

Parkland College

SPARK: Scholarship at Parkland

Prospectus 2011

The Prospectus

8-24-2011

Prospectus, August 24, 2011

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Recommended Citation

Ramage, Thomas R.; Hermann, Sean; Shepherd, Chuck; Kirkley, Alisha; Brown, Spencer; and Grube, Josh, "Prospectus, August 24, 2011" (2011). *Prospectus 2011*. 10.
https://spark.parkland.edu/prospectus_2011/10

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Wednesday
August 24, 2011

Volume 3, Number 22

Your source for Parkland College
News, Sports, Features, and Opinions.



www.prospectusnews.com

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Prospectus News

Free

Student's Guide to Parkland...

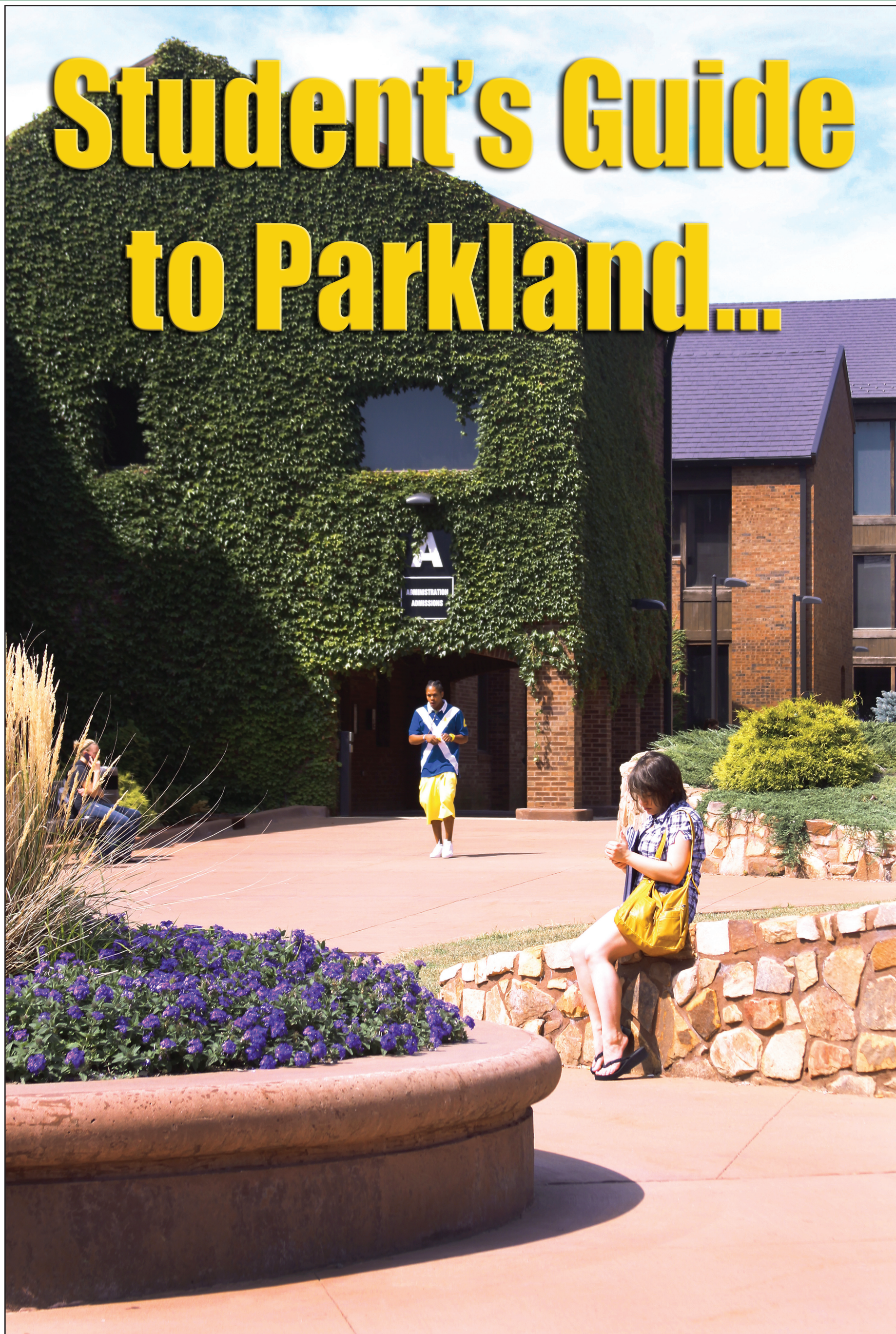


Photo by Briana Stodden/Prospectus News

President Ramage welcomes students

Thomas R. Ramage
President

Welcome to Parkland College! I commend you on the wise decision you made to come here. In fact, let me show you how wise it really was.

First, you're going to learn just as much (or more) here as students attending their first years at a four-year college. You'll also be just as likely to earn your bachelor's degree as they will. National and local studies have shown this (including reports the University of Illinois at Urbana-Champaign have provided to us about our transfer students who finish there).

Second, of course, is the cost issue. Parkland tuition and fees for a full-time student (15 credit hours) run \$1,605 per semester or \$3,210 per year. Attending a four-year private college will cost you about \$26,273 this year (average) in comparison. Factor

in the significant savings that come from living at home while attending a community college, and you start to get the picture. If you ask me, the smartest college grads are the ones who started at two-year colleges like Parkland College.

Third, there's a place for everyone here. Some 21,000 students come through our doors each year: honor students, recent high school graduates, mid-career professionals, athletes, moms and dads, dual credit students, even senior citizens. And more than 35% of the high school graduates in the Parkland College district choose us for higher education. In fact, 113 area students in the top 10 percent of their high school graduating classes (class of '09 and '10) accepted a Parkland scholarship.

Last, but certainly not least, you'll receive a first-rate education, with benefits:

With outstanding faculty, dedicated

and professional staff, and a relaxed, friendly atmosphere, Parkland is continually working to improve, inside and out, for you.

Phi Theta Kappa, the national honor society for the two-year college, inducted 185+ members at Parkland during the last academic year. Our chapter, recognized nationally as a Top 100 chapter, offers exciting opportunities for networking, leadership development, and community outreach.

Our curriculum and technology stay current, timely, and relevant so that you can transfer to a university and/or be highly employable in your chosen professional or technical field.

It is our mission to make sure that you are prepared when you set out to make your mark on the world. Whatever your goals may be, we are ready to help you achieve them.

Welcome! We are glad you are here.



Photo by Briana Stodden/Prospectus News

News

DO YOU NEED:

Housing:

"Sometimes your best growth in college comes outside of the classroom. It's time to get involved! The Parkland College Office of Student Life will help you build up your résumé with volunteer and leadership opportunities. It will help you with the little (and not so little) details, too, like getting a student ID, finding a place to live, and preparing for commencement." (www.parkland.edu/studentlife)

The Office of Student Life offers a comprehensive housing list of the area. By providing this list, as well as maps of bus routes and a lot of other useful information, Student Life is the place to go with any questions about the area.

