seventy Scenes of Halloween, Oct. 13 to Nov. 11. (Buffalo Theatre Ensemble).

- Les Tambours du Bronx, Oct. 27, in their 1st U.S. tour. They're Europe's No. 1 metal-drumming group.
- Loudon Wainwright III, Nov. 18, grammy-nominated, appeared on M*A*S*H*, and appeared in the recent film *28 Days* with Sandra Bullock.

Tickets go on sale 8/01/00. Subscribers (4 shows per time) on sale 6/6/00. 630-942-4000.

From left: Alex Gorfinkel, Jason Wood, Kevin Bartlett, Brian Melehan. Together they are *Blatant Disregard*.

Photo by Adomas Tautkus



Band proves 'blatantly' cool

By Miranda Lesser
Arts & Entertainment Editor

The ninth annual Band Jam last week brought a multitude of bands out of the woodwork to battle it out for the title of first and second place.

And as always in competition, there are those people who win, and those who do not.

Blatant Disregard is one of those bands that did not take first or second place, but put on a tremen-

dous show regardless. They were, in fact, asked by Student Activities to come back and play outside the next Tuesday at lunchtime.

And play they did. Except that the event was re-schedule inside because of bad weather.

Nonetheless, their jazzy, funky music was awesome.

Blatant Disregard has been together for about two years. The members, Kevin Bartlett, Alex Gorfinkel, Nate Williams, Brian Melehan and Jason Wood, met

through a combination of neighborhoods, school and via parties.

Now, they play at open mic's together in the area as much as they can, and as Gorfinkel would say, "Only fate can tell about our future."

Blatant Disregard's music is influenced by hip hop, "jam bands," and bands like Medeski, Martin and Wood. Few of their almost all original songs have words, but they don't really need them. Their music has a life of its own.

\$1 Video

The COD Library has a large selection of feature films, available for three-day, \$1 rental, including Academy Award-winners, DVD's, foreign films and family movies.



The 13th Warrior

starring: Antonio Banderas, Diane Venora, Omar Sharif, Kristen Cloke.

Antonio Banderas stars in this action adventure set in northern Europe during the Middle Ages. He is an Arabian poet drawn into a band of twelve North Men by a seer to aid a distant village.

The first part of the film is about Ahmed (Banderas) assimilating himself with his new found companions. And boy, I wish I could pick up a new language as quickly as he did!

When the band of warriors, and the Arab, arrive at the village, they find it a mess. Most of the men are dead. The women and children are in bad shape. Bullwye (Vladimir Kulich) - leader of the "thirteen warriors" - speaks to the King of the village and learns that mysterious creatures are constantly attacking the village.

This is where the action begins. After defending the peasants during the first night, the warriors mobilize the villagers. They begin

see 'warrior' page 22

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'warrior' from page 21

building defenses and preparing to fight. When night falls, you guessed it, the mysterious attackers return. After this battle, the thirteen warriors (well, they don't exactly total thirteen anymore) realize they cannot survive many more attacks. They visit an old woman who gives them advice on how to defeat their attackers. She tells them they must find and kill the leader and the mother figure of their enemy.

Ahmed, Bullwye, and company set out to find the lair of their attackers, finding it and slipping in silently. The warriors make their way through the cave and travel lower and lower until they find the mother. After defeating the mother, one last battle takes place where the warriors complete their victory.

The battle scenes were good, not overly bloody, but realistic. Antonio Banderas does a good job playing the part of the confused, reluctant hero.

The plot is simple, and the one attempt at a subplot is left unresolved. There is never a dull moment, well, unless you didn't want to see an action movie in the first place.

- Bob Gifford

'Dino' from page 20

where the movie does not act as a musical too. This may cut down on the liveliness of the film, but seeing these magnificent beasts prance around would have looked all together too weird.

