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# The Innovator

Governors State University Student Newspaper

Volume 22, No. 40

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GSUA 580-11

October 12, 1995

## The Mexican Folkloric Dance Company Of Chicago

By Frances Bradley  
(Photos by Frances Bradley)

The Mexican folkloric Dance Company of Chicago performed Friday in Sherman Recital Hall to a near capacity crowd. The auditorium rang with the delightful sounds of Mexican folk music. The dance troupe performed dance indigenous to Mexico, the origins of which are quite diverse, while the combination is uniquely Mexican. The performance was superbly executed, with many costume changes. The audience clapped, cheered and even rose for a standing ovation as the troop appeared together on stage at the intermission. This was a most exciting presentation. If you missed it, you missed out on a lot of good old-fashioned fun.

The Mexican Folkloric Dance Company of Chicago is dedicated to preserving and showcasing the music and dance which is uniquely Mexican. The costuming shows the influences of Spanish colonialism, the French intervention and other European and eastern cultures, as well as the influence of the western United States, and a touch of the Caribbean. This blending of music and dance culture is "just Mexican and unique," a rich mixture of color, cultures, sound and movement.

The company has performed for President Reagan's 1985 visit to Chicago Heights, before President Clinton at the World cup in Chicago, and during the Bulls half-time activities.

The audience, during intermission, was treated to a taste of Mexico with a light fare including taco chips and mini burritos and a delicious treat, cornbread baked with jalapeno peppers. Until you've tried it, you don't know what you're missing.

This outstanding performance was the culmination of the Hispanic History Month events presented here at GSU by the Student Life division of Student Affairs. Other events included a lecture by Dr. Samuel Betances and a performance by the Sonas de Mexico. These and other events are sponsored by the Special Events Advisory Committee and are the end product of hard work and dedication by the SLS staff. Others involved in making the Hispanic month a success were the Student Senate and the Multicultural

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Young Spanish dancers twirl for the audience.

## New V.P. Lectures On Success

By Amy Liang

(Photos by Amy Liang)

September 26, 7 p.m., was the welcoming presentation of the president of the Association of Latino American Students Tony Renteria, and accompanied by Dr. Venicio Reyes, Professor of Bilingual and Bicultural education in the College of Education Division. Dr. Antonio Rigual, GSU's new vice president of development appeared at the meeting in Engbretson Hall welcoming him to campus. After receiving a sweatshirt as a gift from Mr. Renteria with ALAS printed on the front, Dr. Antonio presents his view on Hispanics in Higher Education.

Dr. Antonio comes from Our Lady of the Lake University. He was Vice President for Institutional Advancement at the university and Vice president for University Relations. He helped guide student recruitment and charitable giving programs and developed two weekend college programs for non-traditional students at the university. Nationally, Dr. Antonio helped establish the Hispanic Association of Colleges and Universities and organized its governing board and operations from its inception in 1986 through 1991.

In this presentation which is one of the programs of Hispanic Heritage Month coordinated by Student Life and recommended by the Events of Committee of GSU, Dr. Antonio Rigual mainly talks about the history of constitution of Hispanics, the way of Hispanic students got into higher education and what they accomplished in higher education. In his speech, Dr. Antonio describes the present and the future situation of Hispanics in higher

Continued on page 6.



Vice President of Development Dr. Rigual addresses GSU student body.

## G.S.U.'s Reaction To The Simpson Verdict

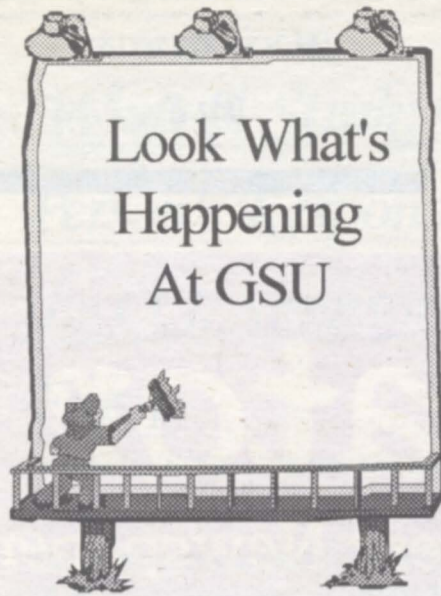
By John P. DeYoung

It has been called the trial of the century. It was the most talked about court room drama ever seen on television. Nine months of testimony, jurors being replaced, and the question of controversy surrounded the case from the very beginning. The days were endless for the prosecuting attorneys and the defense, but as of Tuesday, October 3, 1995, it all came to a climax. The trial of O.J. Simpson was finally over. At 12:06 p.m., the jury found the former football star not guilty of all counts of the murder of his ex-wife, Nicole Brown Simpson and friend, Ronald Goldman.

As the verdict was read, various reactions were expressed inside the courtroom. Kim Goldman, Ronald's sister, began to collapse and cry as her father, Fred Goldman, held her close to console his daughter. Johnnie Cochran, Simpson's lawyer, patted the football legend's back as the "not guilty" verdict was announced while at the prosecuting attorney's table, Marcia Clark and Christopher Darden sat with stunned expressions on their faces. Not only were reactions expressed in the courtroom, people all over the country watched as the 12 jury members acquitted the former superstar accused of murder. A recent statistic showed that 80 percent of Americans watched the Simpson verdict, and Governors State University was no exception.

The monitors around the campus which nor-

Continued on page 6.



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*Students To Be COUNSELED  
By Love*

LaChrisa Love has received an Illinois Addiction Training Center scholarship for fall trimester work at Governors State University.

Love is pursuing a master's degree in addiction studies at GSU. Love of Dolton is employed by the U.S. Department of Housing and Urban Development. She is preparing to change career paths so she can "play a crucial part in providing counseling to other youth and adults suffering from substance abuse. Kids are so exposed to drugs. There needs to be someone to catch them before they fall."

For information on the addiction studies program at GSU, or the Illinois Addiction Training Center, call Katie Ball at GSU at (708) 534-4386.

**Communications  
Workshop**

Governors State University presents a two-day workshop October 13 and 14 focusing on the scientific and technical aspects of communication.

The workshop meets from 9 a.m. to 5 p.m. at Moriane Valley Community College.

The workshop will provide a background of the many necessary communication skills needed in a scientific and technical setting. The mastery of specific forms as well as the understanding of research reports and technical proposals will be covered.

Students will be able to develop and critique their own technical communication skills,

and should bring examples of scientific and technical materials to the workshop for editing and improvement.

The tuition for the one credit-hour workshop is \$132 for undergraduates, \$136.50 for graduates. The non-credit fee is \$100. For additional information contact the Office of Conferences and Contract Services at (708) 534-4099.



**Post-Traumatic  
Stress Disorder  
Lecture**

Post-Traumatic Stress Disorder – its diagnosis and treatment – will be outlined by Dr. Donald Meichenbaum, an internationally respected psychologist, at a two-day Governors State University symposium.

Guests are invited to Dr. Meichenbaum's 7 p.m. lecture Oct. 18. There is a \$10 fee. Students and interested parties attending the lecture Oct. 18 and daylong workshop Oct. 19, led by GSU Professor Michael Lewis, can earn one credit-hour from GSU.

Dr. Meichenbaum will address the epidemiology, assessment diagnosis and clinical features of Post-Traumatic Stress Disorder (PTSD) in adolescents and adults.

It is estimated between 40 and 60 percent of the psychiatric population today would be classified as "victimized" whether due to natural or man-made stressors. PTSD will be conceptualized from a constructive narrative perspective, and psychotherapeutic interventions will be viewed as a form of "narrative repair" that helps "victims" become "survivors."

Through this symposium, participants will learn the specific cognitive behavioral interventions of PTSD. They also will explore the role or relationship factors, the length of treatment, educating clients about Post-Traumatic Stress Disorder, the involvement of spouse and family members, group application, pharmacological interventions, client resistance and nonadherence treatment.

Dr. Meichenbaum is one of the founders of Cognitive Behavioral Modification. A professor of psychology at the University of Waterloo in Ontario, Canada, he also is a clinical psychologist in private practice. Dr. Meichenbaum received the prestigious Izaak Killian Fellowship Award administered by the Canadian Council. He has authored numerous books and has served as associate editor of "Cognitive Therapy and Research." He is editor of the Plenum Press series on stress and coping.

This symposium is co-sponsored by Governors State University's Division of Psychology and Counseling, and the Office of Conferences and Contract Services, the YMCA of Metropolitan Chicago-South Suburban District and the Addiction Training Center of Illinois.

The noncredit fee for those attending the lecture and workshop is \$110. Tuition is \$142 for undergraduate and \$146 for graduate credit. Registrations are being accepted by the GSU Office of Conferences and Contract Services at (708) 534-4099.

*Discovering the  
Internet*

Students and teachers can get hands-on experience in using various aspects of the Internet through the "Discovering the Internet" course at Governors State University.

The course meets from 4 p.m. to 8 p.m. Friday, Oct. 6, and from 9 a.m. to 5 p.m. Saturday, Oct. 14.

The course will cover applications in e-mail, Gopher, Listserv and the World Wide Web. Students will identify and develop resources of their own. Students also will learn how they can acquire home or school dial access to the Internet.

The tuition for this one credit-hour course is \$132 for undergraduates and \$136.50 for graduates. The non-credit fee is \$100.

For further information contact the Office of Conferences and Contract Services at (708) 534-4099.

