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Banner News

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Banner News

Your Life, Your Campus, Your News

Athletes move to next level

By Jessica McNeece
Staff Writer

Most of the sophomore DMACC athletes are looking to play on at a four-year university after graduating in the spring.

There are student-athletes traveling all the way from Pittsburg to Minnesota to South Dakota. Most seem to be heading towards NAIA, Division 3, or Division 2 schools.

Sophomore volleyball player Hallie Mueth is planning on transferring to Northwestern in Minnesota. It is a Division 3 school that has been recruiting her since high school.

"I grew up in the Twin Cities and my mom use to coach there so I knew the head coach. I just really love that school. I basically grew up in that gym," said Mueth.

Some players like Mueth may have known where they wanted to go but other players took a big leap.

Men's basketball head coach BJ McGinn has sophomores that have not yet signed but are being recruited.

"I will not have this year's class completed until some time in May. It is very early still," said McGinn.



Hallie Mueth

Women's basketball coach Steve Krafcsin is also in the recruiting process with the three sophomores that were on this year's team.

"Right now, I just have one that has finalized her decision. Katie Kullmer is going to St. Ambrose University. Kelsey Fynaardt and Maci Robeoltman are still in the recruiting process," said Krafcsin.

Sophomore volleyball player Olivia Fisher is one that has been through the recruiting process and has signed to play at Point Park in Pittsburg.

"I got an email of interest from the coach in October, went on a visit in December, fell in love with the college and city, and signed on my first visit," said Fisher.

Volleyball player Roxanne Grundmeier is also attending Point Park in Pittsburg. She plans to major in sports management.

"I chose Point Park because they have a great Sports Management Program. They also have 3 major professional sports teams there which would give me great opportunities with my major," said Grundmeier.

Currently at DMACC there are 12 sophomores on the softball

See ATHLETES, page 5



Olivia Fisher



Photo by Cainon Leeds

Josh Stevens answers questions for the media minutes after being presented with the \$100,000 Jack Kent Cooke Foundation Transfer Scholarship.

Mega-scholarship expands horizons

By Cainon Leeds
Editor-in-Chief

Josh Stevens entered DMACC in 2011 with plans to move on to Iowa State University, about 13 miles away.

This month he received some big news that could expand his plans by about 1,000 miles, trading ISU for Ivy League.

Stevens was named a winner of a the Jack Kent Cooke Foundation Undergraduate Transfer Scholarship. The \$100,000 award is among the highest scholarships that an undergraduate can receive.

When news of the scholar-



Josh Stevens

ship came, Josh expanded his transfer college search to include institutions like Cornell University in New York and Notre Dame

University in Indiana.

"[My plan] was set up that if I got the Jack Kent Cooke Scholarship and I was accepted at Notre Dame, then I'd go to Notre Dame. If I got the scholarship but wasn't accepted at Notre Dame, then I'd go to the University of Iowa or Cornell University. If I didn't get either of them, then I'd go to Grinnell College," Stevens said.

He received the scholarship on April 10, making him the first Iowan to earn the scholarship. Stevens said he hopes to use the scholarship to major in pre-med.

See STEVENS, page 3



Danny Philpott



"I think I would buy a fuel efficient car. It's the gift that keeps on giving."

Keely Taylor



"I would get a Macbook, high heels and books that I really can't afford."

Austin Klicker



"I would probably get my dream car, a blue 1990 BMW 325 IS."

Ashley Schmidt



"I would probably take my kids on a family vacation, stock up on clothes and food for them and then get a car because we don't have one."

Zach Clark



"I would probably spend it on a trip with my friends and I would go to Adventureland every day."

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Stevens credits professors for award



Photo by Cainon Leeds

Physics instructor Nancy Woods [left], Anya Stevens [center] and April Sorbo [right] celebrate with Josh Stevens shortly after his acceptance of the \$100,000 Jack Kent Cooke Scholarship.

STEVENS, con't from page 1

In the long run, he said he wishes to obtain a doctorate and become a family physician.

According to the Jack Kent Cooke Foundation website, scholarships are awarded to "exceptionally promising students who have financial need." According to Stevens and those who know him, he was exactly what the Jack Kent Cooke Foundation was looking for.

Stevens spoke of his financial needs, hard work and what he hopes to use the scholarship for.

"It takes away that question, if we can make it through. I have four children. I have three boys and my daughter, and we wonder sometimes, month to month, where the money is coming from and how we're going to make it happen," he said.

Stevens said that he is the first member of his immediate family to go to college and that he wants to set a new standard for his children. He is engaged to April Sorbo, who cares for their children, Justice, 7, Logan, 6, and Anya, 16 months old, while he is away at school and work.

He works as a part-time wellness coach and group fitness instructor at the Boone County YMCA. He said he makes about \$6,000 per year. Stevens said that there have been times when he has had to sell personal items to deal with house payments, go to school and pay for gas.

"Even here at college I've had people reach their hand out to me and help me with gas money at times. That's how tight we run," he said. Stevens said the \$30,000 in annually renewable scholarship money would relieve a lot of stress and allow him to focus on his studies.

Stevens has a GPA of 3.98. He is an active member of DMACC Boone's Phi Theta Kappa chapter, takes part in the new DMACC Honors Program, volunteers his time with youth sports and is a staff writer for the Banner News. Stevens has also attended Leadership Iowa University, a week-long program of the Iowa Association of Business and Industry Foundation.

Although Stevens has been

successful during his time at DMACC, he expressed regret for not being a better student in high school. He described himself as somewhat of a "slacker" in high school. Stevens retraced his past from growing up as the "sitches kid" and graduating from Sheldon High School in Souix City, Iowa, to winding up homeless in Indianapolis, Indiana, and having to hitchhike his way home, from joining the U.S. Air Force to working long hours in a meat packing plant.

He said he found his way to DMACC Boone to be closer to his oldest son, Hunter, 13, who was living with Stevens' ex-girlfriend in West Des Moines. He explained that his original plan was to attend DMACC for a short time and then transfer to Iowa State University as soon as possible. Stevens said that social science instructor Sean Taylor convinced him to graduate from DMACC before moving on to a four-year institution.

Regardless of his past, Stevens describes himself as a persistent learner and his instructors said he was a good student.

"I'm not the smartest guy in the world. I'm a hard worker, but I'm not that smart," Stevens said.

English instructor Sam Pritchard said, "I enjoy Josh. He's driven, determined, but he's not afraid to laugh. He works as hard as any student I've ever had. He understands irony. He understands that an education is more than a piece of paper. An education helps us live a life."

Stevens talked about why he has worked so hard for a quality education.

"The reason why I've done this, why I've worked so hard, is not for me. It's not for an accomplishment like this. It's so that my boys can see that no matter where you're at in life, you can do anything you want if you're willing to work for it," he said.

Stevens attributed much of his success in obtaining the scholarship to the faculty at DMACC Boone.

"The winning of the award is not just about me. It's about my teachers. It's about the faculty. They're absolutely amazing, and I probably did seven to eight,

maybe nine, revisions of each of the essays with my teachers," he said.

He thanked physics instructor Nancy Woods in particular for her role in encouraging him to apply and guiding him through the application process.

"I wouldn't have even tried applying for the scholarship if it wasn't for Nancy. Dr. Woods has helped me with all of my applications. She's been my springboard. She helped me believe in myself," he said.

Stevens also showed gratitude toward Pritchard for reviewing his essays and helping him to write new revisions. He said that, although he had several other instructors check his essays, Pritchard was the one of the teachers who inspired him most.

"Mr. Pritchard, one of my first instructors, really gave me confidence and helped me believe in myself," he said.

"They are so giving of their time. It's amazing to me that these individuals who have families, who have kids of their own, donate so much of their time giving to us," he added.

In addition, Stevens said that Isa Adney, a guest speaker who visited DMACC early in the fall and a fellow recipient of the Jack Kent Cooke Scholarship, impacted his decision to apply for the scholarship.

In an email interview, Adney said, "Usually there is one special student that follows through in every college I speak. Josh stood out to me immediately; I could tell he was going to go places because of his diligence. He emailed me after I left and asked for advice on his personal branding and applying for the Jack Kent Cooke Scholarship."

Adney said she didn't believe she had much to do with Stevens' success and praised his hard work and perseverance.

"I would like Josh to know that he is an incredible person and will continue to do amazing things with his life. He has more potential than even he realizes, and the sky's the limit," she said.

Although Adney sparked Stevens' interest and encouraged him along the way, Stevens said that Woods was the one who made the application for the Jack Kent Cooke Scholarship feasible.

Woods said, "Anytime I start talking to students about scholarships and scholarships that are available, [the Jack Kent Cooke Scholarship] is one of the first things I mention."

She said that Stevens showed serious interest in and applied for the scholarship early in the fall of 2012. According to Woods they had a late start on applying for the scholarship.

"We really really wanted to

get this thing done early so that it wouldn't be so stressful, but I seem to remember that we were down to the last minute getting it published and submitted," Woods said.

The deadline for application was early December, and Woods said that she and Stevens were still working on it after Thanksgiving Day.

They said the process was daunting. Stevens said he had to complete many application forms and several drafts of three separate essays: an autobiographical essay, an essay describing an instance when Stevens helped someone and an essay devoted to what he hopes to do with his future.

Woods said that she couldn't begin her work until Stevens had finished his application. She had to write three essays of her own describing Stevens and explaining why he should receive the Jack Kent Cooke Scholarship.