These few flaws, however, add up to virtually nothing. *Dinosaur* will still go down in history as a cinematic ground breaking achievement. It is truly one of those films that will entrance audiences for generations and throw them into a whole new sense of awe. I strongly urge you to experience *Dinosaur* on the big screen. It is the only way you'll gain a full appreciation for it.

- Matt Mance



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Showcase



Meet Barbara Hunt. She's a 58-years-young Glen Ellyn resident who is at COD illustrating a series of children's books she's written.

Why do you want to illustrate your own book?

Because I love it. I came here in 1997 when I was downsized and took a course in office suite, thinking I would be going back to work straight away.

I took a class on book writing and I wrote a children's book and my instructor said I should turn it into 5 books because it was too long. I then decided they needed illustrating and so that's what I'm doing.

How long have you spent illustrating the book?

Three years. I started illustrating it when I was almost finished writing it. There's 48 illustrations, 60-odd star maps and star charts and 38 constellation figures.

How do you do your illustrations?

All straight onto the computer in Photoshop and then I color them.

What's your favorite candy bar?

It's a nutty thing with caramel. Let's just say a Baby Ruth.

What are your plans for the future?

I think I might have to go back to work after I finish the books!

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Bill Ahmann and Rachel Farmer rest at the new student lounge. Well, they are actually pretending, I asked them to lay there, but still it's not a bad spot to rest.

Who is sleeping in my favorite spot?!

By Adomas Tautkus Photography Editor



The sign in the background says: "Please, no unauthorized recreational use." But the goose just doesn't care, and is about to jump into the pond.



The lawn outside the SRC building is one better spots during a nice sunny day, except sometimes your ass gets wet from the moisture on the grass. As you can see in the picture above, students just couldn't lay still on the wet grass.

Softball wins Nationals

By Ryan Coughlin
Sports Editor

They wouldn't have it any other way. For the second time in three years, the College of DuPage women's softball team have won the National championship.

"Last year we didn't play well," Coach of the year Deb DiMatteo said. "We came back and played with vengeance."

The Chaparrals defeated Rock Valley in the first game 14-4.

"The first game we were losing in the sixth 4-3, they were nervous," DiMatteo said.

After the sixth inning, the Chaparrals rallied 10 runs and felt the excitement.

"There was no way they were going to allow themselves to lose," DiMatteo said.

Gina Blackwell, one of the members of the Division III All Region Team, was 3 for 4 and tied the game with an RBI double. Lisa Morton pitched 4 3/4 innings while MVP of the tournament Chrissy Vena pitched the save.

The Chaparrals defeated their next victim, Brookdale College from New Jersey, 8-2. Chrissy Vena struck out 9 and only gave up 4 hits.

During the third game Vena struck out 7 and gave up only 3 hits for a 8-0 shut out.

The final game during the Nationals, the Chaparrals played Brookdale College again, this time defeating them 13-3.

Lisa Morton, Wendy Rochon, Kathy Rup and Chrissy Vena, who was 3-0 and had one save, were part of the Division III All Tournament Team.

Gina Blackwell, Jen Kohn, Lisa Morton and Wendy Rochon were part of the Division III All Region Team.

The weekend ended with DiMatteo awarded the coach of the year and the Chaparrals honored with the National Championship.



Sliding into home for the victory against Delta College. After defeating Delta College of Michigan, the Chaparrals found it very easy to bring home the championship.

Men's tennis play best at Nationals

By Ryan Coughlin
Sports Editor

Teamwork. Commitment. Those are the keys to victory, according to men's tennis Head Coach Dave Webster.

Even though the tennis team did not place in the top three at the Nationals, Webster is still proud of the way his team showed commitment.

"I was very pleased," Webster said. "Everyone competed and conducted themselves well."

Chris Brenholtz, Van Vo and Jordan Walker all won the back draw at the Nationals.

"The back draw is when a player continues to play for his team and earn points," Webster said.

According to Webster, the points Brenholtz, Vo and Walker earned for the team helped move them ahead of the other teams.

One of the teams the Chaparrals could not get past was Rock Valley. Rock Valley had been an obstacle for the team all season, beating them 0-9 in the regular season.