Course Work:

"The Center for Academic Success (CAS) is Parkland College's one-stop learning assistance center for students. We provide a variety of services to empower students to reach their academic goals by providing outside-of-classroom assistance so that they can study effectively, handle assignments, prepare for tests, and complete their programs." (www.parkland.edu/resources/cas)

The Center for Academic Success is one of the best resources offered to Parkland students. By providing a place where students can go to receive help studying for a test or understanding a new concept, some could argue that it is easier than ever to understand new concepts. It is important to make full use of CAS to fully understand classes as well as, of course, get good grades.

Disabilities:

"The Office of Disability Services (ODS) works in partnership with the greater College community to facilitate equal access for students with disabilities to the educational programs, services and activities of Parkland College in accordance with federal law." (www.parkland.edu/ods)

The Office of Disability Services offers accommodations to ensure that higher learning is available to everyone. It is very important to visit ODS if you have a learning disability or any other conditions which may impair your education to ensure that you get the most from your time at Parkland.

Money for School:

"Our mission is to help students finance their education and teach them life skills necessary to live productive and meaningful lives while making a positive impact on their communities. Financial aid consists of scholarships, grants, loans (which must be repaid), and part-time employment. Parkland College makes every effort within its means to help all students with limited financial resources secure the funds needed to complete their educational goals." (www.parkland.edu/studentservices/financialaid)

The Office of Financial Aid is an important resource for every college student. College is expensive, and that is a fact; however, the Office of Financial Aid is there to do everything possible to make higher education more affordable for all students. The financial advisors will also help students determine the best way to use any refunds they will receive.

-Personal-

"Professional faculty counselors are available to help currently enrolled students at Parkland College deal with personal issues and make referrals to outside agencies when appropriate. Current students should call 217/351-2219 or stop by to schedule a personal counseling appointment." (www.parkland.edu/counseling)

It is very easy to get overwhelmed with all the responsibilities of college. This is why Parkland's Counseling and Advising Center has counselors available to talk to students who are feeling troubled. It is very important to talk to someone as soon as you start feeling overwhelmed to maintain mental health.

Counseling and Advising:

-Academic-

"Professional academic advisors and counselors are available to explain the requirements of Parkland's many programs and assist in decision-making..." (www.parkland.edu/counseling)

Parkland's Counseling and Advising Center is available year round to help student's decide which classes are the most pertinent for them to take. The advisors will also help students figure out which classes will transfer to their school of choice.

Career Center:

"The primary mission of the Career Center is to provide Parkland students and district residents with tools and resources to assist them through all phases of their career development. Additionally, our goal is to develop positive relationships with employers, and to provide strong institutional leadership and assistance in all aspects of career guidance and workforce issues." (www.parkland.edu/careercenter)

The Career Center offers services which can help you decide which career path is right for you. Additionally, they will help you see if your chosen career will have employment opportunities.

Cafeteria:

The Cafeteria, 'Gullivers,' offers a large selection of food and drinks as well as places to sit. It is hard to say what foods they will be offering this fall after the recent food survey which changes to the menu.

Mama Leone's:

Mama Leone's offers a variety of Italian favorites right on campus. From pizza to salads to sub sandwiches, there is plenty to please at this lovely location right outside of the bookstore.

Food from Home:

If you want to bring food from home when a long day looms ahead, there are lockers which can be rented for a minimal fee. These can either be rented for the semester by contacting Sarah Minyard at Student Life, or by looking for unrented lockers and renting them for the day. The lockers are a great place to store a small cooler containing any drinks and sandwiches needed to keep your brain working.

Vending Machines:

The center of each of the wings of the college contains a large study area on each floor. Inside of each of these study areas there are usually two vending machines: one for food and one for drinks. Although vending machines are not generally the preferred choice for meals, they are convenient when a snack is necessary to make it through the next class.

Wellness Center:

"Parkland's Wellness Center acts as a knowledge base of health-related information for students, faculty, and staff of the college, and also has liaisons within the community. While the Wellness Center does not administer health services, it acts as a resource and referral to those in need." (www.parkland.edu/wellnesscenter)

College students are notoriously unhealthy. This is why Parkland College wants to take steps to ensure that students have to opportunity to become informed on their health and make any life changes they wish to. Although Parkland has no official "nurse," the Wellness Center is a great resource to determine the severity of a health issue.

Public Safety:

"Our officers are certified EMTs trained to evaluate and triage medical emergencies that might arise on the campus. Contact us first for any health related emergency—911!" (www.parkland.edu/police) The Office of Public Safety is located on Parkland's main campus. The Public Safety Officers are certified EMT's, so in the event of any medical emergency they should be contact as soon as possible by dialing 911.

Driving:

Parkland College draws students from a large area in Central Illinois, and driving is often the best choice for students. It is important to remember that parking is limited, and to leave at least 15 minutes early to allow time for parking as well as walking to class. One of the best ways to save time is to find out which parking lot has the most available parking spaces to try and guarantee having a spot to park in.

Biking:

Outside of almost every entrance to the school are bike racks for students to secure their bicycles. Having bike racks all over makes biking one of the fastest, safest, and most eco-friendly ways to get to school. It also is a nice way to get exercise and enjoy the beautiful fall weather.

MTD:

The Champaign-Urbana Mass Transit District offers three bus lines that come to Parkland College's circle drive. These are the 9A BROWN, 9B BROWN, and 7E GREY. To look up bus routes visit www.cumtd.com or visit Student Life for a paper copy of the catalogue.

HEALTH ?

FOOD?

TRANSPORTATION ?



News

Site developed to help students navigate campus

 **Sean Hermann**
Editor-In-Chief

Class is now in session, and “I got lost,” is no longer a valid excuse for those late arriving students. Members of Marketing and Public Relations and Distance and Virtual Learning at Parkland have been busy throughout the summer developing a useful website that will make it easier to navigate Parkland’s campus.

What originally started out as an idea to create an app, quickly changed to an easy to use website, as the realization of developing for the wide range of mobile platforms was deemed “a full time job in itself,” according to Bob Richardson, of Distance and Virtual Learning, who developed the site.

The site, which can be accessed by mobile phone or computer at online.parkland.edu/maps, allows students to search the campus by room number, specific areas of the college, and can even provide directions from classroom to classroom. Computers specifically reserved for use of the website are located in the College Center for students without a mobile data plan.

Accompanying the website will be another helpful tool, particularly if you happen to be lost. QR codes, which can



Courtesy of Parkland Marketing and Public Relations

QR codes (pictured above), which can be scanned by smartphones to pinpoint a users’ location within the college, can be found in various locations throughout the campus. By scanning the codes, users will be directed to a website featuring a map of the college on their phones.

be scanned by smartphones, will pinpoint your exact location within the college, and by utilizing the features of the new website, will get you where you need to go.

In order to scan the codes, users will

need a QR code reader, which can be found in various app stores and also online. The codes will be located throughout popular areas of the college, such as Admissions, the Career Center, the Center for Academic Success, Counseling & Advising, Financial Aid, the Library, Public Safety, Student Life and food service locations.

Also in the works are QR codes that will be located in each parking lot, as well as the campus’ S wing and Tony Noel Ag Center to further benefit students.