Woods said that although she has never had Stevens in one of her classes, she has gotten to know him and his personal story through Phi Theta Kappa and working on the Jack Kent Cooke Scholarship.

"He's dependable. If he says he's going to do something, he's going to do it. This is a man that has an extensive family life. He works outside of here," Woods said.

Woods said that she is eager to see Stevens continue through college, earn his PhD. and help those who come after him.

"I cannot wait for Josh to become future Josh. And whatever that future Josh is, I can't wait for him to get to that place and then say, 'Okay now, how can I turn around and lend a hand to the next generation,'" she said.

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Editor's note: DMACC students studying abroad in London were assigned to submit articles on their experiences to the DMACC student newspapers as part of a class. Two articles are printed here.



Photo courtesy of Kaitlin Harman

Kaitlin Harman explores the Holocaust Museum, the Mémorial de la Shoah, in Paris while studying abroad.

Holocaust remembered through French museum

By Kaitlin Harman

Guest Writer

Paris is a city I have wanted to visit for as long as I can remember. It is such a beautiful city with history everywhere. Dr. Jedele, three of my classmates and I went and spent all sorts of time walking around and visiting different sites throughout Paris such as Notre Dame, Sainte-Chapelle, the Louvre, and the Eiffel Tower. However, one place we visited that I was the most interested in was the Mémorial de la Shoah, a Holocaust Museum and study center dedicated to the history of the Holocaust in France.

I have always been very interested in learning about the Holocaust and different events that have happened during that time. With the Holocaust Museum in London being closed the entire semester, I couldn't wait to be

able to visit the one in Paris and get to see and learn more about the Holocaust and concentration camps.

When we walked up to the building, one of the first items that we saw when we walked into the court yard was a huge sculpture that had the names of the major death camps around it. Turning the corner were walls covered with names of people who had their lives taken from them. Seeing the amount of people from France who were taken to concentration camps (76,000) and never made it back was a very different feeling. Seeing the names of all of those people and knowing they were being remembered made it such a powerful moment, but knowing it was that many people just from one country was so hard to comprehend.

The first room I saw inside

the museum was a huge dark space with a big Star of David and an eternal flame in the middle with light from the ceiling shining down onto it. It turned out that it was a gravesite with ashes of victims who were found at the camps.

The next part of the museum was the most moving part of the experience. We walked through different rooms with artifacts and pictures from the Holocaust. It was a very powerful experience to see all of the first hand pictures and stories and even an outfit that prisoners would have to wear in the camps. With it being a newer museum, there was quite a bit of technology and there were several of video's and the information was presented in both French and English which was nice because otherwise it wouldn't have been such a moving experience.

It is good to know that the victims of the Holocaust will always be remembered because of memorials and museums that keep their memory alive. We can read about experiences that happened to those people, but actually seeing pictures and artifacts from the concentration camps make it much more real and helps make us realize that the Holocaust did happen and it isn't just a story. Reading about such events in history books or novels is interesting, but walking through a museum and seeing pictures and reading stories makes history a living experience, rather than a reading experience.

Although I walked the streets of Paris and visited many of the usual sites like the Eiffel Tower and the Louvre, which will be memorable for me, my visit to the Holocaust Museum is a memory that will live with me forever.

Student digs in to dinosaur museum

By Brian Lundgren

Guest Writer

London, a country rooted in history, has been my home for the last six weeks; along the way, I have visited many museums, but last week I came across my favourite one yet. The National History Museum, located on Cromwell Road in London. This museum is one of the newer museums in London having only been opened in 1881, compared to the British Museum that opened in 1759. The National History Museum features the history of species, the extinction of species and the history of nature. I wanted to go to this museum for two reasons, they have a great exhibit on dinosaurs and my wife (Cheryl Lundgren, a current student at DMACC) wanted me to go because she is studying to be a palaeontologist. We both have an interest in dinosaurs and the exhibit did not disappoint.

As soon I walked into the museum I saw a giant Camarasaurus that is so massive that it is hard to capture in one picture. I knew right away this museum was the place I wanted to be and headed straight for the dinosaur exhibit. As I walked into the exhibit, the first thing I noticed was the lights because they had been dimmed to give the overall feeling of extinction. The first dinosaur in the exhibit is one of my favourites, the Triceratops. I also have a tattoo of the same dinosaur and made sure to get my picture taken next to the prehistoric giant. The dinosaur bones on display are so massive in size that they created an elevated way for better overall viewing.

The purpose of the dinosaur exhibit is to educate the public about the history of dinosaurs and how they lived while on earth. One display that stood out to me was a piece of land that had dinosaur tracks small and big. The tracks represented the prey and the hunter; the smaller tracks were the prey and the larger tracks were right behind them in a chase sequence. Close to the end of the exhibit was a huge robotic Tyrannosaurus Rex that looked like something straight out of the film Jurassic Park. The end of the exhibit talks about the theories

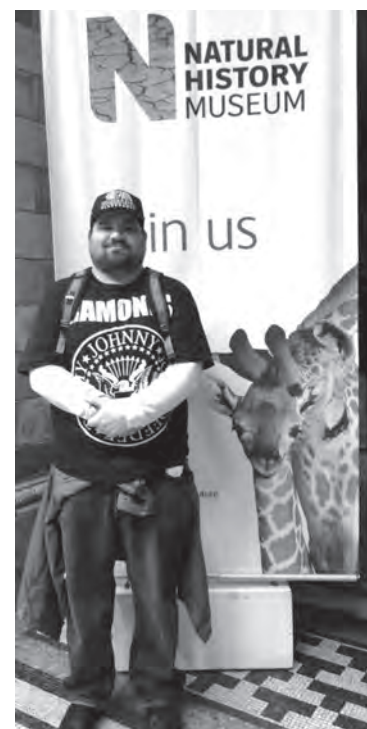


Photo courtesy of Brian Lundgren

DMACC study abroad student Brian Lundgren standing in front of the Natural History Museum.

surrounding the extinction of dinosaurs and the history of early palaeontology that discovered some of the first bones. This exhibit was well worth the trip and my favourite so far.

The exhibit called Treasures featured items that are thousands of years old and very rare. This exhibit was equally as impressive and I am glad to be able to say that I have personally seen these very old objects. The Broken Hill Skull is the first early human fossil found in Africa. Identified as the species Homo heidelbergensis; it is said to be the most likely ancestor to modern humans. Up to this point, all of the museums that I have visited have been focused on the history of London or art. The art museums have given me a wider and greater appreciation of art, but the National History Museum stood out above all of the others. I have always found the history of the world and its species to be very interesting; this museum reignited that passion once again. There are great National History museums all over the US, but for any traveller to London, this museum should be a "must see" on the list of activities.

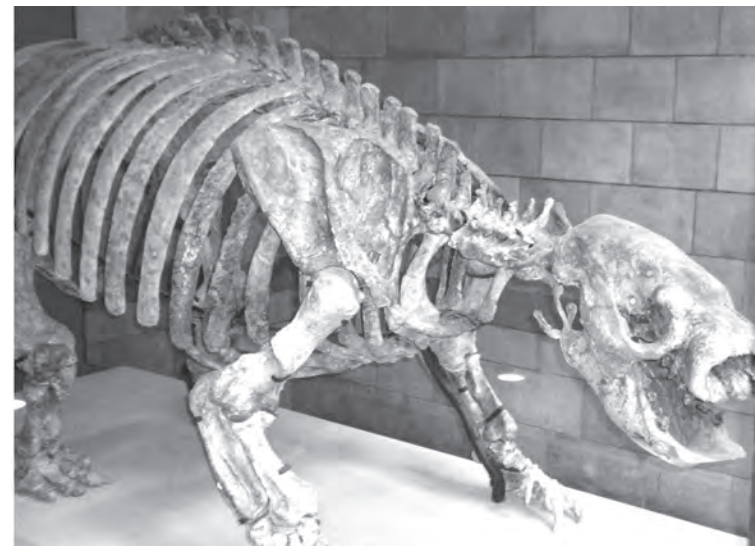


Photo courtesy of Brian Lundgren

The skeleton of a dinosaur as displayed at the Natural History Museum in London.

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Submitted Photo

Honors students and faculty volunteered at the AEA 11 Junior High Knowledge Bowl at Merle Hay Mall on April 11. Pictured above (Back row, left to right): Abdul Mohammed, Stacy Amling, Carl De Vries, Josh Stevens, Julie Roosa and Jan La Ville (front row) Sarah Waddle, Xue Hu, and Philip Porter.

Honors Program reaches first-year milestone, welcomes new director

By Kodie Butterfield

Staff Writer

The DMACC Honors Program will complete its first academic year this May. The program offers students the chance to explore their classes on a deeper level, the opportunity to attend an array of events and to visit four-year universities.

This semester the DMACC Honors Program has visited colleges such as Grinnell College and Iowa State University. They volunteered at the Junior High Knowledge Bowl at Merle Hay Mall in Urbandale and visited Joplin, Missouri, earlier this semester to help rebuild houses that were destroyed by the tornados in 2011.

Jan LaVille, director of the DMACC Honors Program, explained that the students are required to complete an Honors project by the end of each semester for classes they want to get Honors credit for. The students are required to get at least a B on their final project.

Students make the decision about the project after meeting with their instructors at the beginning of the semester. They are then required to meet with their instructor throughout the semester.

Players look forward to move

ATHLETES, con't from p.1

team. Seven of them have signed to four-year universities and three of them are still being recruited to play next year.

Iowa State softball coach Stacy Gemeinhardt-Cesler has four athletes on her team this year that have come from a community college. (None from DMACC.)