"When we lost to Rock Valley 0-9 in the regular season, that was a sign for improvement," Webster said.

Van Vo and Jordan Walker defeated Rock Valley College in a doubles

match. "They won two exciting sets in the finals over Rock Valley," Webster said.

Both Vo and Walker lost to Rock Valley twice in the doubles event earlier in the season. After defeating Rock Valley in the doubles event, they were the Nationals doubles champions.

"Jordan played doubles with two different people after losing Felipe earlier in the season," Webster said.

After Felipe went on the injury list, Jordan teamed up with Van Vo and wanted nothing more than to win.

"Jordan hates to lose," Webster said. "He encouraged Van and they worked together to win."

According to Webster, in a doubles match the players have to stay positive with one another.

"Jordan and Van did just that," Webster said. "In the end, Jordan set up the plays and Van put the balls away."

Rock Valley came up on top in the Nationals taking home the championship. Monroe Community College was second followed by Brookdale College who was third.

"The competition in Division three was much better," Webster said.

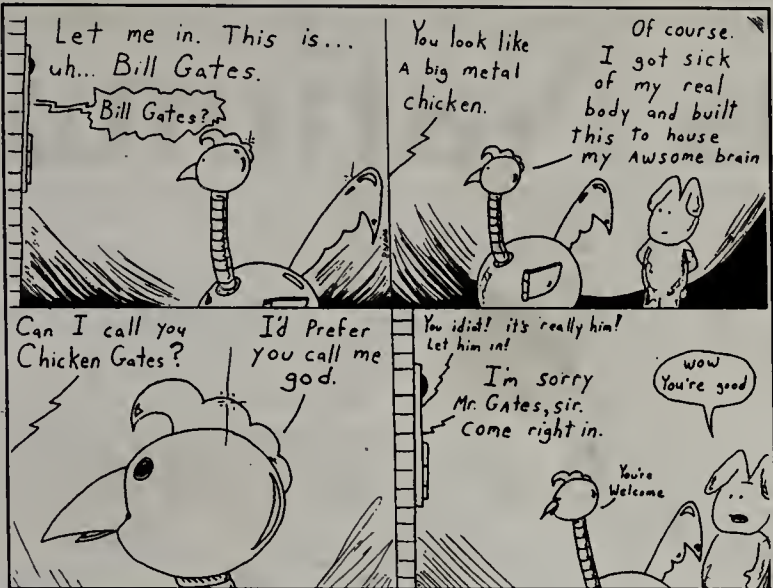
"Our players performed real well I thought."

Men's Track Nationals Results

| Name | Event | Place |
|-----------------|---------------------------|------------------------------------|
| Joe Cristina | 4X100 meter relay | first |
| Paul Crumrine | 4X800 meter relay | second |
| | 4X400 meter relay | fourth |
| Josh Cuttione | pole vault | first and National record 16'-3/4" |
| Shane Gilepsie | 4X800 relay | second |
| | 1500 meter | second |
| | 5000 meter | sixth |
| Brian Lasky | 110 meter hurdles | third |
| | 400 meter hurdles | fifth |
| | 4X400 meter relay | fourth |
| Kevin Morrow | 200 meter | sixth |
| | 400 meter | second |
| | 4X100 meter relay | second |
| Gabe Rivera | 4X100 meter relay | second |
| | long jump | sixth |
| | 100 meter | sixth |
| Jon Pebelske | 4X800 meter relay | second |
| | 4X400 meter relay | fourth |
| | 800 meter | fourth |
| Chris Racay | 3,000 meter steeple chase | seventh |
| John Rihm | 4X800 meter relay | second |
| Mike Silsby | shot put | sixth |
| | hammer throw | sixth |
| | discus | eighth |
| Bob Thurnhoffer | triple jump | sixth |