**Political Science  
Professor to  
Study Middle  
East Peace  
Process**

Dr. Larry Levinson will be using his sabbatical leave this year to return to his original field of interest, Middle east politics. As a student of peace issues, the professor plans to initiate an exploratory study of the role of non-governmental organizations in sustaining the Middle East peace process that began with the

signing of the Declaration of Principals by the Israeli and Palestinian authorities. Proposing that only by creating a new infrastructure of interaction (i.e., a new "social grid" and "political space") can the combatants move beyond the current "zero-sum game," Levinson will be studying the move toward greater interdependency between these peoples. His length of stay in the field greatly depends upon his obtaining external funding. So if any of you have any good leads...

This article courtesy of the News Cast Vol. 1 No.2 Fall, 1995

*Children's Self-Esteem Confer-  
ence at GSU*

Children's self-esteem is as important as what they learn at school. How to instill a good attitude and positive approaches will be outlined in a two-day workshop at Governors State University.

"Building Self-Esteem in Grades K-8" will meet from 9 a.m. to 5 p.m. Saturdays, Oct. 21 and 28, on the GSU campus, Stuenkel Road east of Governors Highway in University Park.

The course will cover the importance of self-esteem in the classroom environment and will discuss how self-esteem relates directly to achievement.

Tuition for the one credit-hour course is \$132 for undergraduates and \$136.50 for graduates. The non-credit fee is \$100.

For further information, contact the Office of Conferences and Contract Services at (708) 534-4099.

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# The King's English

## English Spelling

By: Bruce Weaver

Spelling! Ugh!

The greatest consistency in word spelling is its inconsistency. There has never been, in any language, more chaotic spelling conventions. Just when you think you've got it right, you find out you don't.

In THE STORY OF ENGLISH, Mr. MacNeil made the comment that English owes its chaotic spelling rules to William Paxton. To English historians, Paxton will be remembered as the man that brought a copy of Guttenberg's printing press to England, and started producing books.

However Paxton, and other printers like him, sounded out each word and printed it before a consensus had emerged among English writers, scholars and teachers. I will agree there were precious few English writers of merit at the time. (You can't make a consensus out of nothing.)

Even Chaucer, the first giant of the English pen, occasionally wrote in Latin. The result was Paxton often had different spellings for the same word. For instance, "Girl," was spelled, "Gherle;" "Gheril;" and "Gherlyle," in several ancient books Paxton printed. You would think that somewhere along the beaten history path, someone would create a final book on spelling that would settle the matter conclusively. Guess again! Would you believe that England has words that sound exactly the same as American words, but are spelled differently?

This point was dramatically proved to me when I talked with an American colleague who submitted an article for publication in a Canadian magazine. The editor rejected the piece with the comment, "the writer does not know how to spell

correctly." The writer fumed and said to me, "I've always been a champion speller, I won spelling bees as well as crossword puzzle contests. Nobody's gonna tell me I'm a rotten speller."

However, glancing through the article, I can see what made the foreign editor a little disgruntled. The writer had spelled, "plow as we do in America; he had forgotten that in Canada, an English province, a, "plow," is spelled, "plough."

Another word that escaped the writer's notice was, "favorite." Yes! That IS the way we spell it here in America; however you would not be a favorite English subject unless you included a, "u," after the, "o," making the word, "favourite." I have always been told to sound out the word in order to spell it correctly. Try pronouncing "phlegmatic," and tell me if the sound is like the word written. Doesn't the "phl," sound like a soft, "f?" Here we are approaching the Twenty-First Century and separate dictionaries for England and America still have to be printed.

When will the inconsistency stop? No wonder English is one of the hardest languages to learn. Remember the old rule we learned in grammar school: "I before E, except after C?" One rule to settle the whole thing, right? Wrong! E.L. Callihan, after saying the rule is consistent, lists eleven words that do NOT follow the rule:

Foreign	Inveigle	Science
Either	Leisure	Their
Height	Counterfeit	Weird
Financier	Heifer	

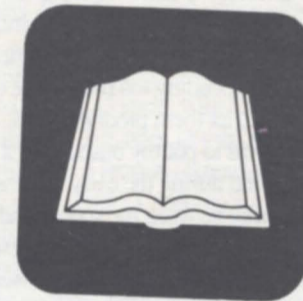
One English teacher told me to sound out the word; that way it helps you to alleviate the problem of what letter to use.

You can ACCEPT this rule if you wish, EXCEPT make it a point to be sure of the word you are using. You may also sally FORTH to use this rule with your English teachers,

however don't confuse it with the FOURTH rule of general semantics.

Lastly, you may use this rule with any English COURSE, but don't overdo it with your writing, or you will produce a COARSE effect upon your professor which may result in a low grade.

I am in favor of having all writers, teachers and linguists of the English language, meeting at a certain place to clear up once and for all these general chaotic spelling conventions. God knows we've been through 400 years of this nonsense; it's time to put a stop to it. They could meet right on top of Paxton's burial place. Until that glorious day comes, when you're in doubt about how to spell a word: Look it up in the dictionary.



## Bringing the World to the Life of Students

By: Amy Liang  
(Photo by Amy Liang)

The understanding of world business and international operations have become a must in the training that students receive before reaching the business world, Professor Dr. Carlos Rodrigues indicated at a recent meeting of the International Business Club. As business battles cross international borders, future managers must broaden their view of markets, trade and competition. This is the driving force behind the recent creation of the International Business Club at Governors State University.

The club met on September 26 under the presidency of Li Ding, at international major, in the college of Business and Public Administration. The focus of the club was stressed in her own words: "The world is changing fast. The development of South American economies and the door opening of Asian countries provide new challenges and opportunities to the business community. Without a global view and deeper

understanding of cultures, economies and societies, students themselves will be less competitive. The International Business Club will serve as a student forum where international issues are proposed, exchanged and discussed, on topics in internationalization process and visibility of the College and the University. We plan to foster relationships between Industry and

the College of Business as a way to understand the needs of firms operating internationally, and to bring these experiences into the classroom learning environment. The International Business Club will bring the world to the life of the students at GSU."

Professors Dr. Anthony P. Andrews and Dr. Carlos M. Rodriguez, with expertise in International Trade and International Marketing, respectively, are advisers to the Club. In explaining the club philosophy, Dr. Rodriguez indicated: "This club is created with the highest standards of professionalism. We welcome students with a genuine interest in International Business and related areas. Students will challenge themselves to their highest potential. They will share their experiences and learn from one another. For this club, the world is our classroom." Dr. Andrews points out that students should use



Members of the International Business Club. Left, Club President Li Ding, close right is Dr. Carlos Rodriguez, far right is Dr. Andrews.

the club as a vehicle to develop new skills, promote themselves and become more competitive in the market place. Businesses are looking to interview candidates with international business backgrounds and excellent understanding of world trade issues."

Bringing the world to the life of students is not an easy task, but definitely a possible and rewarding experience for those with high expectations. The international Business Club welcomes students with different majors in Business, Arts and Sciences interested in joining the club. You will have the opportunity to meet new and interesting people and to broaden your understanding of our changing world. Please contact Li Ding at 708-534-4943 or stop by at room C3312.

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# Returning To College As A Parent-Student...

By Pam Bax

A few weeks ago, while on summer vacation, I read an interestingly clever story by a doctoral student who wrote an article simply titled "Mommy is a Student" (*Newsweek on Campus*, Sept., 1985). Although I chuckled at some of the author's comments about being a parent-student, I also recognized myself in the article. It dawned on me that if GSU students would read the article, many of you would be able to see yourselves and could identify with much of what the student was saying. I certainly saw myself as being the parent-student and juggling PTA, baseball, homework, cooking, cleaning, sewing, ironing, and grocery shopping. Having just completed eighteen months in a graduate program, I, too, struggled with being a parent, a spouse, and a full-time employee.

I would like to offer you some lessons that I have learned first-hand about being a successful student-parent. First, include your family, as much as possible in your educational journey. I remember after my first three courses in the graduate program, one evening I came home from school bonetired. I was so exhausted that all I wanted to do was to crawl into bed with the covers over my face for the next twenty-four hours. Instead, my two children had mapped out my entire evening for me. They had been waiting for me all day, and as soon as I entered the house, they both yelled: "Mom's home! What time can we go to the show?" After explaining to them that I was extremely tired and really didn't feel up to seeing a movie, my daughter said in such an angry grown-up voice, "Don't your professors realize that you have kids?" I immediately realized that my children would have been much more understanding of my schooling if they were made to feel included in my educational journey. From then on, I would ask my daughter to assist me with xeroxing my homework papers, or I would ask my son to help me in designing covers for my presentation packets. Both felt included and began to understand how important it was for me to persist through my studies. After that incident, they each would become concerned if they felt I was spending too much time on the computer and would ask me if they could type for me. I began to let them proof my work.

A second lesson I learned was to put my husband first above my schooling. Due to some extensive research I had conducted during the early months of my graduate program, I learned that often times, there is a disparity between the spouse and the student if there is little or no communication between the two about the effects of the return to college. Many spouses find themselves feeling secondary in consideration to school work and the spouse who is not in school begins to feel inferior to the spouse who is in school. The more schooling the student gets, the more the spouse begins to feel unconnected to the mate, and consequently a disruption of the marriage may ensue. I have learned that the best way to gain the support and cooperation of your mate while you are in school is to keep communication open and encourage your mate to express his feelings about your return to college. It is important that you talk with your spouse about the concerns you have about returning to school and about how your return to college will affect the family. Make your mate feel as important in your life as your course work. It was vital for me that my husband give me his support. Additionally, I wanted to assure him that my return to college was not selfish; I had the welfare of the family in mind as well. Indeed, the communication with my husband was a way for me to express my fears about returning to school as an "old" parent-student, and my fear of competing with the "younger generation." His support and understanding provided me with encouragement I needed to master those fears and persist through the graduate program.