"I think that community college athletes benefit more than freshman because they are more mature. The hardest thing is learning a new system as a junior but they usually fit in great," said Gemeinhardt-Cesler.

Mueth feels the excitement for her upcoming move because she is going into a comfortable environment that she is used to.

"I am really excited to meet my new team and get to know the girls. There are so many things I am excited about," said Mueth, "I am so comfortable there but it will be a new experience. It might be difficult to get a new routine but it will be good."

Fisher isn't nervous about the big move, just as excited as Mueth.

"I'm excited to be living downtown in a large city because I grew up in rural Iowa. I'm not nervous about anything. I'm looking forward to the next chapter in my life and can't wait to see what awaits," said Fisher.

ter to give updates on the status of the project.

Students this semester are doing an array from projects from writing a novella to discovering ways to increase lung capacity to creating a music video.

"The purpose is to take a subject area they are enrolled in and go beyond what everybody else in class is doing and for them to make it their own," said LaVille.

Anthony Ames, DMACC Honors student, is currently working on two Honors Projects. One of his projects is to write a 100-page novel for his Encounters in Humanities course.

"I decided to write the novel because it is something I have wanted to do for about three years on and off. The novel is about the choices we make and the consequences they have," said Ames.

This is Ames' last semester at DMACC. He said he plans on transferring to a university. He is currently looking into Iowa State University and American University in Washington, D.C.

LaVille will be retiring from DMACC at the end of this semester. Starting this summer, Sarah Waddle will be taking over as the director of the DMACC Honors Program. Waddle is currently serving as a

professor of English on the West campus.

"My number one goal is to maintain the quality of the program and make sure it has the same rigor and value to the students," said Waddle.

Waddle also wants to reach out to students and school districts that do not know about the Honors Program and all that it has to offer students. She said that she hopes to spend some time with schools in some of the service areas to expand what they know about the program and hopefully get more applications from those areas.

Waddle said that LaVille will help her in the next two months with training and the program in general.

Once she takes over as director of the DMACC Honors Program Waddle hopes to keep the program where it is but also extend on the processes that have been developed.

"My philosophy is that a strong Honors Program helps strengthen the institution in general. The students involved aren't just Honors students; they are everyday students, the editors of papers, the theatre students and much more," said Waddle.

Who is going where?

Softball

Jessica Kinnetz - OF - AIB
Kenzi Alstott-OF- Augustana,SD
Carlee Grunder - 3b/C - Southwest Minnesota State University
Mari Silliman - P - Graceland
Kourtnei Robinson - IF- Northwestern

Ali Miner - IF- St. Leo University
Ashley Madsen - OF-Graceland

Volleyball

Jordan Lechy - setter- Buena Vista University
Roxanne Grundmeier - OH- Point Park, Pittsburg
Olivia Fisher - OH-Point Park, Pittsburg
Hallie Mueth - OH/MH-Northwestern in St. Paul, MN

Women's Basketball

Katie Kullmer-Forward-St. Ambrose University

DMACC Boone loses network analyst

By Josh Stevens

Staff Writer

DMACC is losing another integral part of its team to retirement this year. Ron Erickson is the Network Systems Analyst for the Boone Campus. He has decided to retire at the end of his 19th year of service.

When Erickson took over there were 20 or 30 computers and now there are over 400. Erickson has been the engineer of the digital highway here on campus, connecting and maintaining the system. He also sets up, maintains and brings in new equipment like smart boards and projectors.

Erickson met his wife of two years Cynthia Cory, a nursing instructor, on campus here at DMACC where the two were colleagues.

Cory's affections for Erickson happened upon her quickly but she recalled her first impression of him, "Mary Jane Green, Gary Stasco and Ron and I had gone out for a faculty lunch. He had a set of keys in his hand and he played with the keys constantly. This psychomotor thing he has is spatial psycho motor combo with logic is a very dangerous place because it makes you freaking smart. That day I remember [thinking] if you don't leave your hands quiet, I'm going to slap you. So anyway the joke has been skinny people constantly move. He said that."

Erickson is not only, as Cory put it "the alpha male IT at DMACC [due to him being the lone IT staffer]" that holds the technology systems together here at the Boone campus, but he is also a friend, an intellect and an avid music enthusiast.

Erickson's passion for music coupled with his gift in electronics has led to his favorite hobby, building competition grade custom speakers from scratch. He entered his speakers in a blind sound test in New York. His speakers placed first in frequency response, third in build quality and fifth in construction.

Speaking about what he looks forward to the most with regards to retirement, Erickson said, "Not setting an alarm clock."

Biology and environmental science instructor Tim Bergin described Erickson's sense of humor.

"He has an incredibly dry sense of humor. Sometimes it's hard to tell if he's joking or not but most of the time he is," Bergin said.

He went on to say that he always has clever, witty, pointed comments that are never mean but oblique.

One of Erickson's favorite moments at DMACC came when



Ron Erickson

he was asked about the vending machines. The power had gone out and a student asked if the machines would still work.

Bergin said, "He will always come up and get the job done. Even on break he drops what he is doing and gets the job done."

Erickson said he also looks forward to traveling Europe and completing projects around the house.

When asked about what he'll miss most, he said it was the people at DMACC.

Erickson is well thought of by faculty.

Bergin spoke of his attributes, "He is incredibly detail oriented, so everything in the end is almost perfect. It's not that he doesn't make mistakes but he makes less than most people and when he does he knows how to correct the mistakes or adjust to them."

"He's not just a computer geek," Mary Beth Hanlin said. She is a professor of anatomy and physiology here on campus and also a friend of Erickson.

Bergin said, "He has incredible knowledge of stuff not just computers but electronics but is also very political and is always up on current events. Even though he's a computer person he is very perceptive."

"I'm going to miss him a lot. I've had more difficulty adjusting to thinking about him being gone than he has," Bergin said.

Hanlin said, "He will be missed big time."

Maggie Stone, also retiring from her position here at DMACC and friend, said, "Ron's a good friend and he's kept this place going."

Provost Tom Lee said, "We will miss his overall knowledge of the campus it's technology, the infrastructure of the building in regard to technology and the overall knowledge of how the system works and especially with the windows platform because he's very knowledgeable and responsive to the needs of faculty and staff. That and his overall relationships that he has built over the years is going to be hard to replace."

The campus is actively looking for a replacement and hopes to allow a time for the replacement to learn hands on from Erickson.

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From backyard baseball to big time hoops

DMACC women's basketball coach Steve Krafcsin grew up dreaming of playing for the Chicago Cubs but became the only player in NCAA history to play and score in the Final Four for two different teams

By Kolby Vetter
Staff Writer

If things would have turned out the way Steve Krafcsin thought when he was younger, he would be known as a pitcher for the Chicago Cubs, not the head women's basketball coach for the DMACC Bears.

But things don't always turn out the way we think they will.

The 6-foot-9 Krafcsin grew up playing baseball as much as he could with his friends in Chicago. At the time the game of basketball hadn't even crossed his mind.

"Baseball was all we played, if we would play basketball it would be just for fun, but if I had a dream or a wish growing up it would have been to be a pitcher for the Chicago Cubs," Krafcsin said.

Krafcsin, who has been the coach of the Bears since 2004, said it wasn't until seventh grade that he started to shift his attention from baseball to basketball.

As seventh grade rolled around Krafcsin was already 6-foot-2 but still wasn't too familiar with the game. It wasn't until his coach came up to him and told him he needed to start thinking about trying out the game.

At the time, Chicago Public Grammar School, the institution Krafcsin attended had no organized sports, so their coach decided to get Krafcsin and the players involved in tournaments throughout the area.

"Back in the day catholic schools were very popular, and as I was starting to get taller, I was getting more attention from area catholic high schools," Krafcsin said.

Krafcsin said he knew he wanted to go to college and back in the day public schools weren't thought of as a place to receive a good education. Krafcsin wanted to attend a catholic school.

"I knew I wanted something more. I had three or four schools



Steve Krafcsin

that asked me to come play but I decided to attend St. Laurence High in Burbank (Illinois)," Krafcsin said.

So as the years were moving along, Krafcsin kept growing. By his sophomore year of high school, he was already 6-foot-9 and starting on the varsity team.

Krafcsin said because of his size that around his junior year of high school he started to receive interest from many colleges around the nation. He was named a High School All American and schools like Iowa, Illinois, Indiana, Notre Dame, and North Carolina were among Krafcsin's favorites.

In April of Krafcsin's senior year, he decided he was going to play for Dean Smith's North Carolina Tar Heels. Dean Smith is considered a "coaching legend" by the basketball hall of fame and had a career winning percentage of .776.

"ACC basketball is where it was at back in the day. I thought Carolina blue looked good, and there were girls at the school (Krafcsin attended an all-boys school.) The weather was warm, and it was just something I couldn't turn down," Krafcsin said.

Although UNC reached the national title game in Krafcsin's freshman year, things didn't go as planned for the 6-foot-9 center.

The freshman thought he was the only big guy they were bringing in that year but found out they also recruited two others.

Krafcsin didn't get the playing time he thought was going to get and was second string most of the year. At the end of the season Smith told the players that the job was up for grabs. It was at that point that the thought of transferring crossed Krafcsin's mind.

"I became homesick, and really figured out that North Carolina wasn't a place that I could call home. I wanted to be back closer to where my family was," Krafcsin said.