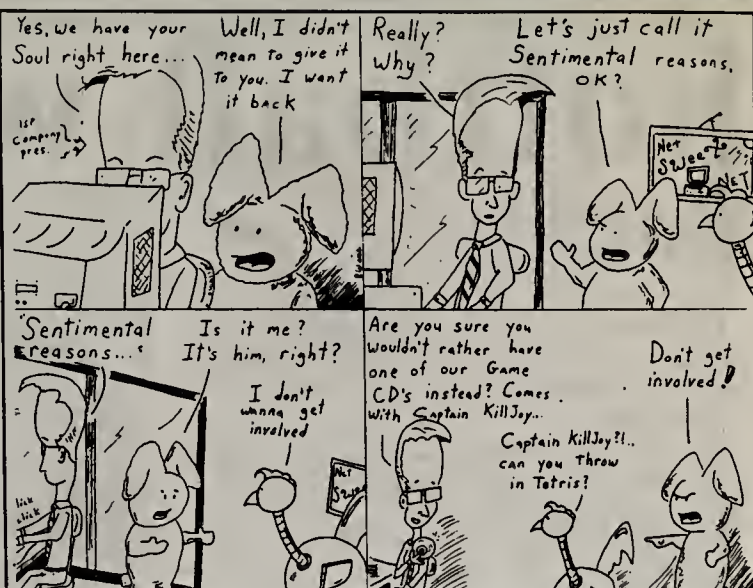
From the Labs

By Bryan Weiss



From the Labs

By Bryan Weiss



Salome's Stars

ARIES (March 21 to April 19) There's a tendency for you lovely Rams to be too sheepish or too rambunctious this week. Avoid extremes in decision-making. Look for the happy medium.

TAURUS (April 20 to May 20) Investment opportunities brighten the week for the business-wise Bull. Your personal life also glows as you make new friends and strengthen old ties.

GEMINI (May 21 to June 20) Be careful not to let your sometimes fickle self override an important decision. Abide by what you decide, or risk losing an important business contact.

CANCER (June 21 to July 22) Make an effort to temper your occasionally overwrought penchant to be judgmental. Try to be more tolerant of others' ideas even if you don't agree with them.

LEO (July 23 to August 22) A panorama of choices opens up. But not everything is what it seems to be. Be careful what you choose. Don't mistake fool's gold for the real thing.

VIRGO (August 23 to September 22) You are right to question a seemingly too-good-to-be-true offer, even if friends advise you to take it. It always pays to investigate before you invest.

LIBRA (September 23 to October 22) This difficult domestic period is already taking a turn for the better. Hang in there and continue to rely on good friends for their loving support.

SCORPIO (October 23 to November 21) Go with the flow as your creative juices start running. Those ideas you believed in will finally get the attention you always knew they deserved.

SAGITTARIUS (November 22 to December 21) A business deal includes a chance to travel overseas. Other offers provide other opportunities. Check them all out before making your choice.

CAPRICORN (December 22 to January 19) You can be capricious as well as contemplative. Both traits will be put to the test as you face an unexpected development in your personal life.

AQUARIUS (January 20 to February 18) Dwelling on the past is as futile as living in it. You need to assess what you learned from that stunning revelation and move on with your life.

PISCES (February 19 to March 20) A disappointment can teach a valuable life-enhancing lesson. Instead of closing down to lick your wounds, open yourself up to the positive possibilities.



Puzzles

MAGIC MAZE

MONTY PYTHON

B N K I F D A X V T Q O M J H
F C A C Y Y W S U R P N L J H
F D E L D I E S B Z X V T L J
M R Q E O I M U K I H F D I O
B A M V R S N C Z H Y W V A N
T O I E R I E R S Q O N L R E
C K S L L S I I H F S O N G S
D V C A L T T C V A Z X W Y E
T V P N A I R B F O E F I L E
U S R D R K G Q O N M M K O L
J I H B F S E D N A M P A H C

Find the listed words in the diagram. They run in all directions - forward, backward, up, down and diagonally.