A third suggestion that I can give relates to our erroneous belief that older parent-students are in competition with young inquiring minds. As I recall, there were a few students who were under thirty in my program, and I found them to be a delight. I enjoyed the fact that they looked at us older students as mentors and wise women. They were eager to join our reading groups and actually wanted to be a part of most of our group projects. It felt good to have someone so eagerly hanging on my every word since kids rarely pay attention to what their parents say or often times question parental authority and don't want to follow the rules set for them. My suggestion to you is to enjoy your new found role of being a parent-student, both at home and at school. It's no more than what is expected by us from our own children at home. Our children think we know the answers to every geometrical equation and so do the traditional-age students. I eagerly responded to their need to affiliate with the older returning adult women. I began to

see this as an opportunity for me (as an older parent-student) to serve as a role model for the younger student, and to mold, shape, and guide these students toward becoming future leaders.

Finally, I have learned to be proud of the fact that I am an older parent-student. I have certain assets and skills that I boast about and proudly display that most traditional-age students just don't possess. I'm glad I have grown from that skinny-legged tongue-tied southerner and have blossomed into a budding know-it-all-parent-student. I have life to thank for that! I have accumulated all of this knowledge and know-how through years and years of experience. Because of my life long learning experiences, I was able to reenter the classroom (after a prolonged absence from college) as the loudmouth adult who rattled on and on about concepts, values, paradigms, and ideals. Moreover, I was the parent-student who was the first to arrive; the student who always wanted to sit up front and closest to the instructor so as not to miss anything; and the student who wasn't fearful of raising her hand and responding to every single query that was posed by the professor, no matter what others thought of me. Also, I was the parent-student who wrote the most pages for the writing assignment and was the student who asked the most questions. Finally, I was the parent-student who was the last to leave the classroom or the university building because I enjoyed visiting the library and being around the peace and quiet. I guess I have to admit that the amazing thing about my return to college as a parent-student was that although I was tired pretty much the entire eighteen months I was in the graduate program, I was energized and highly motivated to complete my studies.

As I look back over the eighteen months and as I recognize the new me and growth within myself, I am proud to have been a returning adult parent-student. I had the love of my family, the support of my husband, the eagerness of the inquiring young minds, and the continuing willingness of the professors to pile assignment after assignment upon me. As a counselor in the Division of Student Development, I understand what you will go through as a parent-student as you begin your course work here, or continue on at GSU. As you embark upon your educational journey this fall, I know that our office can provide you the support that you need to achieve and excel as a returning adult parent-student in your degree program. I encourage you to stop by and see me in Room B-1215.

## Your Days As A Poor College Student Are Over.

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## Who is Glenn Swierkosz, Student Senator? And Why You Should Know Him...

Edited by: Karen de Peso

Glenn Leo Swierkosz is a Registered Nurse attending Governors State University in the interest of earning his Bachelors Degree. After earning his Associates Degree in Nursing from South Suburban College, Glenn received a community college honors scholarship to attend GSU.

As an RN, Glenn's role as patient/client advocate inspired him to do the same for his peers in the College of Health Professions so he became CHP's Student Senator. Glenn asks, "Why not do the same for the students here at GSU? Since becoming a Senator for CHP I've really enjoyed serving the student community and have enjoyed working with the university staff and other Senators. It's definitely been an enriching experience."

Glenn resides in Park Forest. He's an outdoor enthusiast who enjoys running, cross country skiing, mountain biking, backpacking, canoeing and anything else "he's capable of doing." Glenn

strongly feels that our public lands and environment are being threatened by our congress and senate. "I have a son who is six and there's no way I'll stand around let the government give away the public lands and environment to industries and corporations to exploit and destroy. I want my son to be able to experience our rich national heritage that exists in our National Parks, National Forest, and Wilderness Areas. These resources are being threatened by the current congress and senate."

Glenn takes advantage of the Internet offered to GSU students, using e-mail to communicate with "constituents and other senators." He strongly feels that e-mail is a powerful communication and networking tool. Glenn urges other GSU students to contact him through his e-mail address:

<ggswierk@uxa.ecn.bgu.edu> to voice their concerns, experiences and any other issues of importance. As a Student Senator Glenn feels that the only way the student body can aid in the improvement of the university is to share input and to be involved.

In addition to Glenn's work as an RN, his devotion to earning his Bachelors Degree, and his dedication to his college through the Student Senate, Glenn is also on the Events Planning Committee, Election Committee, SCMB, and the Student Life Advisory Council.

THAT TIME OF YEAR IS ALMOST HERE,  
WHEN GHOSTS AND GOBLINS REAPPEAR.

SO BE PREPARED FOR THE ATTACK,  
FROM THOSE WHO SWELL IN THE HOUSE OF HANTACK!

DON'T BE AFRAID, DON'T BE SHY,  
'CAUSE MOST OF US ARE JUST LITTLE GUYS.

WE DON'T WANT TO MISS ANY OF YOU,  
WHO WISH TO "TRICK OR TREAT" US, TOO!

SO, GIVE US YOUR NAME AND AREA OF LABOR,  
AND WE WILL FIND OUR WAY TO YOU, NEIGHBOR!

-G. Dalton

The Child Care Program will be celebrating Halloween on Tuesday, October 31, 1995. Please call us at extension 4560 or 4561 by Monday evening, October 30, 1995, so that we do not miss your area. We will start out at 9:30 am - 12:00 pm and finish in the afternoon at 3:00 pm - 5:00 pm.

Thank you,  
Child Care Program Staff



# Viewpoints

## Letters To The Editor



### In Response to "Child's Teacher Needs Support"

By: Lee Loschetter

As I paged through the September 10th Des Moines Sunday Register, I noticed the headline "Child's teacher needs support," and I knew this article was something I needed to read. I had been a junior high teacher for four years and knew this column had something to do with the frustration I had felt with parents at the last school I taught at. Knowing that many parents and teachers attend GSU, I thought contents of this article was something that should be passed along to *Innovator* readers.

The writer of this most enlightening article was John Rosemond, a family psychologist in private practice. He wished to share several school related things that annoyed him. He begins by discussing parents who refuse to admit that their children are capable of wrongdoing. Teachers have told him they hesitate to make a bad behavior report to parents because they seem unable to accept these reports at face value. He states it's typical for parents to deny, defend, rationalize or justify and pass the buck concerning their children's misbehavior. Rosemond stresses to parents that teachers don't make things up and they don't make phone calls frivolously. He adds that if a parent gets a phone call home regarding their child's behavior, the parent's first obligation is to support the teacher's authority. He recommends that parents should not solicit the child's side of the story, this only muddies the waters. Rosemond advises parents to act, and show solidarity with the teacher.

Rosemond assures parents that when you undermine a teacher's authority, you unwittingly undermine your own. He also assures parents that teachers will be on target 98 percent of the time and in the final analysis, the 2 percent "mistake factor" won't make a bit of difference to a child's future. Parents who don't uphold every bit of the 98 percent surely will.

Rosemond then talks about parents who complain about their children's grades. He believes honestly that today's grades are already inflated and that most grades are better than what was deserved, states Rosemond. He demands that parents stop whining about fairness, because if fairness was the issue, parents should be at school demanding that the teacher grade more strictly. In reality, the inflated number of good grades the teacher hands out are giving children unrealistic notions of how the real world

works. The real issue, Rosemond insists, is the parents' ego, upon which they need to get a grip.

Next on his "hit list" were parents who do their children's homework, including those that sit with their children and make them correct mistakes. He also included teachers that tell parents to do this. He believes the most valuable learning begins with trial and error. Children should learn from their mistakes and let the teacher do the teaching. Next, he feels if a child knows there's a parent who will be ready to help with homework the result will be a child who isn't going to pay his or her best attention in class. He finally adds that ever since schools began pushing parents to get involved in their children's homework, more children have been having problems doing their homework on their own.

Rosemond brings many valid points to light and I especially felt vindication as I read the section on parent denial. I experienced this parental denial first hand when teaching in the junior high. I do have some reservations about his concept of not helping your child with home work. I feel that nowadays parents and children spend too little time together and if the one bonding experience that occurs during the day is doing homework next to mom or dad, then this is filling an important emotional need. I agree parents should not do the work, but just sitting nearby and lending some guidance can only support a child's desire to complete it. Often, parents don't know what their child is doing in school and too often, children don't do their homework. If a parent's presence would increase completion of homework, I'm all for it.

It's a fact that without parental support, teachers have a difficult time in the classroom. Parents need to understand that if their child misbehaves, this doesn't mean they have failed as a parent. Teachers know that children have minds of their own. To admit the child has done wrong and to handle it in the home with appropriate punishment is the most admirable thing a parent can do.