Locations listed on the website, as well as QR codes throughout the college, will be color coded by section, making it easier to find certain areas of the college. As a part of the college’s remodeling project, new signage will eventually be placed throughout the college, fully taking advantage of the color coding and making navigation much easier.

Members of the project advise that it is still in Beta testing and any questions, comments, or concerns can be directed to webteam@parkland.edu or brichardson@parkland.edu.

Chuck Shepherd’s

News of the Weird

Lead Story

Equal justice under the law might just depend simply on whether a judge’s stomach is growling when he pronounces sentence, according to a study of 1,000 parole decisions during 50 courtroom days observed by students from Columbia University and Israel’s Ben Gurion University for an April journal article. The students found that, day after day, judges were increasingly stingy with parole as a morning or afternoon session wore on, but that dramatic spikes in generosity took effect immediately following lunch or a snack break. The lead researcher, Columbia professor Jonathan Levav, expressed satisfaction with the scholarship but disappointment “as a citizen” with the findings. [ABC News, 4-11-2011]

NOTE: From time to time, News of the Weird reminds readers that bizarre human adventures repeat themselves again and again. Here are some choice selections of previous themes recently recurring:

“Man’s best friend” sometimes isn’t, as when a playful dog hops onto a gun on the ground, causing it to fire a round. John Daniels, 28, took a bullet in the knee from his dog, for example, in Raleigh, N.C., in January. [Raleigh News & Observer, 1-26-2011]

Dogs betray in other ways, too. Motorist Joel Dobrin, 32, was pulled over in a traffic stop in February in Moro, Ore., and rushed to hide his alleged drug stash, which was in a sock. However, his dog intercepted the sock for an impromptu game of dog-tug-of-war in the car. Dobrin won but lost his grip, and the sock flew out the driver’s window, right in front of the officer. Dobrin was cited, and later indicted, for drug possession. [KTVB-TV (Boise, Idaho), 2-15-2011]

At least three jihadist groups in recent years have published full-color Arabic magazines lauding the Islamist struggle, with articles and essays to recruit fighters and offer personal advice for women on the importance of raising proper families and catering to mujahedeens’ needs. The latest, Al-Shamikha (“The Majestic Woman”), which surfaced in March, featured interviews with martyrs’ wives and advised women to stay indoors, both for modesty and a “clear complexion” (advice that earned the magazine its nickname “Jihad Cosmo”). [Daily Mail (London), 3-13-2011]

Prevailing medical authority 20 years ago warned that few humans could survive blood-alcohol readings above .40 (percent), but in recent years, drivers have rather easily survived higher numbers (curiously, many from Wisconsin, such as the man in February in Madison, Wis., with a .559). (In 2007, an Oregon driver was found unconscious, but survived, with a .72 reading.) The plethora of high numbers might indicate mistaken medical teaching, or nonstandard machine measurements – or an evolutionary hardness in American drinkers. [Star Tribune (Minneapolis), 2-15-2011]

Snowmobilers fall through thin ice every season because the ice’s thickness is difficult to estimate, especially at night. Less understandable is that every season, when other snowmobilers come to rescue the downed snowmobiler, they drive their vehicles as close as they can to the spot of the fall – which, of course, is right at the lip of thin-ice-break, thus virtually assuring that their vehicle, too, will fall in, such as the four people who fell through the ice in a pond near Holyrood, Newfoundland, in February. [Canadian Broadcasting Corp. News, 2-13-2011]

Young girls “grow up” prematurely, often aided by hungry retailers such as the U.S.’s Abercrombie & Fitch and the British clothiers Primark and

Matalan, each of which this spring began offering lines of padded bras for girls as young as 7 (8 at Abercrombie & Fitch for the “Ashley Push-Up Triangle”), with Matalan offering one in size “28aa.” Child advocates were predictably disgusted, with one Los Angeles psychologist opining that permissive mothers were trying to compensate through their daughters for their own lack of sexual appeal. [Fox News, 3-25-2011] [Daily Mail (London), 3-14-2011]

In 2002 News of the Weird mentioned a theme park near Mexico City in which potential emigrants to the U.S. could test their survival skills in an obstacle course mimicking the rigors one would endure sneaking across the border. Recently, Owlchemy Labs, a Massachusetts technology company, announced plans to release an iPhone/iPad app, “Smuggle Truck,” a video game in which players compete to drive a pickup truck full of illegals over rocky terrain from Mexico into the U.S. without too many passengers bouncing out (and with in-game “additions” consisting of pregnant women giving birth enroute). Special “green cards” are awarded to winners. (Update: At press-time, Apple rejected the app, and Owlchemy said it would alter the game to one of animals escaping from a forest.) [New York Daily News, 2-6-2011; KNBC-TV, 4-28-2011]

Local councils that govern life in the United Kingdom seem overly frightened of liability lawsuits – even from criminals who might get hurt while committing crimes. London’s Daily Telegraph and the Surrey Mirror reported in February that police in the counties of Kent and Surrey had been advising homeowners and merchants to avoid using wire mesh on windows because burglars could seriously gouge themselves while climbing through. Also, electrical engineer David Bishop said police seemed especially concerned that burglars could be electrocuted if they broke into his workshop and thus advised him to post a warning sign outside that could be seen in the dark. [Daily Telegraph, 2-12-2011; Surrey Mirror, 2-14-2011]

Carelessness sometimes begets tragedy, as when motorists survive terrible accidents but then, while awaiting help, they are hit and killed by emergency vehicles. In December, near Ocala, Fla., a 39-year-old driver survived a rollover but was accidentally run over and killed by a responding Marion County sheriff’s deputy, and in April in Baldwin Park, Calif., an arriving ambulance fatally struck a 22-year-old accident victim who was, until that moment, not seriously hurt. [Ocala Star-Banner, 12-3-2010] [KTLA-TV (Los Angeles), 4-2-2011]

Updates

In 2007, Australian Wayne Scullino, then 30, quit his job in Sydney and somehow convinced his wife they should sell their house and move to Wisconsin for the sole purpose of rooting for the Green Bay Packers, about which he had enjoyed an inexplicable fascination since age 15. Said Scullino, “At some point, you’ve got to ... start living the life you want to.” After one season, the Scullinos returned home, but in February 2011, he was of course back in the U.S., on hand in Dallas for the Packers’ victory in Super Bowl XLV. Scullino says his Australian friends are still bewildered. “I try to talk to them about it,” he said, “but they just don’t get it.” [ABC News-AP, 2-6-2011]