British
Chapman
Cleese
Cleveland

Comedy
Gilliam
Holy Grail
Idle

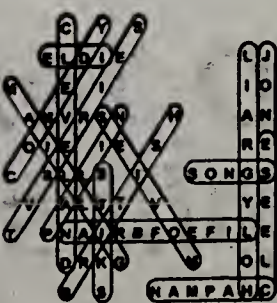
Jones
Life of Brian
Movies
Palin

Skits
Songs
TV series

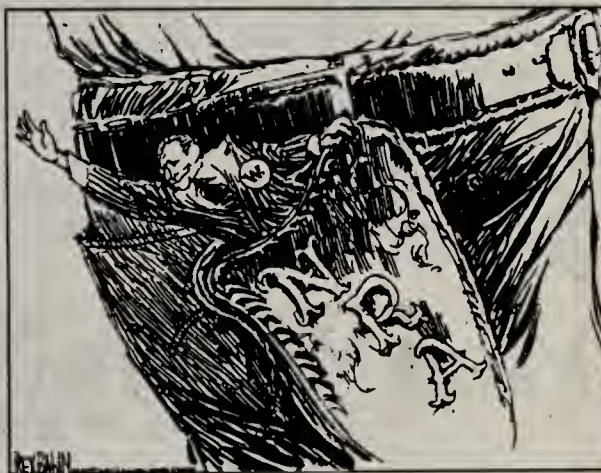
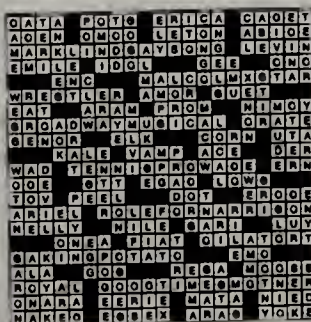
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Puzzle answers:
(Don't cheat)