Before Krafcsin signed with UNC, the other team that stood out to him was Iowa; he said they came in a close second for his services. So as his recruiting process reopened, Krafcsin was considering other schools like Xavier, Indiana, and Illinois, and then Krafcsin reached out to the University of Iowa and head coach Lute Olson.

Because the Hawkeyes were his second choice all along he decided it was in his best interest to attend Iowa and team up with now Hall of Fame head coach Olson and All American point guard Ronnie Lester.

Because Krafcsin was a transfer, NCAA rules forced him to sit out one year, and pay his own way the first semester and finally be on scholarship the second.

It was Krafcsin's junior season and things were looking good for the Hawkeyes, they were returning Ronnie Lester and bringing in a freshman guard by the name of Bobby Hansen.

"We started off great, we were undefeated 10 games into the season, but then Lester got hurt and we struggled for some time," Krafcsin said.

The Hawkeyes finished the regular season with a record of 19-8 and were on the bubble to get into the tournament, but Ron-



This is a clip from Krafcsin's collection taken from a newspaper in his junior season of 1979. Iowa led by Ronnie Lester went 23-10 and reached the Final Four that year before falling to Louisville 72-80. Krafcsin has been the head coach at DMACC since 2004

nie Lester was returning from his injury and Iowa was starting to get hot.

Iowa cruised all the way to the final four beating powerhouses Georgetown and Syracuse along the way, making Krafcsin the only player in NCAA history to play and score for two different teams in the Final Four.

While Krafcsin didn't realize it at the time, Iowa going to the Final Four was a big deal for most of the state.

"Things were bleak in the state, talks about war with Iran, and the economy was not good, but Lute was a popular figure and us making it was a big deal for many people," Krafcsin said.

DMACC athletic director Orv Salmon has known Krafcsin since Salmon's coaching days at Drake. He said he remembers what it was like to be a fan watching Iowa make its run to the Final Four.

"Although I went to Mis-

souri, I followed the Hawkeyes because I grew up in the state. He played on a great team with good guys and played for a great coach — Lute Olson. I enjoyed watching them play and how they competed," Salmon said.

Krafcsin said that all the teammates from the 1980 Final Four team still stay in touch today and go back to Iowa City every summer to see each other.

"One of the reasons we were so successful was because we got along so well, we had that bond, we just had great chemistry," Krafcsin said.

After Krafcsin's playing days were over, he decided to pursue a coaching career. He started at Loras College in Dubuque where he was an assistant coach from 1984 to 1987. He went on to Iowa State where he was an assistant under head coach Bobby Orr from 1987 to 1994. From 1994 to 1996, he was an assistant coach at North Dakota University.

Krafcsin became head men's basketball coach at NIACC in 1997 and was at the helm until 2004, when he left the Trojans to become the head women's basketball coach at DMACC. He has been in Boone ever since.

Salmon said Krafcsin's reputation was one of the reasons he is such a good coach.

"He is a good person that relishes the challenge of being responsible for young people as they go through college while trying to coach them into a team," Salmon said.

Krafcsin said that one of the reasons that he took the DMACC job was the proximity to his wife's family and just being able to watch his kids grow up. He and his wife have three kids.

"Besides marrying my wife, it (the DMACC women's basketball coaching job) was one of the best moves I have ever made," Krafcsin said.



File Photo/Cainon Leeds

DMACC Bears head women's basketball coach Steve Krafcsin talks to the team during a game in the 2012-2013 season. Before coming to Boone, Krafcsin coached at Loras, Iowa State, North Dakota and NIACC. Krafcsin is the only NCAA player to score and play in two Final Fours with two different teams.

DMACC needs extra innings to defeat Marshalltown 8-7

DMACC- The Des Moines Area Community College (DMACC) baseball team dug a hole and then climbed out of it in defeating Marshalltown Community College (MCC) 8-7 in 10 innings April 16 at the DMACC baseball diamond.

The Bears trailed 7-1 heading into the bottom of the seventh, but scored twice in that inning and then drew even with a four-run rally in the bottom of the eighth. DMACC then scored a run in the bottom of the 10th to come away with its 29th win of the season against five losses.

Freshman Tyler Wolfe of Maple Plain, Minn., gave the Bears the win when his one-out single scored sophomore Dalton Leuschke of Alexandria, Minn. Leuschke was pinch running for freshman Charlie Coghlin of Colorado Springs, Colo., who opened the inning with an infield

single. Leuschke moved into scoring position on a wild pitch.

Wolfe was the only DMACC player with two hits in the game. Freshman Steve Serratore of Austin, Minn., drove in a run with an infield grounder in the seventh and contributed a two-run double in the eighth. Freshmen Patrick Fiala of Sioux Falls, S.D., Blake Molitor of Plymouth, Minn., and Roman Collins of Maple Grove, Minn., also drove in runs for DMACC.

Freshman Brennan Manfull of Cambridge pitched the first four innings for DMACC. He allowed five runs on three hits, struck out five and walked three. Freshman Ben Larpenter of Urbandale threw the last six innings and leveled his record at 1-1 with the win. Larpenter allowed two runs on five hits and struck out two.



DMACC-Freshman Ben Larpenter of Urbandale evened his record at 1-1 after getting the win in the DMACC baseball team's come-from-behind 8-7 win in 10 innings over Marshalltown Community College (MCC) April 16. Larpenter threw the last six innings, allowing two runs on five hits.

DMACC men and women's golf team finishes third in the ICCC Invitational

Men's Golf

Freshman Tanner Ludwig of Carroll tied for medalist honors with a 73 as the Des Moines Area Community College (DMACC) men's golf team garnered a third-place finish in the Iowa Central Invitational April 15 at the Fort Dodge Country Club in Fort Dodge.

Ludwig's score helped the Bears to a team score of 309, six strokes behind the 303 posted by Kirkwood Community College (KCC). The DMACC B team finished eighth with a 323.

Other DMACC A team scores included a 77 by sophomore Andy Fraser of Huxley, a 78 by sophomore Nate Schill of Gowrie and an 81 by freshman Nico Costa of Anamosa. Freshman Brad Christensen of Carroll also played for DMACC A and posted an 82.

Freshman Matt Gute of Carroll led DMACC B with a 79. Sophomore Nate Pietz of Huxley and freshman Zach Hammerberg of Adel shot 81 and freshman Austin Huebner of Centerville had an 84.

The DMACC men's golf team will play in the Buena Vista Invitational April 19 and 20 at Storm Lake.



Tanner Ludwig tied for medalist honors, shooting a 73 in the ICCC invitational

Women's Golf

The DMACC women's golf team got a fourth-place finish from freshman Jalyn Briley of Boone and placed third as a team in the Iowa Central Spring Invitational April 15 at the Fort Dodge Country Club in Fort Dodge.

Briley shot an 85 to lead Bears to a 356 total, 18 strokes behind the 338 posted by North Iowa Area Community College. Buena Vista University (BVU) finished second, one stroke ahead of DMACC. NIACC's Alexandria Eck-enrud took individual honors with a 79.

Other DMACC scores included an 87 by sophomore Mackenzie Watts of Huxley, a 92 by sophomore Kelsie Berke of Algona and a 92 by freshman Miriam Rinehart of Boone.

Sophomore Taylor Wadle of Pleasantville and freshman Emily Craig of Woodward also competed for DMACC. Wadle shot a 96 and Craig posted a 106.

The DMACC women's golf team will play in the NIACC Invitational April 22 at Mason City.



Fresman Jalyn Briley placed fourth in the Iowa Central Invitational. DMACC's women's team finished third as a whole in the tournament.



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The Banner News does not publish in the summer.

See you in the fall.

Editor's note: Graduating students in the Honors program were asked to write about their experiences. One of those columns is published here.

Exam-taking tips for doers, wasters and procrastinators



by **Debbie Helms**
Guest columnist

Exams are a fundamental process in enabling students to learn. They provide feedback for student and teacher alike: for the student what you know and don't know; and, for the teacher how to add or revise content to improve students learning. Tests are also used in employment certification, armed forces and many other fields. Exams can be used to test our knowledge and aptitude in subject areas, to meet certification standards for employment or military service, and, most importantly for college students to identify the areas that need work and ensure placement in classes suited to your ability. Society needs exams to test knowledge and exposure and to ensure a good fit between people and their career goals.

The process of preparing for examinations varies from person to person in the way they work, study and allocate time. There are many different learner types and approaches to taking tests. In general these can be divided into three categories. These include:

The Doers - those students who are eager to work when they have a chance. As soon as an

exam is set or an opportunity to revise work is announced, they will start straight away and don't stop until all work is finished. These are the people who will normally achieve higher scores. When taking an exam, they sometimes finish first but are normally the last ones to finish an exam. They usually take time to review their answers and make sure they have done everything they can. Doers tend to have an idea of where their life is heading. The dictionary definition of doer is "somebody who takes action instead of just thinking or talking about it" (Microsoft dictionary).

The Procrastinators are those people who are interested in their work but lack either motivation or self-discipline and, so, end up leaving studying to the last minute. They often regret delaying and wish they handled it differently. They are well-intentioned but frequently indecisive and waste time writing long action plans/lists or thinking about how to tackle a revision. Slowly but surely time starts to run out and nerves set in. Time passes quickly and before they know it test day is upon them. They are left with one day before the exam and have no other choice than to cram. Sometimes this strategy works, but unpredictably.

The Time wasters are people who do little or nothing. They find revision to be a waste of time and effort. Alternatively, they are distracted by something more interesting. Often they don't understand the significance of studying for exams and how studying on a systematic basis can improve their performance and educational progress. They take their exams and hope for the best.