Read more

News of the Weird
at www.prospectusnews.com

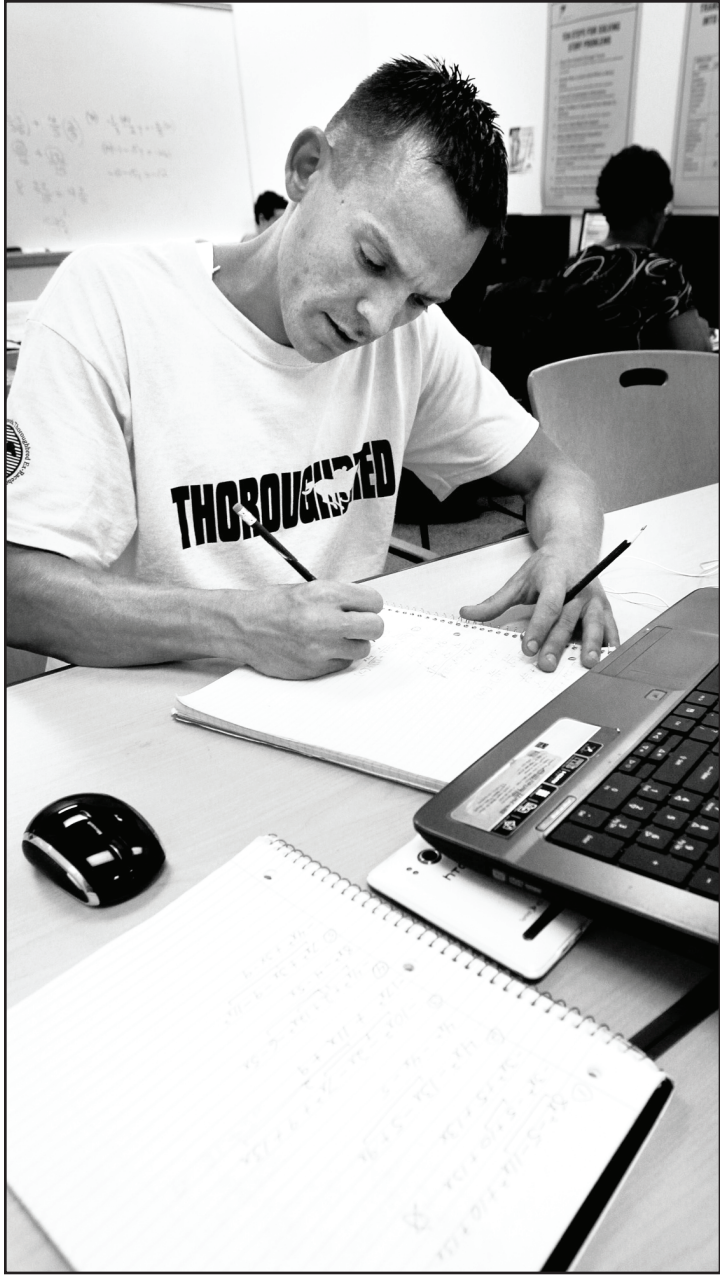
Some freshmen getting remedial help for college

 **Carol Biliczky**
Akron Beacon Journal

As students pack their bags for college in coming weeks, they may learn a hard lesson. They’re not ready for it. In Ohio alone, for example, 42 percent of first-time full-time students at public colleges and universities take at least one remedial course in English or basic math to prepare them for college-level work. Remediation slows their journey into higher education, forcing them to invest time in subjects - most often, math - that they may not have liked the first time around, racking up additional tuition costs to boot. “It’s a difficult issue,” said Tim Chandler, senior associate provost at Kent State University. “It’s a shock for students who think they’ve reached a certain level” to still have to take developmental classes.

Statewide, the number of students needing remediation has continued to inch upward over the last five years - from 36 percent to 39 percent of students younger than 20 and from 40 percent to 46 percent for older students, according to the Ohio Board of Regents, which coordinates higher education statewide.

Part of the reason is that a growing number of people believe a college education is a necessity for today’s difficult work environment. Many who would not have enrolled a decade ago are doing so now - including many at mid-career. The cost to get those students up to speed was \$189 million in 2007-08 in Ohio alone, according to the nonprofit Alliance for Excellent Education in Washington, D.C. That included \$126 million in direct costs and \$63 million in lost lifetime wages, because remedial students are more likely to drop out of college. At the University of Akron campus in Akron, Ohio, more than one in every three full-time, first-time freshmen - 37 percent - took a remediation class in math or English in 2009-10, the last year for which statewide figures are available from the Regents. Numbers are similarly high at many other public universities statewide: At Cleveland State, 43 percent took at least one developmental class; at Kent State’s main campus, 53 percent did. Generally, numbers are higher at regional campuses and two-year institutions, which tend



Paul Tople/Akron Beacon Journal/MCT

Jesse Parker works on an introduction to algebra problem in the developmental instructional computer lab area of the University of Akron in Akron, Ohio, on Monday, July 25, 2011. Parker is among many students taking part in a statewide pilot program seeking to improve math skills of underperforming university students.

to attract older students who may have graduated from high school years, even decades ago.

“A lot of our incoming freshmen don’t remember their math because they’re not using it,” said Sandie Crawford, UA’s director of developmental programs. “With the use of calculators, they have not had core mastery of these skills.” In contrast, Miami University’s main campus in Oxford, Ohio, does not offer remediation classes at all because it is more selective in the students it accepts. Most other universities statewide extend admission to anyone who meets basic requirements. With basic knowledge so questionable, most institutions have resorted to testing

students who apply for admission if they have low ACT scores or grade point averages in high school.

The testing aims to place them in the right courses for their skill level. “The last thing we want to do is put students in a course for which they won’t be successful,” which could prompt them to drop out, said Chandler, the KSU official. Colleges and universities receive state subsidies to teach remedial classes, but that may change in the future. Jim Petro, the state’s chancellor of higher education, would like to restrict remedial classes to online, distance learning or two-year colleges, as they can be delivered more economically in those ven-

ues. “The main campuses are where there are the highest costs,” Petro said. University of Akron Provost Mike Sherman said the university may allow a community college to offer remediation classes on its campus. Another solution may be to work more closely with area high schools in what they teach. Both Kent State and Akron offer self-paced, Web-based programs in math remediation. Instructors are available, but they don’t teach a class in the conventional sense.

For many students, there is no mystery about why they need remediation, particularly in math. They stumbled through high school classes, don’t remember what they learned or didn’t take the right courses to prepare them for college-level work in the first place.

“I didn’t do good in math in high school. Fractions were hard. Pre-algebra was hard,” recalled Melanie Curry, a 33-year-old Akron resident who graduated from high school in 1996. She said she knew she would have to “freshen up” her skills when she enrolled in a two-year program in surgical technology at the University of Akron. This summer she volunteered for a self-paced, Web-based program for underperforming math students. The pilot program was free to students, so Curry and the other participants don’t have to pay tuition. The program seeks to plug her gaps so she can start her credit courses this fall and get on with her career goals - possibly a four-year degree in a health-related field. Fifty-year-old Christina Dearing of Akron said she hasn’t used math since she graduated from high school in 1979. She took her last math class even earlier than that: in 1975. She has enrolled at the University of Akron to get an English degree and eventually teach at the college level. She said she is grateful for remediation programs, as they should make the rest of her college career easier. She said she is not at all surprised that her math skills are rusty. Still, the odds are stacked against students who need remediation. Most will never get a bachelor’s degree, at least according to statistics. At the University of Akron, only 21 percent of students who take a reme-

See **HELP** on P. 7

Opinions

College: Expensive, but a smart choice



**Michael Greenstone &
Adam Looney**
Los Angeles Times

The 3 million Americans who graduated from high school last spring have had to grapple with a big decision: whether to continue with their education this fall. In today's economic climate, a growing number of families are questioning the value of higher education. Will an investment in college pay off? Or will it simply be a high-cost ticket to the ranks of the unemployed?