MONTY PYTHON



Answer to Super Crossword

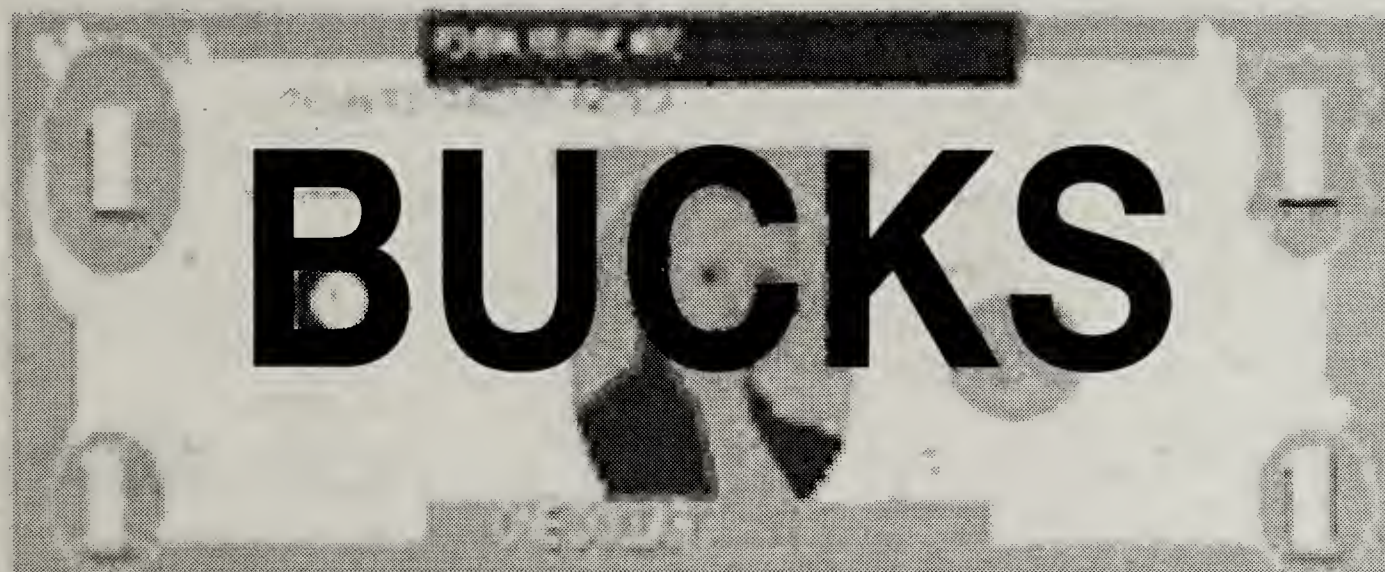


Super Crossword

- | | |
|------------------|----------------|
| ACROSS | DOWN |
| 1. Brent | 1. Joan |
| 2. Spinner role | 2. Sutherland |
| 3. Greenhouse | 3. land's life |
| 4. Items | 4. Host |
| 5. Novellet | 5. Author |
| 6. Future | 6. 3 Acres |
| 7. Officer | 7. Austin |
| 8. Midwestern | 8. Long points |
| 9. Gulf | 9. Taro |
| 10. Types | 10. 64 Murray |
| 11. Reveal | 11. Night |
| 12. Put up | 12. 80 film |
| 13. Arizona | 13. 80 film |
| 14. The Boys | 14. 80 film |
| 15. From Brazil | 15. 80 film |
| 16. Author | 16. 80 film |
| 17. Zola or | 17. 80 film |
| 18. Durham | 18. 80 film |
| 19. Elvia, for | 19. 80 film |
| 20. Instance | 20. 80 film |
| 21. Holy cow! | 21. 80 film |
| 22. Lennon's | 22. 80 film |
| 23. Lady | 23. 80 film |
| 24. SASE, a.g. | 24. 80 film |
| 25. WASHINGTON | 25. 80 film |
| 26. He engages | 26. 80 film |
| 27. In brute | 27. 80 film |
| 28. Force | 28. 80 film |
| 29. Porgi | 29. 80 film |
| 30. Mozart | 30. 80 film |
| 31. Tallow | 31. 80 film |
| 32. 104 | 32. 80 film |
| 33. Demolish | 33. 80 film |
| 34. Composer | 34. 80 film |
| 35. Khachaturian | 35. 80 film |
| 36. Night | 36. 80 film |
| 37. 80 film | 37. 80 film |
| 38. Draft | 38. 80 film |
| 39. Status | 39. 80 film |
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Beck's

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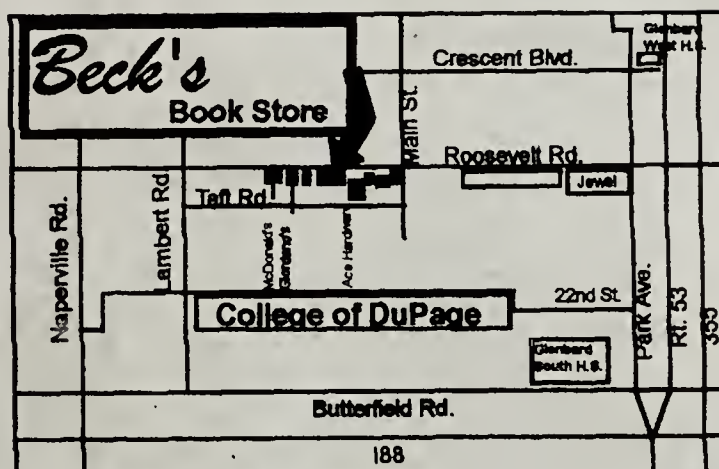


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Hours: M-Th, 9-6, Fri. 9-5, Sat. 9-2



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Between Lambert and Main Sts.

New and USED Textbooks & Supplies

CHILDCARE

Carol Stream family looking for Caregiver to supervise 12 & 7 yr old 3 days per week during summer vacation. 12 yr old is in second year of Stroke recovery, (fully communicative & ambulatory). Great oppor. for Therapy or other health Related occupation major to observe and interact with 12 yr old. Must have reliable transportation, Compensation is negotiable. Contact Tom or Julia at 630-213-2026.