One important factor that was ignored in Rosemond's article was teacher support from administrators. Often times the principle's mishandling or the brushing off of bad situations can cause anxiety in the classroom which is reflected in the teacher and can persist to damage teacher morale. If teachers have no backing and assistance from parents or their principles, who do they get it from? When situations get serious, principles need to handle them promptly and appropriately. I sometimes feel that because principals are elected by school boards, and because school boards are mainly comprised of parents, that some principals are afraid to get tough with students and parents in fear of losing their jobs. I believe they need to stop worrying about losing their jobs and concentrate more on doing their jobs. I assume a teacher gets hired because he or she was qualified and the best person for the job, administrators need to prove that they made a good decision by employing this person and give them support.

### The Power of Television

By Bruce Weaver

Now that the O.J. Simpson case is past, there is a phenomenon that occurred on the last day of the trial that says something about our ideals and values as a nation.

I was in the GSU cafeteria talking with friends, there was hardly anyone around. A few people were eating their lunches in silent stoicism, some students were shuffling off to class, the T.V. monitor was turned off, lurking quietly above the crowds like a silent watchtower.

Suddenly there was five minutes to go until the O.J. Simpson verdict was given; the TV. was turned on, everyone who was in the cafeteria gradually, moved toward the little black electronic box.

In the twinkling of an eye, everybody was there: old; young; rich; poor; student; professor; every eye was glued to that little TV. waiting for the verdict. I heard later that the same scene was repeated at work, at home, and at the public school.

It was as if the whole nation stopped what they were doing for five minutes to see history unfold; another murder could've been committed and everyone would've been watching the TV., and not known about it. I was

immediately reminded of the movie NET-WORK (1975) which starred William Holden and Peter Finch. Finch plays a depressed new anchor man named Howard Beale. As the fictional Beale has a nervous breakdown the network decides to give him his own prime-time show, while he has his nervous break-down in front of 60 million television viewers.

One of the points the movie made, was that we should watch the power of television; that we shouldn't let it dictate to us what our life is to be like.

Howard Beale raves, "less than two percent of you people read books...less than half of you know how to read...we have a whole generation...who didn't know anything except what came out of this tube."

Granted, the Simpson trial was important to a number of Americans, but the way the trial was presented on television, it seemed as if it was another mini-series than just straight news-reporting. People seemed to want the dirt more than the facts.

We probably could've learned more about the trial from the newspapers; maybe if people read more about it instead of watching it, people could've formed a more intelligent opinion about the whole case.

Television is awesome; it has made and broken the lives of diplomats, presidents, popes, kings and nations, but I wonder if it is less the fault of the tube, rather than the fault within ourselves.

As we let television dictate our lives we gradually become attuned to the electronic way

of life rather than the noble way of life. We become impatient with people if our problems are not solved in an instant; we let advertising dictate to us what products we are to buy without trying it out for ourselves; we become enamored of get-it-rich-quick, without looking at the fine-print, or slowing down so we can make a more rational and intelligent decision.

It is no wonder then that Americans rank 49th in literacy levels around the world, it is no wonder Europeans frequently see Americans as made of money, interested in flashy cars, only interested in the power of business instead of the power of humanity.

Watching everyone congregate in front of that tube for five minutes, made me realize how far we have to go as teachers and educators. Maybe Alan Toffler was right when, in FUTURE SHOCK he said we have to start saying no to high technology. Technology must only be used to further the cause of the human condition; if TV. is continued to be used as a mass-market enterprise, there will come a time when our freedoms will be in danger.

Thomas Jefferson stated in his AUTOBIOGRAPHY that a free society cannot exist without an informed citizenry. If such is the case, television must be used sparingly and wisely.

The next time you see a whole roomful of people watching something on television, head for the library. You might just be the key to save Americans from themselves.

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The *Innovator* wishes to apologize to any writer whose name may have been left off this list.

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**Dance Cont'd** from page 1

League that decorated the cafeteria with a brilliant colorful display of Hispanic artifacts. Upcoming events to watch for are the Indian Day, Black History Month, and Womens History Month. Some great things are already in the works, and more are being offered for consideration. Your thoughts and input are solicited. If you have seen or heard of an event you want to see here on campus, contact Rita Nagy, the events coordinator for Student Life. Ideas are just ideas until they are heard by the people who can make them a reality. So speak up and let your idea be the next event.



Colorful costumes and quick changes marked an exciting performance by The Mexican Folkloric Dance Company.



Spanish and European influences are evident in the garb and dance techniques of the remarkable troupe.

**Verdict cont'd** from page 1.

The monitors around the campus which normally shows video news or campus announcements were switched over to the CNN coverage of the verdict. People surrounded the monitors by the registrar's office and cafeteria along with viewers catching the final chapter in the television rooms and recreation center waited with bated breath. Once the verdict was read, like the courtroom, there were different reactions from various individuals, but not too different.

Brent Jones, a graduate student and employee of the college sat near the monitor at the cafeteria watched diligently as the verdict was read. "I'm glad it's over." Jones states. He adds that he feels sorry for the families involved especially the children. Sonia Jones, an education major, was also glad that the trial was over. "Even though he is not guilty, I feel he know something about it, and the truth needs to come out." Jones stresses.

John Borgman, a secondary education major, was also close by the cafeteria monitor. "I think that Fuhrman destroyed the prosecutor's case." Borgman points out referring to the former investigating Los Angeles police officer. He feels that ex police officer's testimony was the basis of the "not guilty" verdict. "I don't know if he is guilty or not, but the jury says he's not, and that's enough for me." Borgman adds.

"It's unbelievable" were the first words Troy Putoff, a social work major, described in regards to the verdict. "The sad part about it is that they are going to close the case." Putoff states with regret. He also points out that because of the closure and the state not charging anybody else for the double homicide, Putoff reiterates that the truth about the two dead people and their assailant will never be known.

Phillip Flannery, a business administration major, noticed that because of the acquittal a lot of people were upset. However, Flannery also recognizes that the judicial system had done their job that they were supposed to do whether or not the public agrees with the system. Flannery explains, "Many people are upset that they didn't get the answer that they wanted instead of the answer the jury found which was, in my understanding of the legal system, adequate justice being done." With the trail over and the families getting their lives back in order, one question still remains. If O.J. Simpson is not the murder, then who is?

**Lectures Cont'd** from page 1.

by presenting a number of facts. According to Dr. Antonio, in the total US population, Hispanics are 8.61% in 1991 March. Its projection in 1995 is 8.7% in the US population. However, in 100% student-enrollment, only 55% of Mexican-Americans and Puerto Ricans have finished high school, compared with 83% of White and Non-Hispanics. In the 23% of Hispanics students who enter colleges, only 7% of them have completed college. Compared with the 23% of White Non-Hispanics that have completed college in the 38% enrolling rate, the dropout rate of Hispanics is one percent higher than the non-Hispanics. Dr. Antonio points out that the present dropout students will be the potential parents and teachers in future, and parents without high educational background find it hard to help their children to finish higher education. He tells us that that the Hispanic population seems to be continuously increasing. The projection of Hispanic population for 2050 will be 10.9% of the total population. Furthermore, in the following 10 to 20 years, in the younger generation, the Hispanic population will outnumber the non-Hispanic population. Nevertheless, compared with the increasing Hispanic population, the quality of the Hispanic parents and the quantity of the future teachers are not that satisfied to the need of the situation. Dr. Antonio also provides facts that the rate of student's

SAT grade is in direct proportion to their family income. Therefore, the idea of a so-called "Hispanic IQ" is not true, Dr. Antonio concludes. There are numbers which show that the Hispanic students enrollment has increased. During 1980 to 1990, the total Hispanic students enrollment increased 60%. Undergraduate was 60%, and graduate was 70%. The above numbers show that Hispanics maintain an enthusiasm in pursuing higher education. "What they need is just more encouragement and help", Dr. Antonio said.

In an interview in his office after the meeting, Dr. Antonio further explains his philosophy about helping others: "In this country, one of the myths is the saying that 'one should pull oneself up by their own bootstrap'. "It is true that you should be concerned about taking responsibility for yourself. But it implies that you have no help from others. People use it, saying let them do it, let him pull his boots up by himself. "Very few people do it on their own. I have never known anyone who has successfully fit into this category. That does not mean one should not take responsibility. We should have compassion." As vice president of development mainly taking care of fundraising, in a short period of time, Rigual has organized a system that can allow GSU to compete successfully for funds. He said that the next step is to be more active and get faculty members involved in the process. He said that Faculty members should participate in the process of submitting applications for

funding. He could assist faculties and make connections with outside agencies.

Dr. Antonio attaches importance to the idea of assisting others, and this idea is realized in his job. However, he seems to emphasize more the significance of helping those left behind.


Nearing the end of his lecture Rigual told the audience a story. "There is an old man and his son. They both go down a path and reach a nice house that has a fence. At the top of the fences sat a turtle. The old man tells his son, 'son, I want you to look at that turtle and remember one thing, that turtle got there with some help from someone else'.

"What does that mean to you?", Dr. Antonio asked us, "that means that, as you succeed, as you become the successor, you need to think of those behind you, who need nurturing, who need suggestions that education is possible, and you need to lead those people. Run to the ladders so that those people behind you can clime to the top". Dr. Antonio's enthusiastic presentation received a warm applause.

The Director of Student life, Tommy Dascenzo, and representatives of various departments in the university were joined by students. About forty people total were in attendance. After the presentation, free ethnic food was offered for the audience, by ARAMARK, GSU's cafeteria services.