Depending on the timing and

material covered by an upcoming exam, most of us, have at some point or another, exhibited some combination of these three approaches to preparing for an exam. Clearly, however those employing the first approach to exams and revisions on a consistent basis will dramatically improve their chances of success.

Ideas to help you prepare and study for your upcoming spring finals:

Rewrite your class notes to aid memory and to create new notes with key points that will be important for the exam. This is an appropriate method for most subjects

Try not to cram. Create a feasible timetable for studying and allocate no less than two hours for each subject.

For math classes the most effective way to study is to re-do problems. Don't just re-read your notes.

For subjects like Biology, Chemistry and History, reviewing your text, and re-reading your notes are very important and the best way to prepare yourself for your finals.

If you study best in a noise free environment, make sure you have no distractions (young siblings) place a 'Do Not Disturb' sign on your door.

If you study best in a noisy environment, listen to music that is not distracting; something that you are unable to sing along with is best.

Make sure you take regular breaks; take the dog for a walk, exercise, or do a house chore. The purpose of a break is to take you mind off studying and help you to feel refreshed and awake.

Get a good night's sleep the night before your exam.

Don't freak over finals



by **Kodie Butterfield**
Staff Writer

The closer it gets to the end of the semester the harder I am finding it to stay focused and do what needs to be done. Some of us are preparing to transfer to a four year university and have plenty of planning left to do but we've got to finish this semester first. With only about a week left it can be hard but final exams are nothing to mock at. That final exam can make the difference between failing and passing or for those perfectionists out there the difference between an A and a B. The stress that brings can be overwhelming sometimes but there are ways to help diminish the effects it has on us. I'm going to give you some simple tips on how to get some studying done but hopefully keep the stress level to a minimum.

Some people like to just sit down for a few hours and try to study straight through without any break. That's not the way it should be done. By doing this you are overloading your brain with the information and it gets harder to maintain all of it. When you sit down to study spend about an hour on a subject and then take about a ten minute break away from it. Let the information seep into your brain and stay there. What's the point of studying if it isn't going to stick? Taking breaks will help you in the long run plus no one wants to spend three hours solid studying for a Chemistry exam.

You remember those naps we all refused to take in kindergarten? Well this would be a time to use those. When you get too stressed you can develop a stress headache and sometimes taking medicine doesn't work. The best thing to do is to lay down in a quiet room shut off the lights and just lay down. You might want to

set an alarm so you don't sleep too long but it will help your body take a rest and de-stress.

Classical music might not be the most appealing to everyone but the rhythmic sounds relax your muscles and help strengthen your memory. I will be honest that any other time of the year I don't listen to classical music but when finals week comes up I am more than happy to put on some Beethoven.

Cramming the night before is not a good idea, you are less likely to absorb the material and will most likely sit down to do your final exam and forget everything and I know how much we all hate when that happens. You should start studying for an exam at least a week before the test. That might mean it is a little late for some of you but it's better to start now then try to cram the weekend before your Monday morning exam.

Another thing you can do is eat right. I know this is something that I have a problem with year round. Eating fruits and vegetable really do help though. This is something I am going to work hard on this semester; I want to cut back all the junk food and pick up an apple or some celery. All of that junk food isn't just bad for you it's also bad for your brain.

It's been said that chewing gum helps you focus during exams and I have found this true for me. So pick up an extra pack while you are at the store and maybe even share with your friends. Another thing to do during the test is to take advantage of whatever notes you teacher might be letting you use. I'm lucky enough to have a test where my teacher allows all the notes we have taken. Even if it is just a small notecard, use it. That notecard can fit a lot of information and fill it with the things you don't remember not the obvious.

Once you finish your exams, go out and reward yourself. Don't worry about how they went once they are done with. Let go of that stress and go have some fun, whether that means going out with some friends or sitting at home with a bowl of popcorn and a good movie. Just remember your finals are over and the stress is over for a while. It's almost summer so have some fun but not until after you finish studying.

Final exam schedule

Monday/Wednesday/Friday courses

Class Start Time Range	Final Exam Date
Before 8:00 a.m.	Friday, April 26, 2013
8:00 a.m. - 9:00 a.m.	Monday, April 29, 2013
9:05 a.m. - 10:05 a.m.	Wednesday, May 1, 2013
10:10 a.m. - 11:10 a.m.	Friday, April 26, 2013
11:15 a.m. - 12:15 a.m.	Monday, April 29, 2013
12:20 p.m. - 1:20 p.m.	Wednesday, May 1, 2013
1:25 p.m. - 2:20 p.m.	Friday, April 26, 2013
2:30 p.m. - 3:30 p.m.	Monday, April 29, 2013
3:35 p.m. - 4:55 p.m.	Wednesday, May 1, 2013

Tuesday/Thursday courses

Class Start Time Range	Final Exam Date
6:30 a.m. - 7:55 a.m.	Tuesday, April 30, 2013
8:00 a.m. - 9:35 a.m.	Thursday, May 2, 2013
9:40 a.m. - 11:10 a.m.	Tuesday, April 30, 2013
11:15 a.m. - 12:45 p.m.	Thursday, May 2, 2013
12:50 p.m. - 2:20 p.m.	Tuesday, April 30, 2013
2:25 p.m. - 3:55 p.m.	Thursday, May 2, 2013
4:00 p.m. - 4:55 p.m.	Tuesday, April 30, 2013

Evening/Saturday courses

Class Start Time Range	Final Exam Date
Last Monday night classes (Final Exam)	April 29, 2013
Last Tuesday night classes (Final Exam)	April 23, 2013
Last Wednesday night classes (Final Exam)	April 24, 2013
Last Thursday night classes (Final Exam)	April 25, 2013
Last Friday night classes (Final Exam)	April 26, 2013
Last Monday/Wednesday night classes (Final Exam)	April 24, 2013
Last Tuesday/Thursday night classes (Final Exam)	April 23, 2013
Last Saturday classes (Final Exam)	April 27, 2013

There is the possibility of a schedule conflict with an evening class that starts early. Instructors should work with students to help resolve any conflicts. If there is difficulty finding resolution, contact the provost's or dean's (for the Ankeny Campus) office(s).

Commencement Exercises: Due to the schedule at Wells Fargo Arena, the annual commencement exercises for the Ankeny, Des Moines/Urban, Newton and West Campuses will take place on Wednesday, May 1, the night before the last day of final examinations.

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Weapon control under fire

Intent and mental health key, not more weapon legislation



By Cainon Leeds
Editor-in-Chief

There is a lot of back and forth on the gun control issue, especially after the recent acts of violence at colleges and schools across the nation. How about we settle things once and for all?

In the latest outbreak of school violence, Dylan Quick of Texas is suspected and currently imprisoned for stabbing and wounding 14 people at Lone Star College on April 9.

According to a CNN article, Quick purposefully aimed at people's faces and necks with his utility knife.

Some would argue that laws restricting utility knives in cases like Quick's, or laws restricting guns in cases like the Sandy Hook shooter's would help ensure public safety. They argue that, without a weapon, mass killings are less likely to happen. Without bombs, the Boston bombing never would have happened. Without guns, the Sandy Hook shooting never would have taken place. This makes sense, right? I mean, how many massacres have been committed by one man with his bare fists?

If weapon carrying restrictions served their purpose, one would think there would be fewer weapon related crimes committed in gun and knife restricted areas. However, that doesn't seem to be the case.

Instead, it seems there is an explosion in violence in areas that restrict weapons. Look no further than Sandy Hook, Columbine and Virginia Tech to see what criminals think of gun restrictions. And look no further than Nazi Germany, Soviet Russia, communist China and colonial America to see what government leaders like Hitler, Stalin, Zedong and King George III thought of gun control. They thought it was great for controlling the population, which is why I stand by the saying, "Gun control is more about control than guns."

The schools and colleges I know of have strict weapon control laws. DMACC, for example, will not allow retired police officers, FBI agents or veterans carry concealed handguns on campus. According to the student handbook, large knives like the kind used by student Josh Stevens to cut his Jack Kent Cooke Scholarship celebration cake technically wouldn't be allowed on campus. And yet, for some reason, it's exactly those places where some of the most violent crimes are committed.

I think we overlook two very important topics in this debate on weapon control: intent and mental health.

Someone with violent intent will find a way to create dangerous weapons.

Prisoners have made crossbows out of newspapers, glue, bits of plastic and other everyday supplies to assault security guards and other prisoners. Baseball bats, if incorrectly used, could be used to murder, or at least seriously injure, several people before

being stopped. So why not ban baseball bats, glue and newspapers on campus?

Or if a really muscular student like Josh Stevens or Roberto Asencio wanted to strangle a little guy like me to death in the restroom while no one else was around, I have no doubt that they could under the right circumstances. However, I know both Stevens and Asencio on a first name basis, and neither of them would dare to do such a thing. They are extremely kind, law-abiding individuals.

Intent makes a world of difference.

In addition, many violent criminals have admitted to mental problems and violent fantasies. In fact, according to the CNN article, Quick said he had fantasies of cutting people's faces off and wearing them as masks. If that isn't a sign of mental illness, I don't know what is.

Some use mental illnesses and handicaps as reasons to legislate stricter federal weapon control laws and increased background checks. They reason that if some

people cannot handle weapons responsibly, it should be harder for everyone to own a firearm to keep everyone safe. In ethical terms, they are appealing to utilitarianism, the moral rule that creates the greatest amount of good for the greatest number of people.