We've just completed a study that draws on a variety of data to help answer those questions, and our research suggests that college is not only worth it; it's probably going to be the best investment a person makes in a lifetime. Even though the cost of tuition, room, board and lost wages is substantial, and even though the job market remains tough even for college graduates, the evidence is unequivocal: Those with college degrees, on average, earn far more than those without them.

First, we looked at what we call the Class of the Great Recession - those young adults who graduated from college during the last three years. The results surprised us. We've all seen the headlines about how difficult it is for new graduates to find work in these tough economic times. But almost 90 percent of these young college grad-

uates were employed in 2010, compared with only 64 percent of their peers who did not attend college but went straight on to look for work. Even more astounding, the college graduates are making, on average, almost double the annual earnings of those with only a high school diploma. And this advantage is likely to stick with them over a lifetime of work. For example, at age 50 a college graduate earns about \$46,500 more per year than the average person with only a high school diploma.

A second way we assessed the value of higher education was to compare the rate of return for the investment in a college degree against other possible investment vehicles. By any measure, a college degree is a big investment that requires a lot of upfront time and money. When you add up the costs of tuition, books and fees, as well as the loss of earnings from going to school rather than working, the average cost of a four-year degree is about \$102,000. Of course, this is an average; some schools cost far more, while others cost less.

Let's assume that you're a high school graduate and you have \$102,000 to invest in your future. Is college your best bet? Or would you be better off putting the money into an alternative investment, like stocks or bonds, and earning the salary of a typical high school graduate over your lifetime?

By any financial measure, the investment in a college degree is the winning choice, with a rate of return of a whopping 15.2 percent a year on the \$102,000 investment for those who earn the average salary for college graduates. This is more than double the average rate of return in the stock market during the last 60 years (6.8 percent), and more than five times the return to investments in corporate bonds (2.9 percent), gold (2.3 percent) long-term government bonds (2.2 percent) or housing (0.4 percent).

This high rate of return translates into large differences in earnings. Over a lifetime, the average college graduate earns roughly \$570,000 more than the average person with only a high school diploma. In addition, statistics show that college graduates on average live longer lives than high school graduates and tend to have higher job satisfaction.

Some high school students may be reluctant to choose the college path because they believe their experiences will be different and these benefits won't apply to them. But economic research concludes that many more students would gain from college than



Illustration by Detroit Free Press/MCT

currently opt to attend.

We live in difficult economic times filled with challenging financial trade-offs. There is no guarantee with regard to any investment, but the evidence on education is clear: The more education you obtain, the better off your job prospects and future earnings.

Welcome from the editor



Sean Hermann
Editor-in-Chief

Welcome to Parkland College! Just as President Ramage said, you've made a great choice in coming to Parkland. Throughout this issue, you'll find plenty of advice to help you along the way.

Parkland is a great place to begin your college career because of the many resources available to students. One thing I highly recommend is to get involved with extra-curricular activities. Joining a student organization is a great way to not only learn more about a specific subject, but to also make new friends and gain valuable experience that can help you achieve future goals. Student organizations are also great to add to your résumé, especially if you hold a position of high responsibility.

Now here's a little bit of information about your student produced newspaper, *Prospectus News*.

Prospectus News is published every Wednesday during the fall and spring semesters, and monthly throughout the summer. We print 1,000 papers per issue, which you can find at over 30 stands throughout campus. We also have a website, www.prospectusnews.com, which receives over 3,000 page views per issue. Over the past two years, *Prospectus News* has won 20 awards through the Illinois Community College Journalism Association.

We usually average about 10 members on the staff per semester, sometimes more and sometimes less, and most of the staff will not be going into the field of Mass Communication. Students involved with *Prospectus News* gain quality experience in the world of media. By working for the paper, our staff can not only learn about the subjects that they cover, but they make connections with the people they interview and work on their writing, photography and design skills, making them much more valuable in the job market. Also, how many people can say that they've had something published before they've even earned their degree?

We encourage you to send us your feedback! We welcome letters to the editor, news tips, story ideas and contributions. Feel free to call us at 351-2216, e-mail us at prospectus.editor@gmail.com, or stop by our office, X-155. Good luck with your semester and thank you for reading!

Take back the liberal arts



**Andrew Hacker &
Claudia Dreifus**
MCT

If recent trends hold true, most of the 3 million freshmen starting at U.S. colleges this fall will choose majors that prepare them for careers rather than majors in the liberal arts. Department of Education data show that students are opting for engineering, education or criminology instead of more traditional majors such as history, philosophy or even mathematics. Part of the trend can be explained by students seeking degrees that will allow them to step into jobs upon graduating. But that is only part of the reason for the eclipse of the liberal arts.

Liberal arts scholars are mourning the shift. In her book "Not for Profit: Why Democracy Needs the Humanities," University of Chicago philosopher Martha Nussbaum argues that pondering Plato, Shakespeare and Darwin cultivates "citizens who can think for themselves, criticize tradition and understand the significance of another person's suffering and achievements."

That may be true. But in visiting university classes across the country, we were appalled at how the humanities and social sciences - even pure sciences - were being taught. If students are staying away from those classes, it's not necessarily because they prefer practical training. Many times it's because professors have subverted the subjects that once held pride of place on most campuses.

The liberal arts have been radically altered, both in format and function. The catalog labels are still recognizable: psychology, comparative literature, English and the like. But what is being taught is no longer attuned to undergraduates looking for a broader and deeper understanding of the world.

Consider Yale's description of a course it offered that dealt with how disabilities are depicted in fiction: "We will examine how characters serve as figures of otherness,

transcendence, physicality or abjection. Later may come examination questions on regulative discourse, performativity and frameworks of intelligibility."

Classes like these suggest that professors are using the curriculum as their personal playgrounds. Harvard's Harvey Mansfield worries that too many professors take the approach that "what they're doing research on is exactly what students need to know." As a result, freshmen are often addressed as if they were novitiate doctoral candidates, eager to imbibe the esoterica of academic disciplines. Courses should be created for the benefit of students, not as vehicles for faculty careers.

In our own teaching, we've found that students arrive at college interested in the economy, their society and its culture. They are not incurious, as many academics complain. Nor do we agree with Charles Murray, who argues we are sending too many young people to college. On the contrary, we believe that every undergraduate, even those now basically majoring in beer, would benefit from giving a seminar paper on Jane Austen's "Persuasion."

In less discipline-bound days, professors such as C. Wright Mills, David Riesman and Margaret Mead conversed with their students as they did with larger audiences. The late Allan Bloom mesmerized generations of undergraduates as he paced puffing a Gauloise while holding forth on Rousseau's "Emile." He was a philosopher by training, but he believed that students should be exposed to the broad sweep of great literature and big thoughts.

Cornell's Robert Frank was speaking about the discipline of economics when he worried that today's introductory courses are "tailored not for the majority of students for whom it will be their only economics course, but for the negligible fraction who will go on to become professional economists." But much the same can be said of sociology, psy-

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Prospectus News

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Internship Dilemma



**McClatchy-Tribune
News Service**

They're a familiar summer sight in the halls of government and corporate offices: interns who are fresh-faced, industrious - and prosperous.