Childcare needed in my Wheaton home for twin boys, age 4 months, Mon., Tues., Wed. afternoons from 12:30-5:30. \$10 per hr, position begins June 19. Ref. reqd. Call Kathy at 630-665-4486 to set up interview.

PT daycare provider needed 1-2 days per week during summer months. Care is needed for my 2 child. ages 6 (son) & 4 (daughter) in my **Glen Ellyn** home. Hours 7:30-5pm; \$50/day. Call 630-469-7136.

Wanted Female with own transp. to work w/bright 5 yr old girl with special needs. Students of occupational therapy, speech pathology, welcome....Call 630-986-9729 after 7 pm or page 312-433-2809.

Someone to provide childcare in our new Naperville home near 75th & Wehrli. We have 2 boys, ages 5 & 6 1/2. We are looking for FT days in the summer and PT days in the fall. Either is negotiable. Desired start date is June 5th. Pls call Rita at 630-224-8816 or 630-428-3547.

Babysitter wanted to watch 2 small child. in **Elmhurst**. 45 hrs/wk. Seeking loving, high-energy, NS, to start in June. Exper., ref., & car reqd. Call 630-941-0644 with salary reqmts. & to sched. an immed. interview.

Babysitter needed for Tues. & Thurs. 6:30am - 2:45pm in our home in **Westmont**. Call Lori at 630-769-0084.

We are looking for a loving & resp. childcare provider to work in our northwest **Naperville** home. We have a boy 9 yrs. old & a girl 7 yrs old. Mid-June thru late-Aug. M-F, 7:30am-5pm. Own transp. reqd. NS. Call 630-305-8711.

Babysitter for 3 children ages 6, 3 & 2 in my Willowbrook home. Must have car & be willing to work flex. hrs. \$400/wk. M-F. Contact Erin at 630-325-3412.

CHILDCARE

Looking for exper. childcare prov. for the Summer/FT hrs. in our **W. Chgo** home. Enjoy lots of great summer activ. w/our 2 boys, 5 & 8 yrs. old. Own auto. reqd. Ref. a plus! Contact Ken or April at 630-876-6785.

FOR SALE

1997 Jeep Cherokee Sport. 4D, 4 wheel drive, large wheels, AC, radio-cassette, roof rack, clean, in top shape. 19,000 miles only. \$16,500. 630-969-4653.

1987 Olds Cutlass. Excel. runner. 125,000 miles. No AC. Recently passed Environment Test. Spent \$700 for tune-up. New tires. Asking \$1,400 obo. Call 630-682-3007.

Treadmill. Like new Sears "Lifestyle". Must sell. \$250 obo. Call 630-682-3007.

HELP WANTED

ARENA SPORTS GRILL: Huge sports bar & rest. now hiring the following day/night, full/part-time positions: Waitresses, Waiters, Bartenders, Hosts/Hostesses and Security. 630 W. Lake St., Elmhurst. Phone: 630-832-3742.

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Courier Editors needed for 2000-01 year. Call 630-942-2683.

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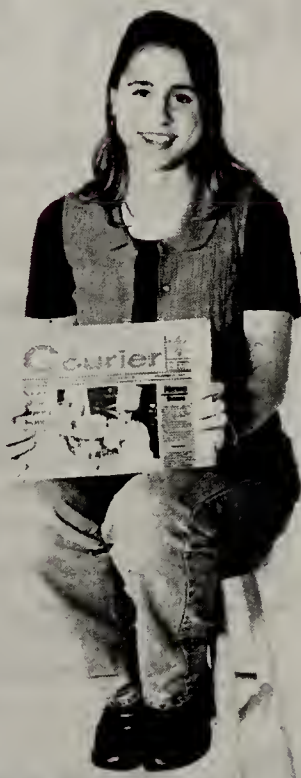
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