One problem I foresee with that plan is the betterment of the group at the expense of the individual.

It's the mentality of a mother who takes away a toy because one kid used it incorrectly and got hurt with it, regardless of how many children used the toy correctly and enjoyed it. As a responsible kid, that kind of discipline never made sense to me. I would rather take the time teach the one child to use the toy correctly than take it away from everyone.

I think state governments should be able to oversee how difficult it is to obtain a firearm. States, not the federal government, should decide on how intensive background checks should be. However, as the Second Amendment states, "the right to bear arms shall not be infringed." Therefore, anything short of completely taking weapons away is open for debate at the state level.

I also believe we don't do enough to help the mentally handicapped. We shut up the mentally ill in psycho wards so they will be out of sight and out of mind, but that clearly isn't enough.

I think the best way to care for the mentally or emotionally impaired is to start caring for them. They deserve better than just a prescription (if they even get that much). They deserve someone who will listen and help them through their difficulties, whether that person be a trained psychiatric counselor or a close friend or you or me. That's how we're going to solve the violence problem, not with a piece of legislation that bans guns.

Requiring weapon safety training, education is reasonable approach



By Jacob Johnson-Muyengwa
Staff Writer

There has been a lot of reason for concern about weapon control in the last few months. People have been walking into movie theaters and public schools with rifles and unloading into random people

they have never known, and that most certainly did nothing to provoke their assailants. A man walked into a community college and went on a stabbing spree with a knife. Bombs were placed on the finish line of the Boston Marathon. Clearly we cannot stand idly by and just allow these atrocities to continue, but what can we do? Where do we begin? What limits can we implement without going too far?

With our Second Amendment rights firmly in place we can't just take everyone's weapons. It's one of the reasons America is powerhouse it is. It's my belief the Second Amendment was put into place as a fail-safe to an invasion of American soil. It's really hard to take over a country where every man woman and child could potentially be put at arms and form a resistance. In this regard an armed populace is the single greatest ace in the hole that America can hold. However, people are proving over and over that there are some people in the general populace that can't handle the responsibilities that go with upholding our rights. For this reason I would not be opposed to putting some restrictions on gun ownership.

Don't get me wrong, I don't dislike guns or believe they need to be taken from us. Quite the contrary; I refer to myself as a gun-toting liberal. I have a concealed carry permit that I legally obtained through the Story County Sheriff's Office. When I'm not in school, there's a knife in my pocket. Have you seen the news lately? There are crazy people out there. However, I've been in the military. I've been trained on the proper ways to carry and use weapons, and I certainly don't run around being an idiot with any weapons I own. Unfortunately, there are a few people out there ruining the reputation of responsible weapon owners everywhere.

I don't find it to be unreasonable to re-

quire a certain level of training to be necessary to be allowed to have weapons. I know many of my friends who are avid hunters, have their carry permits, own plenty of guns and haven't gone out and rampaged with them. One friend in particular has been shooting rifles and shotguns since he was four, but his father trained him rigorously, and adhered to very strict rules about usage. Unfortunately, this is not quite par for the course. If Joe Smith, disgruntled office worker decided tomorrow that he's sick of the corporate machine and he wanted to freak out on his cubicle mates, there's nothing stopping him from going out and buying a shotgun and going to work with it the next day. No background check, no permit required. Heck, if he had no experience the nice man behind the counter would even give him a five minute crash course on how to load and cock it just to be sure.

I know a good number of conservatives that have a problem with the idea of any kind of regulation behind gun ownership, but I don't find it unreasonable to at least require a certain level of education on weapon responsibility, or a basic background check. It's not considered an infringement of our rights to require people applying for a hunting license to take a hunter's safety course, so why would it be unreasonable to require someone to take a class or attain a license to be able to go into a store and buy a rifle? It's required for handguns, and justifiably so. I'm not saying make it impossible to attain a weapon, just that it couldn't hurt to do more to ensure that we aren't letting mentally unstable people pick up a gun.

Knives are a much trickier subject to cover with guns, which is half their danger. They're small, very easy to hide, and in the hands of someone who knows what they're doing, can be considered more dangerous than a gun. Like I said before, I usually like to have a knife on me, but I fully acknowledge the dangers of the tool in my pocket. Moreover, that's how I view having a knife on me; it's a tool. It can open boxes, pry things open, slice an apple, it's a very useful item that just happens to be capable of being implemented as a self-defense tool. The thing about knives that most people that carry them have to realize is that there are very defined rules as to when a knife can still be defined as a personal tool, and when it reaches the status of being a weapon. The law states a clearly defined length that the blade can be and still be carried, which varies depending on if it's a fixed blade of a jackknife. For the most part, a knife needs to be carried in a way that is clearly visible, or you risk being charged with carrying a concealed weapon. I can't say a whole lot on the rules for carrying knives, because there are already a great deal of rules in place, and they are clearly defined. I'm not going to put them in this publication, but they're easy enough to look up if you're curious.

In summation, I don't see the harm in trying to do more to educate people on responsible weapon use, and possibly the idea of some form of testing or qualifying for a license to own a weapon. This is America, there are enough crazy people out there that can come up with more than enough creative ways to make life hell for us all, why make it any easier to put a gun in their hands?

SAVE the DATE
Sept. 27, 2013
Constitution Day
at DMACC
will focus on the
SECOND AMENDMENT
Planning is going on now.
Share your ideas with
Taylor Baggett,
Boone Constitution Day
student coordinator,
tbaggett@dmacc.edu

Editor's note: Graduating students in the Honors program were asked to write about their experiences. A few of their columns are published here.

Lend a hand to help with language barrier



By Yesica Mena
Guest Columnist

As kids, we usually adapt to new places and new people very easily. But even as kids, we still struggle to find that adaption in a completely different culture from the one we are used to. I was born in El Salvador; a very small country located in Central America compared to the United States. I came to America when I was about 12 years old. My English knowledge didn't go any farther from "Hi, How are you?" and "thank you." And to be honest, I didn't know how to spell any of those words and let's not talk about pronunciation. It was horrible. The hardest part for me was not moving to a bigger country with a completely different culture, but getting through that first day of school and all the coming days after that. No friends and no English, how hard can it be? Well,

it's a lot harder than what people think.

First of all, you feel lonely, out of place and scared. All the other kids point at you like if you were some kind of weird creature. I overcame those looks, made friends and by the end of three months I was attending regular classes with all the other kids. My English vocabulary increased very fast, and within a year I was actually forced to leave the ESL program. I didn't want to, but my teacher made me because I was completely independent by then. When I got to high school, I noticed that it was harder for students to get out of the ESL program not because it was a harder program but because they were older and it wasn't easy for them to absorb the new language. Some students were in ESL all four years in high school and still didn't feel confident about their language.

Now, how hard do you think it is for college students who come from other countries where no English is spoken? It's double the work. I've seen friends of mine struggle with classes because they don't know the language very well. They have to look for extra help and put extra effort, finding other methods to do homework whether it's with the help of a peer or searching in the web. I see some students typing their homework in Google for translation,

so they are able to understand what is being asked for in the homework. The worst part is that sometimes the translation is not very good, and students end up doing a poor job on their homework. Because of their poor English skills, students also tend to have poor performance in class.

Over all, all these factors lead to poor grades. Fortunately, I came at to the United States at a young age and that helped me learn the language faster and probably better. I'm not an expert, everyone who has heard me speak can tell that I have an accent and my pronunciation is not always the best, but I have been able to succeed in school with no problems. Unfortunately, some college students do struggle a lot to keep those grades up, and I think they should be recognized for their hard work. Not knowing the language can be a huge barrier for a student to succeed in college. Next time you see someone struggling with homework or having a hard time understanding something, please offer your help. You never know, and that person might be facing a language barrier.

Yesica Mena, originally from El Salvadore, is a liberal arts student at the Boone DMACC campus.

Feeling honored to be in Honors



By Shaoah Miller
Guest Columnist

When I first started taking classes at DMACC, I set two goals. My first goal was to learn and remember as much material as possible while finding something interesting about every course. My second goal was to obtain an A in every class and graduate with Honors.

As I approached my last two semesters, I was pleased to find out that DMACC would incorporate a full Honors Program for those students who are interested in graduating with honors. At first glance, it seemed to be just more work on top of a full work load, but I came to find out that it was all worth it.

Becoming a member of the DMACC Honors Program was subject to approval and consisted of having a 3.5 or better GPA, a letter of recommendation, and a short essay that explained why I wanted to be in the program. I asked a few instructors to write a letter of recommendation and found that the instructors were more than happy to write a letter of recommendation on my behalf. It was also rewarding read-

ing the instructors' letters

The Honors Program has benefited me in ways that go far beyond walking across the stage and graduating with honors. I have had the pleasure of working with students who are just as ambitious as me. I have worked on projects of my choice in which I have learned additional beneficial information that was separate from the regular curriculum. One of my favorite projects consisted of constructing a lesson plan and presenting the lesson to the class. This lesson allowed me to briefly experience the time and work it takes to prepare for teaching a class. Realizing that I am capable of enduring more while testing my abilities by constantly pushing myself, has brought me to the self-realization that my boundaries are further than I anticipated. My only limitations were those that I had placed on myself.

The Honors Program is a good program that is self-rewarding while offering incentives and benefits. The Honors Program offers housing on campus at Boone, grants and scholarships, and plenty of activities which include traveling outside of the state. The students in the honors program are there because they have worked hard, and the instructors are there because they want to see each student excel. The Honors program promotes leadership and responsibility. It has truly been an honor to be a member of DMACC'S Honor's Program.