It's the "prosperous" that understandably upsets students, parents and educators. Because an increasing number of internships are unpaid, poor and some middle-class students are denied the opportunity to learn and network (not necessarily in that order). The Washington Post reports that this is beginning to change.

Several colleges have established scholarships for internships, and the grants can range from a few hundred dollars to thousands. Many of the programs fund only public-interest internships.

Funds for the scholarships are drawn both from official sources and panels formed by parents and alumni. "We just want students to have

the opportunity," said a William and Mary College professor who helps to coordinate internship assistance. "We hated to see them pass up on an internship because it was unpaid and they had to weigh waiting tables, on one hand, or getting experience."

Sometimes, admittedly, that experience is disappointingly trivial. But in other cases internships can be as challenging as entry-level jobs. And even internships that concentrate on the mundane can yield helpful contacts.

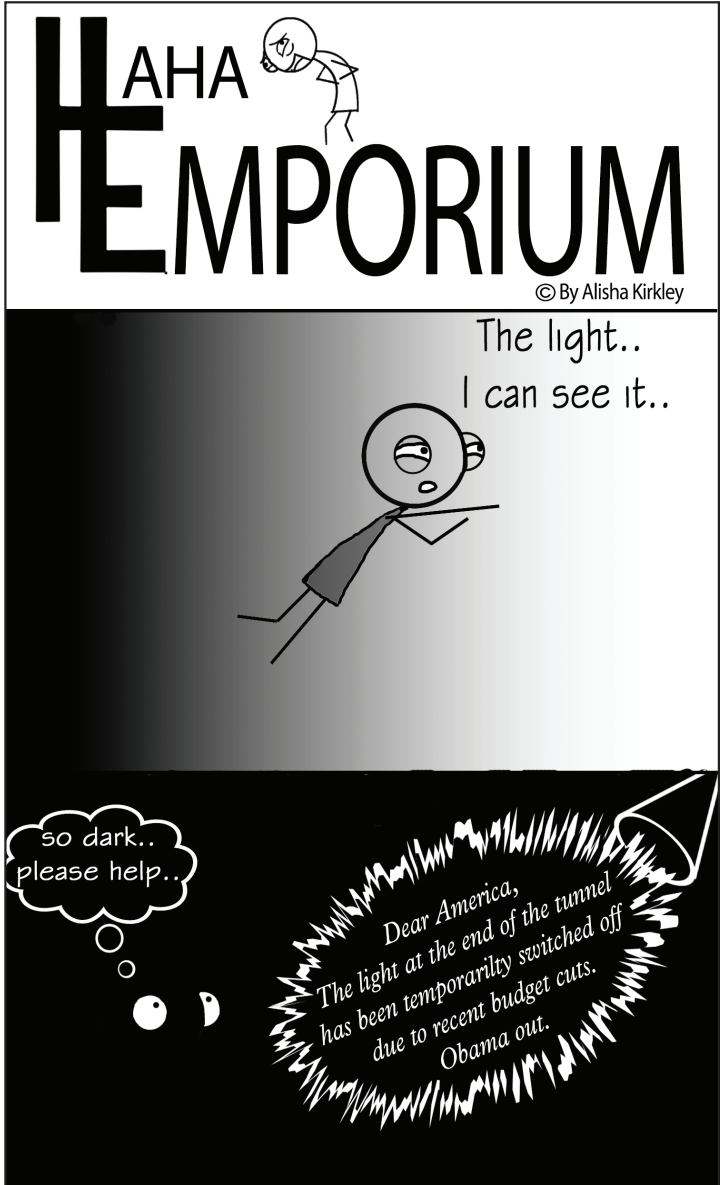
It's heartening that colleges and universities are finding ways to enable students of limited means to accept unpaid internships away from home. But there is a catch: Most of the colleges mentioned by the Post are elite institutions that can afford to subsidize unpaid internships, even if the funds are provided through special programs organized by alumni or parents.

At other colleges, funding for internship subsidies must come out of the same strapped resources used to pay for financial aid for tuition.

A university's decision to choose classroom instruction over internship assistance might seem unfair to many students, but that must be the priority, even at a time when many liberal-arts schools are flirting with providing professional education.

While it won't close the income gap between students who can afford to accept unpaid work and those who cannot, scholarship aid for internships does increase the number of students of modest means who can play their skills in the "real world." Another means to that end would be for companies - and, yes, government - to make more paid internships available.

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Features

Making the best of your semester: *Do's and don'ts of having a good experience at Parkland*

 **Alisha Kirkley**
Staff Writer

Are you new to the whole college experience? If so, you'll find plenty of helpful tips below, anywhere from scheduling classes, to finding the best parking spots, and much more. Not only will you find great tips, but you'll also read about helpful resources located right on campus.

Some easy ways to start off a great semester, whether it is your first or fifteenth, is to get organized, which can be difficult at times. A good place to start is to get to know the campus. This can easily be done by finding where your classrooms are located. Explore a little bit to find the best route there, and figure out where to park. If you don't get to class early or at least on time, don't expect a good parking spot.

After that, it would be a good idea to learn your professor's office hours and stop by to introduce yourself. Getting to know your instructors is a good idea, especially if you may need to ask for a letter of recommendation later on down the road. Your professor won't be able to speak highly of you if you don't have a good relationship with them. Also, your professor is the most valuable tool when you are struggling with a class. By taking the extra step and meeting with your instructors outside of class, you could develop a bond that can help you out down the road.

Next, be sure to get all of your books and supplies. The Parkland Bookstore has a good selection of items you will need, most importantly your books. To find out what supplies you will need for each class, you can select your class at the Bookstore website or log onto your student account at my.parkland.edu. From the

home page, you can click on Academic Profile, which will open a sub menu where you can click my class schedule, select your semester, and it will display your class schedule. You can click on the classes to see what books are recommended. If you haven't already gotten your books, it is a good idea to do it before the supplies deplete. Also, do not unwrap your books until you have gone to class and made sure that you have the correct books.

Once classes start, you can determine whether or not you want to continue taking specific classes. If you decide that a class just is not for you, visit the admissions counter and drop your classes. The first week of class is when you can receive a full refund for dropping a class, and it does not go on your permanent record, nor does it affect your GPA. The last day you can receive a full refund is August 28 by 8 pm. If you wait until the second week, then you will only be able to receive a fifty percent refund, but again, the class is still off on your record. The last day to get a fifty percent refund is September 4. By the third week, dropping a class is referred to as a withdrawal, which will be put on your record as a W for withdrawal and you will not receive a refund. It is not uncommon for students to have a few W's on their record, but you don't want more than just a few. Remember, it is okay to drop a class, especially if you do not think you can handle it or it is too difficult, because in truth, it may not get any easier or better. Also, if you are not doing very well in your class at mid-term, it is important to speak to your instructor and see if withdrawing from the class could be the best option.