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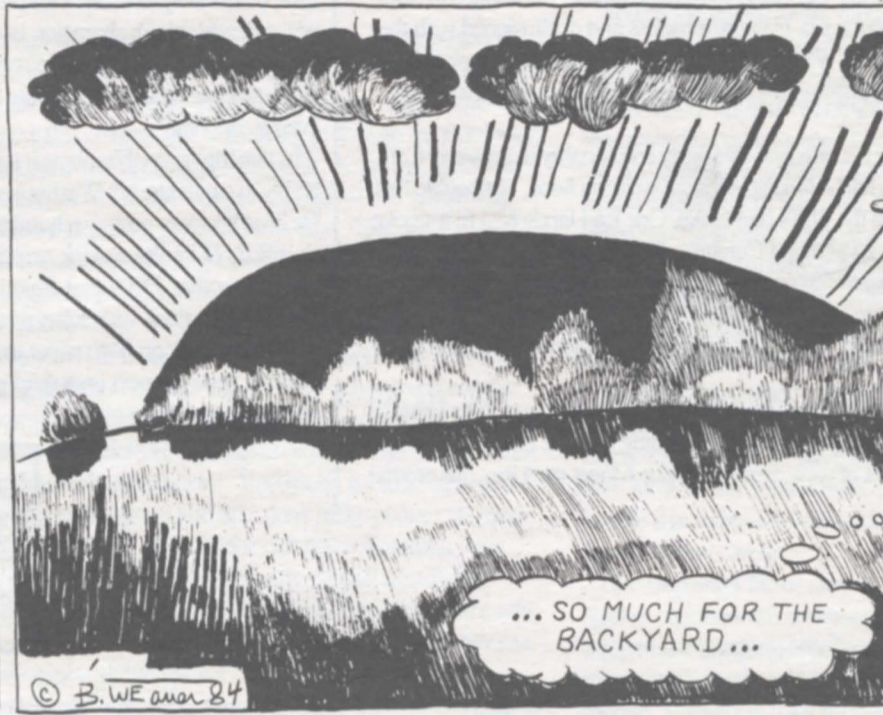
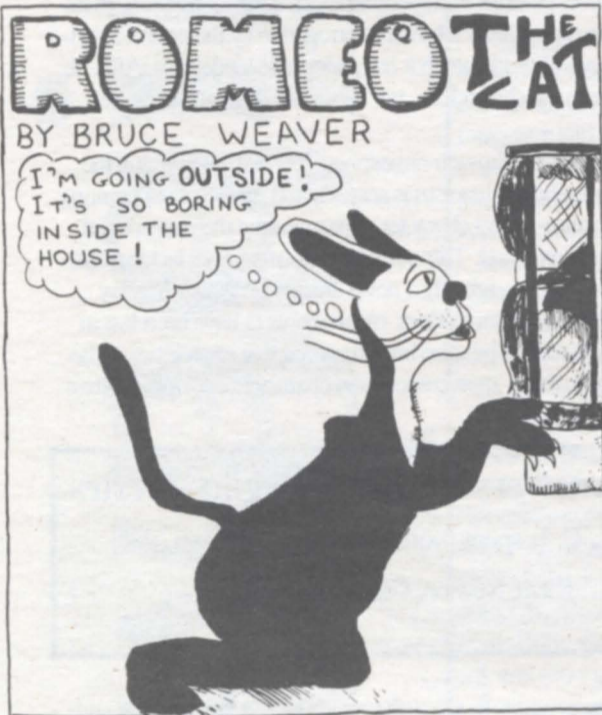
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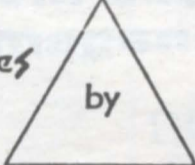
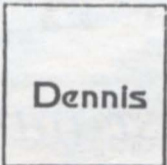
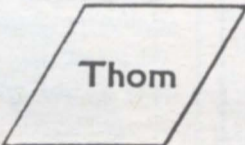
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# The Entertainment Page



**The Polygon Puzzles** by    **Thom**

Hi everyone. Here's two more puzzles for you to solve. Please remember answers are elsewhere in THE INNOVATOR and detailed explanations can be found in Student Development, room B1215.

- Luciano Pavoratti and Reba McIntyre were enjoying a picnic out by the GSU Lagoon. Reba took the ball they were playing catch with and threw it straight up into the air, shouting "Hey Lu, will the ball spend more time going up or coming down?" What was Luciano's correct answer?
  - A. The time going up was the same as the time coming down.
  - B. It spent more time going up.
  - C. It spent more time coming down.
- Abel, Cantor, Klein, and Newton met at the GSU Library. Klein was younger than Newton, Abel was older than Cantor, and Newton was younger than Cantor. Make a list of the four, youngest to oldest.

See page 8 for answers.

## Black in White America

By Jacqueline Brown

*I am tired of being Black in White America. Don't think that I am not proud of my race, I am just tired of, It being thrown in my face.*

*I am faced with constant reminders, That I am considered inferior, No matter how much I excel, I will never be superior.*

*I do not think that, I am better than others. But for once, can't we all be, Equal human sisters and brothers.*

*I feel that I must, Always be on guard. To do this all the time Makes my life hard.*

*And when I am with, People who are white.*

*I must always be cautious not to offend, I must always be polite.*

*I feel that I must, Be accepted at first sight, Because if I don't meet approval, I will be lumped with the stereotype.*

*But then, with Black people, I am usually at ease, But don't act "too white", Speaking with correct grammar is a disease.*

*Racism is running rapid, In America today, Whether it be racial, sexual, Or just being gay.*

*Why can't people, Just accept me for me. Let met be the good person, That I would like to be.*

*I know that this is a goal, That can be achieved, But as long as I am Black in White America, It will never be easy.*



# Devil In A Blue Dress

By Sean M. Carr

"If you get caught up in something, get caught up at the top."  
- Easy Rawlins

- A veteran.
- A mysterious thug.
- A purloined letter.
- One dead dame.
- And a ravishing devil in a blue dress.

Denzel Washington stars as Ezekiel "Easy" Rawlins, a reluctant would-be gumshoe on an eccentric case. The Nazis and their allies -the citizens from the land of the rising sun have left Easy placeless, and drifting without a job. He is purposeless and disillusioned with the prejudiced, post-World War II America. We find him in a greasy spoon contemplating his next job scanning the want ads, and narrating his condition to us with an effective voice-over as the film rolls on.

Rawlins needs an out, a way to pay his bills and live fairly comfortably in post-war California circa 1948. Into his life comes Mr. Albright, a fedora wearing hood, or possible Fed that offers him vague work in finding the film's namesake. One lead lands him in a smoke filled, jazz wafted, juke joint to a squeeze named Coretta, a lady whose libido drives Easy into the labyrinthine course of police interference and brutality. The trail steers him further to a "whites only" hotel where he has to enter through a side stairwell, the scene displays a good reflection of the country's apartheid. While traversing the corridors he discovers the devil.

The devil in a blue dress is seductively played by former "Flashdance" and "The Bride" star Jennifer Beals, a doll mixed up in a political scandal, hiding a grave, or not so grave secret, depending on the observers' point of view. Beals' Daphne Monet runs Rawlins around

in search of a purloined letter that contains information that raises the stakes and the heat surrounding the lukewarm tale. From prejudiced police, to psychotic thugs, Easy finds himself caught in a struggle and a murder wrap and decides to call on some external help to work his way out of the mess.

Mouse, a napoleon-complexed, former running buddy of Easy's appears on the scene to help with the viscous situation of finding the woman in a blue dress. He is the comedy relief, a trigger-happy, man/boy from the streets that blasts anything in his path. There is an extremely witty scene wherein Mouse gets tipsy at a grief stricken suspects' house. Easy, the cool head, tries to talk Mouse out of a drunken/sleepwalking old-west style shoot out. He eats, sleeps and drinks killing. Mouse simply loves to whack people.

The advertisements and paper publicity promote the expectation of a Maltese Falconlike cinematic venture. Instead, a muddled, confusing story unfolds to a predictable ending. It is regrettable that more of Easy's past experiences in the military, along with his hinted troubled homecoming at the end of World War II wasn't ventured in depth. We just see him in a restaurant pining on how to rescue his mortgage and fragmented claim to dignity and humanity in an increasingly hostile world. Throughout this Sam Spadesque picture show, Washington plays the usual righteous, reluctant whipping boy traversing the thick veil of deceit in search of truth, honesty and a modest reward.

The criminals in "Devil" are two-dimensional, and without substance. Some are on the take, others are just present for bullet expulsions and spouting racial epithets designed to unnerve Washington's character. In one scene, after a brutal interrogation by the police, Rawlins is confronted by a suspicious mayoral candidate that has pedophilic tendencies. After he is released we hear nothing more from the shifty character, no threats or phone calls, not even a car bomb.

In this film everything is as it seems. The film noir atmosphere has at the beginning the ability to captivate, but Washington's subdued heroism is suspect, and greatly disappointing. He does however portray a humble, semi-honest character understanding the concept and simplicity of loyalty and life nearing *Devil's* end. This attribute redeems Easy's lacking character somewhat. *Devil In A Blue Dress* was originally a novel created by Walter Mosley deemed to be thick with sultry attributes and innuendoes, much seems to have been lost in the film's transition from paper to celluloid. It has also been rumored that sequels are in the works. I hope the next ones emphasize more story content and character development than confusion and faux noir.