Shaoah Miller is a liberal arts student at the Urban DMACC campus. He will transfer to Iowa State this fall and major in psychology.

Homeschooling experience aids college success



By Cainon Leeds
Editor-in-Chief

I was homeschooled. I've met people at DMACC who find the fact that I was homeschooled interesting and want to learn more, others are indifferent about it and generally accept me and still others treat me as though I have leprosy after they find out about it.

For myself and perhaps some of the homeschooled DMACC students who come after me, I'll share some insight on the differences and difficulties that come with being a homeschooled college student.

I went to a public school for preschool and kindergarten and then I was homeschooled by my

parents for the rest of my education until attending DMACC.

The most frequently asked question of a homeschooled kid is, "What about your social skills?"

Socially speaking, I'm different. I'd much rather chat with an instructor or a fellow Honors student about politics, philosophy or a good book than talk about gossip, the latest TV shows or sports.

Although as the Editor-in-Chief of the Banner, I have had to step outside of my comfort zone and be prepared to interview anyone on campus. I doubt that even some of the most sociable people on campus would be up for that.

But if my interests are what make me 'socially inept,' then some of the faculty, staff and Honors students at DMACC would be in danger of being labeled social outcasts.

However, that's not to say all homeschooled students are like me. I know a few DMACC students who were homeschooled and keep up with sports, TV shows, new movies and music. It all depends on personal preference.

One other perception that I've run into at DMACC is that some people seem to think homeschoolers are bound to be over

achievers or slackers. I can't say my example helps to discourage the over achiever stereotype. And half of the homeschooled DMACC students I know are in the Honors program and strive for excellence in and out of class, but I'm sure there are some homeschooled students out there who struggle with college, just like with any other group.

Just like in the case of any other group, I would recommend getting to know people on an individual basis instead of labeling them right away.

As far as the actual difference in academics between homeschooling and college goes, I would say that the homework is easier and the lectures are longer in college.

For example, my math curriculum in high school would have me watch a 15 minute lecture and then work through 30 problems a day. In Finite Math and Statistics at DMACC, I had to sit through hour-long lectures and solve maybe 30 problems per week.

In addition, since much of my middle and high school curriculum was objective based rather than time based, I was done for the day when I finished my homework. So if I worked really hard,

I could get done with school early. In college, however, there are very few instructors I know who are willing to let their students out early.

Although I've never taken an online course in college, I hear that they would be comparable to being homeschooled.

Another thing that I enjoyed in high school was being able to help decide my own curriculum. When I wasn't quite understanding Spanish with one curriculum, I was included on deciding to switch to Rosetta Stone and I was also able to see how much the materials cost.

At DMACC, I have very little, if any, input when it comes to curriculum. But if you're smart,

you can figure out how much publishers and bookstores make off of releasing new textbook editions every year.

Overall, I believe that being homeschooled was a helpful transition into college life. Sure, I've had my 'culture shock' moments, but for the most part, my academic achievement and personal motivation from homeschooling seem to have paid off in the long run.

Cainon Leeds, from Stratford, is a liberal arts student at the Boone DMACC campus. He is planning to transfer to Iowa State to major in management information systems.

**HAVE AN OPINION?
SEND A LETTER
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'Food Inc.' focuses critical eye on ag

Editor's Note: Students in Professor Sam Pritchard's English 106 class reviewed the documentary film "Food Inc." as part of a class assignment. Two of the reviews are printed here.

By Michael Aldeman
Guest Columnist

You are what you eat.

If this is true, we are the result of one of the most corrupt enterprises known to man.

According to the documentary "Food Inc.," we are unaware of where our food comes from. Michael Pollan, the author of "The Omnivore's Dilemma" and "In Defense of Food," and Eric Schlosser, the author of "Fast Food Nation," point the finger at large meat-processing companies and agribusiness firms as the culprits behind the disgusting filth that we know as the food system. Critically acclaimed filmmaker, Robert Kenner, makes an honest effort to show a multitude of different angles into the mystery of food production. From struggling farmers under the control of Monsanto to the mother who lost a child to coli poisoning, the documentary shows the impact our food system has on our country.

The different experiences, stories, ideas, and values portrayed in the film blend together to form answers to the question; do we know where our food comes from?

I grew up on a small acreage in a predominantly rural area, which has given me a much more conservative and pro-agriculture frame of mind. I instinctively jump to the defense of agricultural processing because of my personal ties to the industry. While I may not totally agree with the consistent liberal views of the documentary, I am compelled to acknowledge that it successfully shows that we do not truly understand where our food comes from.

The film is successful because it sheds light on the darkness of the food production industry by showing us how our eating choices and methods of food production have negative consequences. It asks us to make better choices in the food we consume and purchase, to live a healthier lifestyle. "Food Inc." displays the disorder and controversy that shadows over the contents of our dinner plates.

A wide spectrum of food production issues is brought to the forefront throughout "Food Inc." Schlosser and Pollan strike close home by targeting our wallets to spur concern with the food we "willingly" consume. Time is intentionally spent on the struggles of a Latino family to eat healthy. While unfortunate, the message is deeper. It costs more for working Americans to eat healthy. Pollan and Schlosser crunch the numbers and reveal the virtual impossibility that the non-economically elite to eat healthy. This real-life issue forces us to grab our wallets with concern and consider the

magnitude of the power that the dominant food processing companies have over our lives.

Kenner consciously highlights not only the blatant greed of our mass producers, but he also exposes the horrific working conditions for typically under-privileged, immigrant workers. The film targets our emotions as it disgusts its audience with the unthinkable working conditions that many meat-processing plants contain. We feel compelled to sympathize with the horrific workplace environments that these workers endure on a daily basis.

There is not a dry eye in the audience when the story of the death of a 2-year-old child, due to e-coli poisoning. This tragedy truly hits home and plants a seed of discomfort in our minds as we think of the safety in our dinner.

When covering a sensitive topic such as food health, safety and sustainability, "Food Inc." establishes credibility. Michael Pollan, Robert Kenner, and Eric Schlosser all aid the legitimacy of the film with impressive resumes in the area of food and health. Accusing and demeaning large agribusiness and meat-processing corporations, such as Smithfield, Perdue, Tyson, and Monsanto, is a common theme throughout the documentary. Individual stories of cramped, dark chicken houses and the unfair treatment of the farmers by the corrupt corporations shows what happens in our rural communities. By interviewing a Monsanto farmer, the audience can feel the frustration that is felt by the pressing foot of our agribusiness corporations on the throat of the common farmer. Schlosser and Pollan do not criticize a corporation, without giving them a chance to defend themselves. Time after time, these corporate giants are asked to interview and defend the integrity of their product. Each time, they decline to comment, which evokes immense feelings that there is something to hide, enhancing the perspective that is promoted.

Despite the dark past and current state of our food system, the possibility of a brighter future remains in the hands of the consumer. Schlosser and Pollan passionately endorse the consumption of organic foods. They believe that promoting affordable, healthy foods will create a better tomorrow for our world. Noting changes in once completely evil corporations shows that everyone can change. Pollan and Schlosser show this change by documenting Walmart's decision to stop selling dairy products from cows treated with bovine growth hormone. McDonalds decision to stop using genetically



modified potatoes also highlights that change can happen. The push for organic food production and consumption in "Food Inc." is a constant theme throughout the film that mercilessly criticizes the practices and products of the large corporations that rule the world of food production.

Ultimately, "Food Inc." is a call to action, encouraging us to influence the future of our food production system. Renowned authors, Michael Pollan and Eric Schlosser work diligently to create and provide different perspectives and stories to paint a complete canvas of all the problems, as well as solutions to our food dilemma. The unique stories of everything from struggling farmers and maltreated immigrant workers to thriving organic farmers give us a full picture of every aspect of the food processing system. The film does an excellent job of completing its negative bias toward our current food system, but I do not necessarily agree. I grew up in an agricultural setting where the prosperity of a farmer is more important than the environment or food-production malpractices.

I thought the film was not always fair to the meat and agribusiness corporations. To an extent, the film did not allow these corporations to defend themselves. While many of the facts presented by the bias are true, I want to make it known that these businesses employ farmers and in turn, support the families that hold America together.

That being said, I agree with Pollan and Schlosser that a change to healthier choices is essential to ensure a better tomorrow. We need to promote organic and healthy food at an affordable price for the common American. Cracking down hard on large corporations enhancing legislative regulations on our food are also necessary steps to establishing a healthier America. Pollan and Schlosser's insight sheds light on the imminent dangers that face our food system and provide a plan to action to improve the currently dire state of our agricultural world.

By Paula Stainthorpe
Guest Columnist

Think about a good old American hamburger. It's something that you have more than likely consumed in the last month. And as you sat there enjoying that burger did it ever cross your mind that you're not just eating meat from one cow, but meat from hundreds of cattle? All combined in one juicy burger. And all of those cows that make up your burger spent their life standing ankle deep in their own manure, which can infect the meat that you are enjoying with E. coli? Not a pleasant thought.

However, this issue and many other issues concerning the corporate production of food in the United States have been brought to light in the 2008 documentary "Food Inc."

"Food Inc." is directed by award winner Robert Kenner. The film is narrated by Michael Pollan ("The Omnivore's Dilemma") and Eric Schlosser ("Fast Food Nation") both reputable authors.

This informative documentary does not leave much to the imagination in the exposition of the food industry and the negative effect the food we eat today has on our health. It tells some cold hard truths about where our food comes from and it definitely makes you stop and think.