If you didn't notice, in wings B, C, L, M, and X, there are



Photo by Darren Gray/Prospectus News

Wellness Coordinator June Burch talks with the Prospectus on ideas to organize time and achieve academic success.

lockers. These can be helpful to store books and other items in to prevent your book bag from getting too heavy or from personal items such as an iPod, laptop, or other device from getting misplaced or stolen. They are available for both daily and semester use. For more information, visit Student Life, at X153.

Now that you have an idea of where you're going, get yourself personally organized. Get into a routine to help you stay

organized for the rest of the semester. Try getting a small pocket calendar or agenda book to help keep track of your assignment due dates and other things.

"Some students create a packed schedule with too much to do, and you only have twenty four hours in a day. If you have to, break your calendar down by minutes," explained Wellness Coordinator, June Burch. "If need be, work backwards. If you have something to do

at three o'clock, see what you can get done by two, or one, to make your task at three easier and quicker to accomplish. But don't just use it for school, use it all the time and write down everything, even if it is just grocery shopping."

The Wellness Center is a great resource for students new and old. Located on the second floor near the library in X240, they can help with more than just physical health. Please take note that it is not a healthcare center. If you find you're having trouble dealing with the transition to college, problems with a relationship, emotional health issues, or even trying to find medical care, the Wellness Center can help.

Anyone that might need help dealing with their emotional health, inner self, or any concern is invited to stop by. Remember, the Wellness Center can with many different issues that occur in your life, not just physical problems. "We are here to help you find your way to a happier and healthier you, and not just a physical health, but all around health," noted Burch. Also, you can schedule personal counseling appointments with the counseling and advising center. Mental and emotional health can be a huge factor in a student's college success.

In addition, the Career Center is a great place to check out for not only student employment at Parkland, but help with improving your chances of employment. To apply for student employment, you can find an application from the Career Center, in room A175. Be sure to ask how it works and for help if necessary. They can also help you choose and decide on a major and what you want to do with your life, write resumes and letters, pre-

pare for interviews, and find a job. The Career Center is a great resource that can help you down the road.

Another great resource is the Center for Academic Success, or CAS, located in D120. CAS offers several services for helping all students of Parkland. But they don't just help with school projects. For example, the writing lab, organized by Angela Gulick, can help you with not only writing skills for school assignments, but skills for writing resumes. CAS provides a variety of tutoring, from Math department faculty, to peer tutoring, providing help in many different subjects. Also available are study skills help to aid in reading, studying, and test preparation to help succeed in college-level courses. Advising and Personal Planning is also provided where an advisor will help you with classes, becoming and staying successful in class, and any outside issues. There are a few other programs that CAS offers, so stop by D120 to check out how they could help you.

For more help, you can always talk to your instructor if you are having problems in class. They are there to help, if you can not understand something one way, they are there to find a way to make it clear and comprehensible. For students with any type of disability, you can go to the Office of Disability Services in Room X-148 to request special accommodations for testing arrangements, books in alternative formats, interpreters, and many other accommodations. Be sure to contact the ODS to find out what steps to take to receive accommodations, or check out the page on the Parkland website under

See **BEST** on P. 7

Experts say technology addiction is on the rise

 **Caitlin Johnston**
The Dallas Morning News

Michael Decker is always reachable. The 42-year-old director from Dallas sleeps with his phone nearby on his nightstand. From when he wakes up and checks it until he sets it down before bed, his phone is constantly with him.

"It's an intrusion into your own private life," he says. "It leads to burnout if you can never turn it off."

Decker, who owns an iPhone, a laptop and an iPad, uses his gadgets for work and for play. Though he makes a point not to look at his phone at dinner, he

says his friends still chide him. Put that thing down, they say.

"They always have a point," he says. "It becomes more important than truly interacting with friends and family."

For most of the population, technology is a tool to enhance our lives. Our phone beeps, and we check whatever new text, email or tweet has come our way. Decker's behavior is not uncommon, nor is it particularly unsettling.

Recently, indications of something more malicious have started to rumble. The Counseling Center at the University of Texas-Dallas has a website dedicated to computer

addiction. A quick search of Yahoo Groups returns more than 100 groups related to gaming addictions.

Search further, and extreme texting and gaming become more than an annoying character trait in a child or girlfriend. Excessive use can lead to addictive behavior, says therapist Cosette Rae, who launched a technology rehabilitation center in the Seattle area. She says her clients, far from being isolated cases, are part of a newly recognized problem: Technology has the potential to cause addictive behavior, experts say.

The evidence is in the exis-

tence of Rae's clinic, the ReSTART Internet Addiction Recovery Program, which she says is the first program of its kind in the United States, although similar programs are available in South Korea and Great Britain.

Therapists and counselors are petitioning the American Psychological Association to list technology addiction in the Diagnostic and Statistical Manual of Mental Disorders - the primary system used to classify and diagnose mental disorders.

Others say that even if technology use isn't extreme enough to be considered

dependency, it can still harm a user's mental health and relationships.

Clearly, not every tech user is an addict masking some other mental health issue. Like food, technology is a crucial part of our daily lives. Texting during the day and watching TV at night doesn't mean a person has an addiction, but it is important to evaluate how often and to what extent we use technology, experts say.

Like other substance and behavioral addictions, technology use has a spectrum. While patients at ReSTART struggle with addiction and dependency, most people engage with technology in a healthy manner. Researchers are finding that heightened technology use triggers the same sites in the brain that are activated through substance abuse and nonchemical addictive activities such as gambling, Northrup says.

Excessive technology use can also cause changes in dopamine levels - the part of the brain regulating rewards, punishments and euphoria and also linked with alcohol and drug use, experts say.

For example, a recent study at the University of Maryland asked students to go a day without electronic technology

of any kind.

Students used literal terms of addiction to describe their dependency, citing feelings of anxiety, isolation, depression and even physical reactions such as increased heart rate.

Low-level abuse can manifest itself in various areas of a person's daily life. Parents might find themselves spending less time with their kids, instead constantly responding to emails and phone calls. General wellness suffers as well. Houston counselor John O'Neill points to small, everyday changes such as no longer having to get up and cross a room to answer the home phone. Childhood obesity is rising as kids spend more and more time with screens instead of outside playing.

Video gaming invaded the life of Jun Kristofferson, 22, and led him in June to check into rehab.

The California resident had been gaming eight hours a day. The former straight-A college student withdrew from classes. He had a job for a bit but just stopped going. He lived at a friend's place, rent free, and spent day after day gaming.

"There were months of just

See **RISE** on P. 7



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Lifestyle

The early history of Champaign-Urbana

cu Kelley Heaney
Community Columnist

Blame it on the railroad is the general answer when new residents ask why there are two towns side by side in Central Illinois. Champaign, located only two miles from the business district of the county seat, Urbana, which already had a population of 1200 people in 1857 when it was incorporated, and has been the larger of the two ever since. So what happened to make the county seat the less populated of the two? It really does seem to be because of the railroad.

The tale begins when the county was formed by reducing Vermilion County in 1821. The creator of the bill for such a deed was Illinois Senator, John Vance from Vermilion County. His original home had been in Champaign County, Ohio and so, when the paperwork made it official in 1833, he named the new county after his home.