### Answers To The Polygon Puzzles

1. C. It spent more time coming down.
2. Klein, Newton, Cantor, and Abel.

# Johnny Hollywood Reviews: Halloween: The Curse of Michael Myers



'Tis the season to be scary. It's that time of year where pumpkins are carved, kids dress up, and go off to do their trick or treating. It's also a good time to go out on a dark, rainy night and catch a really good scary movie. Well if that is your idea of a fun Halloween then one movie to avoid is the latest in the Halloween series, *Halloween: The Curse of Michael Myers*.

John Carpenter's creation, Michael Myers is back once more to plague the town of Haddonfield, Ill. Once again hot on his heels is the determined Dr. Sam Loomis, played by the late Donald Pleasence. This time Myers has been recruited by a Satanic cult in order to find parents and their children that have escaped from this sadistic organization. The latest in Michael's prey is a new born baby which was conceived and delivered inside the cult's realm. With the aid of a nurse who helped deliver the infant, both mother and child escape the cult's clutches. Instantly, Michael is on the case and catches up with the fearful mother. Once in his grasp, Michael shows the audience his way of getting out of paying child support in a way that only he knows how. Unfortunately for him, mom did a double take and hid the baby before her untimely demise. Who has the kid? A mysterious young man in Haddonfield named Tommy Doyle, played by Paul Rudd. Does the name sound familiar? It should, he was the little boy who Laurie Strode, Jamie Lee Curtis' character, baby-sat in the original film. Now he's all grown up and wants to end the Myer's mayhem once and for all, but he needs help. So enters Dr. Loomis. Does this dynamic duo put an end to Michael Myers' deadly deeds? Now if I told you the answer to that it would spoil the ending. That's O.K. though. The movie was spoiled long before it gets to the end.



Johnny Hollywood

"The Curse" was just that, a curse. The way I see it, there was really nothing new or revealing about this sixth installment except for a dumber story line. To belittle Carpenter's creation into a mindless flunky for a bunch of druids is absurd. Before no one was able to control the pure evil that grew inside Michael Myers, and all of a sudden this dark mysterious cult leader has an angle on it. Give me a break. The movie also had a lot of little subplots and additional characters which made the film somewhat confusing and unclear. One character was Kara Strode, played by Marianne Hagan, who was somehow related to Curtis' character but never was clearly defined. To me this film was just an excuse for Moustapha Akkad productions to

make more money off of the Halloween name. In short, the movie lacked the suspense and scary surprises that only John Carpenter could provide to a Halloween movie.

One redeeming quality to this film was seeing the late, great Donald Pleasence once last time. However, the creators of "The Curse" made his character unbelievable. Keep in mind that Pleasence's Dr. Loomis has been stabbed, blown up, and tossed around in the previous Halloween films, yet he looked as fresh as a daisy in this inane cinematic venture. It is unfortunate that this great performer's life had to end leaving his most memorable character trapped in the bowels of this terrible movie. Another redeeming aspect was using Carpenter's original theme song that we all know and love so well.

My advice for good Halloween fun is to go out and rent the first two. As for "The Curse," I'm still wondering who was more cursed, the people of Haddonfield or the people who shovelled out \$7.25 to see this flick. I give *Halloween: The Curse of Michael Myers* a D+, and that's a wrap.

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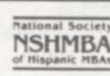
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## Czech Counselor to Speak at Governors State

"The East Europe of Today and a Look at Tomorrow," will be the topic of a 1:30 presentation October 13 at Governors State University by Dr. Milan Coupek, chief counselor for political affairs of the Czech Embassy in Austria.

Dr. Coupek, a genealogist, will discuss the breakup of the Eastern Bloc and the role of the new Czech and Slovak Republics during his free presentation. He will be honored at a reception immediately following the presentation.

Dr. Coupek also will be a guest speaker at the International Czechoslovakia Genealogy Society meeting in Chicago, October 12 and 15. For additional information on this program call (708) 534-4389.

## Children and Economic Theories

Don't believe children are too young to learn economics theories. A new course offered by the Office of Economic Education at Governors State University provides teachers with skills to make the subject interesting for young students.

The five-session course, "Strategies for Teaching Economics in Grades Kindergarten Through Second Grade," starts Oct. 4 and meets for five consecutive Wednesdays from 4:30 to 7:30 p.m. at Grissom Jurnio High School in Tinley Park. This course also is offered for one graduate credit-hour through Governors State University.

Teachers will learn hands-on methods and fun activities that help introduce economics concepts in the primary grades. Activities include "The Gingerbread Man" in which students learn about their community and the people who work there; "Play Dough Economics" giving students the chance to learn the production process by making play hamburgers; and the use of economics theories in children's literature.

The five-session course is offered for \$30. Teachers enrolling for GSU credit will pay \$125 tuition. Registration information is available from the Office of Economic Education at (708) 534-4925.

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## Counseling Club News

The Professional Counseling Club invites the community to a free 7 p.m. presentation Oct. 13, on various phases of mental health.

Guest speaker Dr. Garry Prouty will focus on experimental therapy used to deal with schizophrenic and retarded psychosis patients.

Dr. Prouty who retired after 25 years as a professor of mental health at Prairie State College, is now a fellow at

the Chicago Counseling Center. He is recognized for his work in mental health, and is publishing a paper through "The Chinese Journal of Mental Health" at the University of Beijing. Dr. Prouty has served as editorial consultant to "Psychotherapy: Theory Research and Practice" as well as "The International Journal Of Mental Imagery."

The meeting will be presented in the GSU Student Commons area. For additional information, contact the Division of Psychology and Counseling at (708) 534-4840.

## What's "News" In W.I.C.I.?

By Patricia M. Gorniak

WOMEN IN COMMUNICATIONS, INC.(WICI) held its introductory meetings for new members Sept. 28th and Oct. 6th.

The meeting included a brief history of WICI and discussions of up-coming possible events. Ideas that were exchanged were: the Chicago trip to the "Job Fair," future speakers and topics in which they can represent; contacting other organizations and clubs involved in our interests as well as providing information on their own interests and combining seminars and meetings; making sure WICI involves everyone and ideas are exchanged openly, networking as the prime involvement in WICI.

The meeting was a start of networking and exchanging ideas, something everyone benefits from and can use in their professions as well as their education.

We welcome everyone who wants to improve their relationships with professionals and continue their education outside of Governors State University, and of you who want to listen and speak with professionals who know first-hand the problems and events that take place in your area of interest. It is open to men and women.

Look for future information on meetings and events involving WICI around campus and "The Innovator"!

Our next campus meeting will be Oct. 26th at 3 p.m. in the CAS Dean's Conference room E2575. Call the communications department or (707) 535-3866 for more information. Hope to see you there!



W.I.C.I. Vice President Patricia Gorniak (left) and Secretary Janel Clarke (foreground) speak to members in the Student Commons area about W.I.C.I. club advantages when job searching.

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## Childcare Meal Guidelines From U.S.D.A.

The **GSU Student Life Child Care Programs** Program Sponsor announces the sponsorship of the Child and Adult Care Food Program. This program is designed primarily to provide nutritious meals to children in child care centers, outside school hour programs, and family day care homes. Meals are available at no separate charge. In the operation of the Child and Adult Care Food Program, no child will be discriminated against because of race, color, national origin, sex, age, or handicap. Any person who believes that he or she has been discriminated against in any USDA-related activity should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

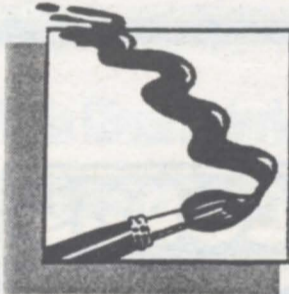
### U.S.D.A. INCOME ELIGIBILITY GUIDELINES FOR FREE AND REDUCED PRICE MEALS

The amount of reimbursement received by this center is based on the number of enrolled children whose family household income is at or below:

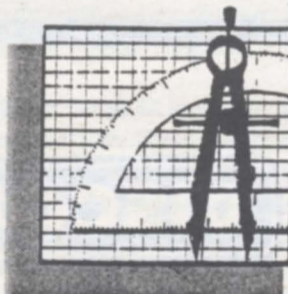
Household Size	Level for Free Meals			Level for Reduced-Price Meals		
	Year	Month	Week	Year	Month	Week
1	\$9,711	\$810	\$187	\$13,820	\$1,152	\$266
2	13,039	1,087	251	18,556	1,547	357
3	16,367	1,364	315	23,292	1,941	448
4	19,695	1,642	379	28,028	2,336	539
5	23,023	1,919	443	32,764	2,731	631
6	26,351	2,196	507	37,500	3,125	722
7	29,679	2,474	571	42,236	3,520	813
8	33,007	2,751	635	46,972	3,915	904
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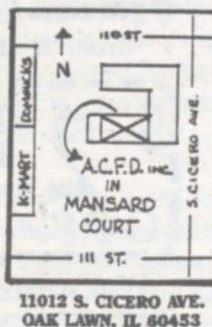


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- SATURDAY — 10:00 - 5:00
- SUNDAY — 11:00 - 3:00



## Opportunity '95 Focus On The Future Job Fair

The Office of Career Services is pleased to announce this fall's annual Job Fair for businesses, graduating seniors, and alumni in the Chicago and Northwest Indiana area. The Opportunity 95: Focus on the Future Job fair will be jointly sponsored by Calumet College of St. Joseph, Governors State University, Indiana University Northwest, and Purdue University North central. It will be held on Thursday, November 9, 1995, at the Radisson Star Plaza, Merrillville, Indiana, from 1 p.m. to 6 p.m.