"Food Inc." is an interesting, credible, purposeful, and at times disturbing, documentary that is well worth watching because it changes the way you look at food.

"Food Inc." uses interviews with various people whose lives have been affected by the giant food corporations. The most touching and thought provoking is the interview with Barbara Kowalayk, whose 2 1/2 year old, perfectly healthy, son ate a fast food hamburger and died just days after because he contracted E. coli from that contaminated hamburger. Although emotionally charged, there is no hysterical sobbing from this mother. She is shown with grace and dignity in telling her story, using pictures of her son Kevin on the beach with his family before he passed away. Kowalayk is now trying to make a difference in changing the way the beef industry conducts its business by advocating for the power to be restored to the USDA to be able to shut down meat plants where regular outbreaks of E. coli are found.

Another credible segment is an interview with chicken farmer Carole Morison. Morison runs a small chicken farm in Maryland and works for Perdue under contract. She takes a risk in speaking about the way that big corporate chicken farms, such as Perdue, like to dictate to the

farmer. Chicken farmers, such as Morrison, are losing their voice in how to raise their chickens. She actually takes you into the chicken houses and shows the overcrowding and deplorable conditions that are breeding grounds for disease, leaving many chickens dead daily. That, and the fact that today chickens are grown in half the time that a normal chicken needs to grow. This rapid growth affects the chickens internal organs and bones, so much so that they are unable to even stand. These chickens are the same chickens that you more than likely purchase from the grocery store and serve to your family on your dinner table.

The film isn't all doom and gloom. It displays the relevance of consumerism and the influence their buying power has. Included in a segment is an organic food trade fair. The individual that they speak with tells how the organic industry has evolved. He tells how this started as a mere handful of tradesmen taking part, and now there are hundreds of individuals at these fairs. Although many of these tradesmen have sold out to the corporate food giants, these food giants are listening to the consumer and their concerns. There is a segment where Wal-Mart, one of the world's largest corporations is being influenced by the consumer. They are making changes and opening shelf space to organic foods. This proves that the consumer does influence the market, but has quite a long way to go.

"Food Inc." has influenced many consumers' feelings regarding where the food on their dinner table comes from. It works well as an educational and informative documentary. It makes people stop and think. I know I did. I now walk into a grocery store with a whole new attitude about what I purchase for my family.

One interesting fact is my brother-in-law is a bio-chemist with one of the leading food producers. His job is to develop new genetic modified organisms which increase the production and usefulness of the food we eat. However, he and his wife travel quite a distance to buy organically raised meats, vegetables, and fruits. After watching "Food Inc.," I saw what he sees on a daily basis and now I realize why they go to such lengths to feed their family the best food possible.

"Food Inc." is an uncomfortable documentary to watch, but when something is uncomfortable you want to make a change. And that is exactly what "Food Inc." inspires you to do.

Have you seen the film? Does your opinion differ? Share your thoughts in an email to bannernews@dmacc.edu, online at bannernews.weebly.com or join the discussion on the [Banner News Facebook page](https://www.facebook.com/BannerNews).

This week's horoscopes

Today's Birthday (04/24/13).

Strengthen infrastructure, review numbers and work your plan; finances shine for the next six months. Save some away. Your team is crucial, so spread appreciation and build bridges. Social buzz sparks with family, friends and community. Participate, contribute and grow your networks and influence.

To get the advantage, check the day's rating: 10 is the easiest day, 0 the most challenging.

Aries (March 21-April 19) -- Today is a 7 -- The more you love, the more you feel loved. Minimize travel, and don't send your package yet. Shop carefully. It's a good time to visualize utopia. Friends inspire you. Write down the possibilities.

Taurus (April 20-May 20) -- Today is a 9 -- Confirm facts before jumping to conclusions.

Keep doing the stuff that works. Cleaning your working space can increase your productivity. Don't move furniture to avoid getting the work done, though.

Gemini (May 21-June 20) -- Today is an 8 -- Don't make wild promises you can't keep. You're likely to change your mind later. Call for reinforcements, or consider a new partnership that brings a new perspective. Ponder before speaking.

Cancer (June 21-July 22) -- Today is an 8 -- Your mind is moving faster than usual. Take advantage of an extra dose of imagination to increase your earthly comfort. Prepare for a bumpy road, as well. Postpone travel. If you can't, add cushions.

Leo (July 23-Aug. 22) -- Today is a 9 -- Review all options. Listen to what others want, and check



the facts you've been presented. Your investigation leads to a treasure. Long-distance communication clarifies. Celebrate your discovery with your team.

Virgo (Aug. 23-Sept. 22) -- Today is a 9 -- While you can afford an excellent communication system, don't get more than necessary. There are hidden factors, and it may not be the best use of funds. You can solve the puzzle.

Libra (Sept. 23-Oct. 22) --

Today is a 7 -- New information illuminates. Watch out for hidden agendas. Check for changes, as a creative project gets delayed. You have what others want. Discover another source of revenue; it may require juggling. Improve your effectiveness.

Scorpio (Oct. 23-Nov. 21) -- Today is an 8 -- You're good at generating money now. It pays to recycle, so reduce unused stuff. An auction may bring the best price. You win free space and even cash. Take time for luxuriating and mindless wandering.

Sagittarius (Nov. 22-Dec. 21) -- Today is a 7 -- Go carefully. You may want to shout at people. If so, take five. Call in a favor. Delay a meeting to spend more time

with family. Include visiting a beloved locale. Share your dreams.

Capricorn (Dec. 22-Jan. 19) -- Today is a 9 -- Conversations provide insight. Influential people are watching. The action is behind the scenes. There's a promise of riches. Being well organized is crucial; odds are good you'll forget something. Share your joy.

Aquarius (Jan. 20-Feb. 18) -- Today is an 8 -- Shop carefully, and discover a treasure. You can't be two places at the same time; prioritize meetings. Friends provide support. You're gaining respect, but don't get cocky. Go farther than ever before.

Pisces (Feb. 19-March 20) -- Today is a 9 -- Intuition gets you through a sticky spot. Call the moment you see that you'll be late. Financial success snowballs. Ask for more and get it. Pay back a debt. Don't push yourself so hard! (MCT)

Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Lewis

ACROSS

- 1 Switchblade
- 5 French revolutionary who was murdered in a tub
- 10 Hard to outfit
- 14 Trumpet muffler
- 15 Rolled out of bed
- 16 One-named Gaelic folk singer
- 17 Bear in two constellations
- 18 Pro cager
- 19 Folksy Joan
- 20 Behavior of a community
- 23 Martini liquor
- 24 AOL chat components
- 25 Turkish ___: spas
- 28 24-hour auto race city
- 30 "Star Trek" catchphrase
- 33 Standing straight
- 34 Aim for pins
- 35 "How come?"
- 36 Storage items near outdoor faucets
- 40 Satisfied sigh
- 43 Sox player, e.g.
- 44 Preface, briefly
- 48 Military officer's ride
- 51 Attempt to cool, as steaming hot soup
- 52 Prefix with foam
- 53 Maglie or Mineo
- 54 Unlock, poetically
- 55 Nurturing network of family and friends, and a hint to the starts of 20-, 30-, 36- and 48-Across
- 60 Corn-cob pipe part
- 62 "The First Time ___ Saw Your Face"
- 63 Speech problem
- 64 Stay fresh
- 65 Dig artifact
- 66 Send out, as rays
- 67 500-mile race, familiarly
- 68 Phones on stage, e.g.
- 69 Contradict

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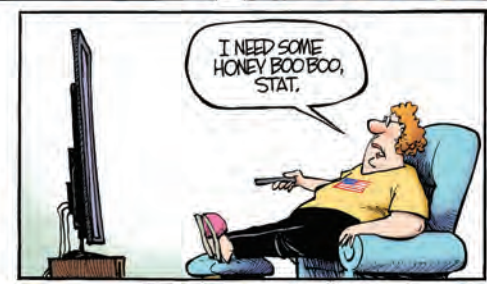
By Drew Banneman 4/22/13

Saturday's Puzzle Solved

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

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- 2 One in a rush
- 3 "Your money's no good here!"
- 4 Calf meat, in Provence
- 5 Coated buttonlike candies
- 6 "Slicing Up Freshness" fast-food chain
- 7 Reddish horse
- 8 On the ocean
- 9 ___ paper: school composition
- 10 Device for a Skype chat
- 11 Very agitated
- 12 Soap ingredient
- 13 '60s-'80s Red Sox legend, familiarly
- 21 Ford named for a horse
- 22 Selectric maker
- 26 "Whadja say?"
- 27 Double agent
- 29 "Oh" de Cologne?
- 30 Drilling tool
- 31 Potter's pitcher
- 32 Tavern brew
- 34 Lugosi who played Dracula
- 37 Cul-de-___
- 38 Pharmaceutical giant Eli
- 39 ___-Globe: shakable collectible
- 40 Balaam's mount
- 41 Lawyer: Abbr.
- 42 Country bumpkin
- 45 Double-cross
- 46 Lures by phishing, say
- 47 Afraid of running out, gas gauge-wise
- 49 Drably unattractive
- 50 Ascot wearer
- 51 Fundamentals
- 53 Word after comic or landing
- 56 Cop's suspect
- 57 Eggs ___ easy
- 58 Move, in brokerese
- 59 Winter toy
- 60 Tackle a slope
- 61 Olympic diver's perfection



"I feel like I'm wasting other people's lives."