We have been very pleased with the increasing number of employees who have joined us for the Focus Job Fair, with more than fifty in attendance for our Spring '95 fair. Some of the employees who have participated in the past includes Metra, Computer Task Group, Internal Revenue Service, Federal Bureau of Investigation, Applied Systems, and Silliker Laboratories.

Students interested in participating in this event may preregister by submitting a resume by October 27th to the Office of Career Services (B 1215). Career Services will produce a resume book which will be mailed to the participating employers one week prior to the event, allowing the employers time to prescreen applicants. However, students may also attend and register on-site the day of the event.

Preregistered participants will be charged \$5.00 at the time of registration, and will receive \$3.00 back upon their arrival at the Job Fair. Walk-in registrants will be charged \$5.00.

For a list of participating companies or further information, contact the Office of Career Services at 708-534-5000, ext. 5083.

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## AFRICAN-AMERICAN

## STAFF CAUCUS

## SCHOLARSHIPS

The Scholarship Committee of the African-American Staff Caucus (AASC) is pleased to present the five recipients of the 1995-96 AASC Scholarships. A scholarship in the amount of \$400.00 is granted to one African-American student in each college, and one to a student in the Board of Governors degree program. Students will receive \$200.00 per trimester over two trimesters.

The African-American Staff Caucus is comprised of both African-American as well as non-African-American faculty and staff at Governors State University. According to the Caucus President, Ms. Adrienne J. Kelly, one of the main purposes of the caucus is to improve the retention rate of African-American students at GSU by providing five annual scholarships. Scholarship Committee chairpersons, Pamela Bax, Professor of Counseling, and Dora Hubbard, Registrar both admit that the most painful process in working on the scholarship committee is reviewing all of the applications and having to choose only one from each college. A total of sixteen (16) applications were reviewed. "I know the difficulty African-Americans have in trying to find adequate financial assistance and monetary resources for college, and I wish that we had the resources with which to award all of our students a scholarship," says Bax. "Each year, we try to increase our membership in the caucus to solicit support of the annual Juneteenth Celebration which is the major fundraising for the Caucus to support the scholarship program." Scholarships for 1995-96 were awarded to the following students:

Elizabeth Moore, a resident of Glenwood, Illinois, is an undergraduate Special Education major. Elizabeth indicates she believes that it is not as important for a child to have a head start as it is for one to have the right start. "That start should include building high self-esteem and a healthy thirst for knowledge," she reports. The mother of three children, and one who has special needs, Elizabeth is concerned with the quality and level of education made available to children who have special needs. In her spare time, she enjoys writing poetry, short stories, and novels and enjoys spending time with her husband and children.

Sharon Neal, a resident of Chicago, Illinois, is an undergraduate with a double major in social work and psychology. Upon completion of her studies at GSU, Sharon aspires to continue her education at the University of Chicago's Jane Adams School of Social Work to receive a MSW. She is most interested in working with homebound and medically limited individuals. Sharon acknowledges the reality of elderly abuse. She is aware of the acute need for professional social workers to aid and assist homebound individuals. Her goal is to obtain her degrees and combine her current skills as a Certified Minister of Care to any individual who

needs home-bound care and service. She enjoys working in her church, and is an active member in two Chicago city-wide choir groups. Her singing interests have afforded her the opportunity to visit, most recently, Krakow, Poland where she toured extensively with the Chicago city-wide Festival Choir.

Mattie Allen, a resident of Park Forest, Illinois, is an undergraduate major in the Board of Governors Degree Program. Mattie indicates that throughout her career, she has always taken job-related courses and attended training seminars in order to improve her skills. She says, "when my children were young, I worked to supplement our family income, but I did not pursue my educational goals. When my children became young adults, with a lot of encouragement from my family, I entered GSU's Board of Governors Program." She states she is excited about learning and she appreciates the opportunity that the BOG program has offered her. After completing the BOG Programs, she plans to pursue a Master's Degree in Communication Studies beginning in January, 1996. In her spare time, she volunteers at PADS, a program designed to provide assistance to homeless individuals. AS acknowledgment of her outstanding service to the public, at the request of the Honorable Marty Russo, a member of Congress, on May 9, 1990, the United States flag was flown over the state capital honoring Mattie for her volunteer service.

Karen R. Wilson, a resident of Homewood, Illinois, is an undergraduate Business major with a concentration in management. Although she feels that it will take a great deal of hard work and will take a lot of time, effort, and money, Karen's goal is to become a lawyer and practice business law. Karen is a single mom to a teenage son. Karen indicates that "this scholarship will help me to further my education. It is an award that will help an African-American student to receive an education in a world where African-Americans are often times judged by the color of their skin and not by the contents of their character."

Portia M. Fuzell-Balkcom, a resident of Chicago, Illinois, is a graduate student in Communications with a concentration in Human Performance in Training. Portia was prompted to enroll into the Master's program because after having worked in college admissions for over eight years, she was unable to advance further because she lacked a Master's Degree. After hearing herself often times telling students to go back to school, she decided to take her own advice that she gave to others, and she finally returned to college to continue her education. Portia serves on the school board at St. Dorothy's School and holds the positions of Second vice-president and Chairperson of the Publicity Committee. She is a founding member and treasurer of the New Visions of Faith Development Corporation, a not-for-profit organization that is designed to improve housing, education, and economic development in the Gresham and Englewood communities. Portia is married and is the mother of one child.

# NEWS

## Vision Affects Aesthetics

By S. Tannebaum, Bs, MHS, OD, FAAO

Have you ever wondered if a person 'sees' things differently if he has a vision disorder? What if a famous artist has a color deficiency- what would his painting be like. Would a famous poet perceive the world differently if he were myopic? Would a painting or poem be influenced by a cataractous eye or a diabetic retinopathy or presbyopia? Such questions have always interested the eye and vision specialist. And, indeed, a book entitled "The World Through Blunted Sight" written by an eminent British ophthalmologist has appeared dealing with precisely those questions. In light of the current popularity of the Monet exhibits at the Art Institute and the

diagnosis that Monet, himself, was myopic and did develop cataracts and entered presbyopia, he nevertheless continued his paintings for nearly 60 years forever changing the landscape before and after the 'Impressionist' movement. "He reached an 'understanding' of perception through a reconciliation of the glance of the eye and gesture of the brush." It would be worth exploring the possibilities of a world through blunted sight.

Dr. Sol Tannebaum's slide and talk presentation will take place on October 25 in Freedom Hall in Park Forest...on behalf of the Homewood-Flossmoor Community Associates of the Art Institute of Chicago.

Sol Tannebaum, O.D. has a long list of credits in Whose Who listing, has participated in eye conferences, eye missions, writings in the professional journals and local newspapers and lectures around the world. He will just be returning from an eye mission in Bolivia.

## FELLOWSHIP MONEY AVAILABLE FOR GRADUATE STUDY

Students considering the continuation of their educational careers should look to the U.S. Department of Energy (DOE) for a helpful hand. Tens of thousands of dollars are available for students interested in pursuing master's or doctoral degrees in such areas as nuclear engineering, applied health physics, radioactive waste management, and industrial hygiene.

Graduate fellowship programs sponsored by DOE and administered by the Oak Ridge Institute for Science and Education provide full payment of tuition and fees, monthly stipends, and the opportunity to gain practical experience at a DOE laboratory. Awards vary depending on the specific program and degree being pursued.

All programs require the submission of a fellowship application and completion of the Graduate Record Examination (GRE). Students must have received their

undergraduate degrees in a science or engineering discipline by August 1996.

Selection is based on academic performance, recommendations, and statement of career goals by the applicant.

Fellowship applications are being taken through Jan. 29, 1996, and awards will be announced in April 1996. For applications or additional information, contact Tom Richmond or Rose Etta Cox, ORISE Fellowship Programs, Oak Ridge Institute for Science and Education, Science/Engineering Education Division, P.O. Box 117, Oak Ridge, Tenn. 37831-0117, or call 1-800-569-7749.

The Oak Ridge Institute for Science and Education (ORISE) was established by the U.S. Department of Energy to undertake national and international programs in science and engineering education, training and management systems, energy and environment systems, and medical sciences. ORISE and its programs are operated by Oak Ridge Associated Universities (ORAU) through a management and operating contract with the U.S. Department of Energy. Established in 1946, ORAU is a consortium of 88 colleges and universities.

For More Information:  
Rose Etta Cox (423) 576-9279

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# What A Stink: One Person's Response to the O.J. Simpson

## Furor

Written by and Copyright 1995 Ned Haggard

First off, let me make it clear that I am not an attorney, and I am not a legal expert. In fact, my grandmother once proudly announced she expected me to become an attorney, and I threw her such an incredulous look it must have not only accused but condemned; she never made such a foolish utterance again. But I am a thinking person who reads widely, is reasonably well educated, and who paid some real attention to the trial as it proceeded. My reaction when the verdict was announced was not, "What!?", but, "That didn't take very long."

While I am making matters clear about who and what I am I guess I should also add, I am Caucasian. Why? Well, somehow or other that seems to matter in this instance. But back to my reaction about the verdict: It is simple, I would have cast a "not guilty" verdict, too. I would have because the duty of the jury was to decide his guilt or innocence against the standard of "beyond a reasonable doubt." The prosecution, to my mind, failed to do that. Too much was open to question from whether or not the blood samples might have been planted, to their mishandling in the labs, to the ominous specter of a frame up by a racist or racist police. Personally, I tend to think O.J. Simpson committed the murders, but "tend to think" is not, "I am certain." Again, I would have acquitted him of all charges.

What concerns me more is the response apart from the trial. The afternoon of the day the verdicts were announced I went to the health club and ran into a fellow a little older

than myself I chat with from time to time. He started, "So, what did you think of...." I expected him to say, "verdict?" but instead, he said, "farce?" I told him what I am writing here. I do not believe the verdict was a farce, but his presumption of miscarried justice distressed me as much as those who celebrated the decision simply because it went along with their presumptions of O.J. Simpson's innocence. Had he been found guilty, the word "farce" would have been uttered from their lips. So few seem to care that the jury apparently reached their unanimous verdict because the criterion in such a case for conviction was not met; "beyond a reasonable doubt" was never achieved. Further, that presumptions of his guilt or innocence do fall dramatically along racial lines distresses me.

I have heard Johnnie Cochran's closing arguments characterized as "a message should be sent" regardless of whether the members of the jury had determined O.J. Simpson to be guilty as charged. That is not the way I heard him. What I heard was that a message should be sent that a conviction should never be handed down when there is reasonable doubt, when racism is a mindset among at least some of the police involved with an investigation, and that the right thing is acquittal whenever a prosecution team has failed to resolve doubt around presented evidence. Had he advocated acquittal despite the jurors' conviction that Simpson was guilty, he would have been less than professional and in contempt of the court of law to which he is an avowed servant. Would Judge Lance Ito have let such a gross violation of legal practice go unchallenged? I surely do doubt it.

Still, that such a mishearing or misrepresentation should exist makes it more than clear that tensions are running very high in the wake of this trial, and it is disturbing. It is almost as though it is viewed by many as an "Afro-American victory and a Caucasian loss." My conclusion: Television is a passive medium. Print is an actively cognitive medium; that is, people interact with the details of their reading and think. Take the television cameras out of the courtroom. Let people read and think rather than view and project upon events as drama. The trial was neither an Afro-American victory nor a Caucasian loss; it was a process in which the standards of justice were not met and acquittal was the only dutiful recourse. That O.J. Simpson may in fact be guilty is irrelevant; the only truth is his guilt was not proven "beyond a

reasonable doubt." The judicial system won; those who would view the trial's outcome along the lines of racial presumption, whether Caucasian or Afro-American, lost.

If there is any weakness within the judicial system it is in the expense of top quality, legal advocacy. A less capable team of defense attorneys arguably would have failed to establish as clear a presence of reasonable doubt as O.J. Simpson's legal team did. The beginning of a clear message in the name of justice prevailing for all might well be to make excellent legal provision generally available to all. How? I can think of two ways; one, have the law schools raise their standards of admission, both for intellectual ability and character, and two, have them place more emphasis on the fact that justice is what the law is about, not money and upward mobility. There are more attorneys now than there are positions for them, and the law schools are glutted with applications. How many of those are submitted by students animated by dreams of helping bring balance to the scales of justice and how many of lollipop dreams of riches and penthouse views? If my suggestion that better all around legal advocacy tempts you to respond, "Oh, sure, so it becomes even more difficult for criminals to be put away," think about this: Tighten up police evidentiary procedures so convictions are achieved with less room for debate and doubt. It would make for grater judicial efficiency and, God forbid, if ever you or I should have our day in court, we could rest easier given the greater likelihood of a just outcome. If O.J. Simpson is guilty, and evidence had been handled with greater efficiency and care, there would have been far less room for "reasonable doubt." If you have doubts re: the verdict, do not blame the jury, the defense, or the prosecution, blame the carelessness of the investigation. The jury met the standards of judicial requirement; a guilty verdict on questionable evidence would have been folly. Whether you believe O.J. Simpson guilty or not, the judicial system did work.

Ned Haggard is a writer living in the Chicago metropolitan area. His work has appeared in various publications nationally. He is currently at work on a novel.

# National Research Council To Award Ford Foundation Predoctoral and Dissertation Fellowships for Minorities

On behalf of the Ford Foundation, the National Research Council will offer to Native American Indians, Alaskan Natives (Eskimo or Aleut), Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesians or Micronesians), and Puerto Ricans 50 three-year predoctoral fellowships and 20 one-year dissertation fellowships. Designed to increase the presence of underrepresented minorities in the nation's college and university facilities, this Ford Foundation Predoctoral and Dissertation Fellowship will provide opportunities for members of the six minority groups whose underrepresentation in the professoriate has been severe and long-standing.

Citizens of the United States who are members of one of the designated minority groups and who are working toward the PhD or ScD degree, or planning study toward such a degree, may apply for a fellowship award in these national competitions.

Fellowships will be awarded in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and life sciences, or for interdisciplinary programs composed of two or more eligible disciplines. Awards will not be made in areas related to education, business administration, management, health sciences, nursing, home economics, library science, speech pathology, audiology, personnel, guidance, social work, fine arts, and performing arts. In addition, awards will not be made for work leading to terminal master's degrees, doctorates in education (PhD or EdD), Doctor of Fine Arts (DFA) degrees, professional degrees in such areas as medicine, law, or public health, or for study in joint degree programs such as MD/PhD, JD/PhD, and MFA/PhD.

Predocctoral fellowships are intended for beginning graduate students and predoctoral fellowship applicants must have Graduate Record Examinations (GRE) General Test scores for tests taken since October 1, 1990. Dissertation fellowships are intended to provide support for the final year of dissertation writing and dissertation applicants must have completed all requirements for the PhD or ScD except for writing and defense of the dissertation by February 14, 1996.

Fellowships are tenable at any accredited nonprofit United States institution of higher education offering PhDs or ScDs in the fields eligible for support in this program. Each predoctoral fellowship will include and stipend of \$12,000 to the Fellow, and an annual institutional grant of \$6,000 to the fellowship institution in lieu of tuition and fees. Dissertation Fellows will receive a stipend of \$18,000 for the twelve month tenure with no institutional grant.

The deadline for entering the fellowship competition is November 3, 1995. Each Fellow selects an appropriate not-for-profit institution of higher education or research to serve as host for the year of postdoctoral research. Appropriate institutions include universities, museums, libraries, government or national laboratories, privately sponsored not-for-profit research organizations, and centers for advanced study. Direct all inquiries concerning application materials and program administration to: Ford Foundation Predoctoral and Dissertation Fellowships, Fellowship Office, TJ 2039, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418.

## SINGLE TICKETS FOR ILLINOIS PHILHARMONIC ORCHESTRA CHAMBER ENSEMBLE & POPS CONCERT

With three world premieres, Maestro Carmon DeLeone's 10th Anniversary, and a new performance hall, there's something for everyone in the Illinois Philharmonic Orchestra 18th professional season of music making, entitled a *Premiere Season*. So don't miss out! Single tickets are on sale now for upcoming performances of the intimate Chamber Ensemble Series and exciting Pops Concert. The IPO's

Chamber Ensemble Concerts will be held on three Sunday afternoons, October 15th, November 19th, and December 10th at 4p.m. at Freedom Hall, 410 Lakewood Boulevard in Park Forest. This year's exciting annual Pops Concert, A Tribute to Nat "King" Cole, will be held on Saturday, November 11th, 1995 at 8 p.m. at Bloom High School's Wrokmann Auditorium, 10th Street and Dixie Highway in Chicago Heights.

Lively music for smaller ensembles is featured in the 1995 Chamber Ensembles Series. Performed in the intimate setting of Freedom Hall's Manilow Theater in Park Forest, the Chamber Ensemble series concerts showcase

the talents of one of the Illinois Philharmonic Orchestra's finest musicians. Following each concert, audience members can mingle and meet musicians at special Post-Concert Receptions hosted by the Friends of the Philharmonic. Chamber ensemble tickets are \$10 each. Discounted tickets to the three-concert series are \$24.

The November 19, 1995 Chamber Ensemble concert will feature flutes, oboe, clarinet, bassoon, horn, harp, and piano in a variety of works for mixed woodwind ensembles. Selected compositions spanning Classical to contemporary eras will consist of as arrangement of *Overture to The Marriage of Figaro* by Mozart, Saint-Saens' *Tarantella*,

Faure's *Sicilienne* and *Morceau de Concours*, the Partia for *Wicked Polly* by Brown, Doppler's *Andante and Rondo*, and Poulenc's *Sextet*.

On December 10th, 1995, the Illinois Philharmonic Brass Quartet will preform its annual Holiday Concert. The quintet will present a festive concert featuring works by Mozart, Bach, Debussy, Bernstein, and of course, a selection of traditional carols.

The IPO will present a spectacular Pops Concert on Saturday, November 11, 1995 entitled *A Tribute to Nat "King" Cole*. Freddy Cole pianist, vocalist, and talented brother of the late legendary Nat Cole will join the Illinois Philharmonic in selections with

orchestra big band, and trio. Cole will perform such memorable hit songs as *Sweet Lorraine*, *Unforgettable*, and *Mona Lisa*. Tickets to the Pops Concert are \$28, \$22, and \$16; discounted tickets are available for groups of 20 or more.

Reception tickets are \$15 per person and may be purchased with concert tickets.

For season ticket information, or for a free brochure, call or write the I.P.O., 210 Illinois Street, Park Forest, IL 60466, (708) 481-7774.