People had actually been living in the area since 1821, when Runnel Fielder first squatted the land. Since then, more people had arrived and the area had about 30 cabins clustered together on the north side of a grove near the Salt Fork River and a couple on the south side. Near the north side settlers, was the unpaved Fort Clark Road, originally a bison path, passing through the area on its way to what is now Peoria. A post office had been established in the area as well.

Other squatters were establishing their homesteads in the new county, such as Henry



Photo by the Champaign County Historical Archives, The Urbana Free Library, Urbana, Illinois

Frequent flooding in 1890 of downtown Champaign's Church and Main Streets made area residents have to drive their horse drawn carriages through muddy water several inches deep.

Sadorus in the extreme south part of Champaign County. He claimed to have arrived in the area prior to Fielder.

Regardless of who was first, residents of the new county now had a duty to establish a county seat and so a small

group of men were elected commissioners to find possible locations for the town. When several possibilities had been chosen, the state commissioners arrived to make a final decision. After inspecting a couple of possibilities on the north side of the grove, the group traveled to the south side to view an option. This was really more of a formality since it was generally agreed that the north side was the better choice.

Since it was getting late, one of the county commissioners, Isaac Busey, offered his home for the group to spend the night. In the morning the state officials left the Busey home and planted the stake creating the county seat a few yards from his front door, on the south side of the grove. Of course, many rumors, few of them nice, flew about what happened that night in the Busey house.

Many years later, in an inter-

view with former Champaign mayor, Dannel McCollum, for his book *Remembering Champaign County*, Busey's niece, Garreta Busey, revealed that the story among the family was that ,“Ike served up a fine supply of his homemade corn whiskey” rendering the officials too hung over to want to return to the north side.

Soon, the south side of the grove was more inhabited and by the mid-point of the century the population, which had grown to 256, according to J.O. Cunningham's book, *A History of Champaign County*. Many folks decided to locate near the courthouse in downtown. Few settlers ventured beyond the grove area, although some had moved on to groves to the west, Sangamon Grove, and north, at Mink Grove. “There was basically no reason for people to settle in this area,” said Howard Grueneberg, The Urbana Free Library's Archive Librarian. “Other than the trees there

was nothing here but swamp most of the year. It wasn't unusual to be able to travel by canoe from Thomasboro to Urbana.”

The railroad arrived in the swamp of Champaign County in 1854. The Illinois Central Railroad was building a track the length of the state. The Chicago Branch was built two miles west of Urbana. In this territory, as Cunningham explained in his *History*, “not a dozen men entered land in the [Champaign] township before 1850.” Champaign.ilgenweb.net described the area that would become “the business center of Champaign was one vast pond where the mud turtle and water moccasin luxuriated; the mosquito wound his bugle and the frogs gave a rival symphony.” In the archive entitled *Downtown Champaign 1854-1869*, “Champaign at that time was known

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Photo from The Champaign County Historical Archives, The Urbana Free Library, Urbana, Illinois

The building on the left was an early depot of Champaign, which is still standing today although now boarded up and unused.

Buster Bytes presents: A guide to Google +

Buster Bytes
Tech Columnist



Google has decided to try its hand at social networking. Google+ claims, however, to be more than just a social network, calling itself a “sharing network.” The main Google+ site, with its streams and profile pictures is rather reminiscent of other sites. However, taking into account the added functionality of Gmail, Google Calendar, Google Docs, Picasa Web Albums, and other tools, it's easy to see what they mean.

Although at first glance, Google+ may remind you of other social networking sites, there are certainly some differences. For example, if you think the best part of Facebook is the games, Google+'s lack of may disappoint you. Google+ will also fail to inform everyone that your relationship status has changed from “in a relationship” to “it's complicated.” But if you want to share photos or video of your sister's recent wedding, and only want to share them with members of your family or friends of hers, Google+ may have the answers you're looking for. Or, if you sometimes post things that you'd prefer your family

or work colleagues didn't see, Google+ has got you covered.

How so? Google+ utilizes a system called “Circles.” As you add contacts to your account, it allows you to group them by what they have in common, or how you relate to them. For example, you can set up separate circles for your close personal friends, your family, your coworkers, and even a circle for the other students in your English class. When you post to your “stream,” you choose which of your circles will be able to see the content, whether it's a link to a funny video on YouTube or simply an anecdote about what you did today. You can even post a note that is only viewable by one person, or create an empty circle to save links and notes that only you can view. Unlike other sites' “friend” relationships, circles operate in only one direction. Adding someone to your circles does not require their permission, but doing so will not allow you to see the content that they post, unless they add you to one of their circles and share it with you. At first, you may feel uncomfortable about someone you don't know being able to add you to a circle without your permission. However, this doesn't allow them to see any information about you. It only lets them share with you.



If their posts are uninteresting or offensive, you can block them from your stream quite easily. You may find this a great improvement in privacy over other sites.

As more people join, this may become quite useful in school situations, as well. A teacher or professor can set up a circle to inform his or her classes about changes in schedule, upcoming exams, canceled classes and other important information. Students can set up circles containing other members of a class, allowing them to communicate easily. They

can double check what the homework for tonight is, or what their peers got on question number five.

On your Google+ homepage you will also find a section called “Sparks.” Sparks allows you to choose from a list of topics, those that you find interesting. Whenever you click the link to one of your Sparks topics, it takes you to a list of a number of recent web publications related to the topic. You can then choose to share links to these articles or give them a “+1.” This is Google+'s answer to the “like” button

available on facebook, but +1's are intended to become available across the web, allowing you to approve of content directly from web pages. This will let any members of your circles know what you think of the site, should they come across it themselves.

Another great new feature of Google+'s is the “Hangouts” concept. Hangouts are multiple person live video chat rooms where you and your friends can get together face to face to plan the weekend, or meet with classmates to discuss progress on your latest project. Students can even get together for study sessions without leaving their apartment or dorm room. One interesting feature, when more than two people are in a hangout, is that the main window changes focus to show whoever is talking in the biggest window. To start a hangout, you simply press a little green button labeled “Start a hangout.” Google+ will then open a separate window, asking you to add circles or people to share with. Then, you just press the “Hang out” button and it sends them an invitation. When they accept, you're chatting live, for free.

Google+ also has a mobile app available for Android and iPhone, which allows you a great deal of access to your

Google+ account as well as adding another twist. “Huddles” can best be described as private chat rooms on your mobile phone. You can invite entire circles or select individuals from them. You can then send a message that will reach them much as a text would, but without having to relay the information to each person individually. This is very useful for reaching whole groups of people with one text, which makes it handy for finding out if anyone else in your class has notes for the class you missed last week due to “strep throat.” The phone app also comes with a widget for posting directly to your stream as well as a feature that allows you to automatically upload any pictures you take directly to your Google+ account, without sharing them until you log in and tell it to do so. You can also access photos posted by people in your circles, your own photos, your profile and your circles directly from your mobile phone.

Although Google+ will be lacking some of the aspects of a social networking site that many users have come to love, the sheer power of this tool as a means of sharing information between people privately and efficiently will lead to a strong following. Buster Bytes is hooked!

BEST

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Student Services. Finally, here are some simple things to be wary of throughout the school year. Time management is crucial to watch out for. Prioritizing is a great way to help, especially when you have a bunch of little things to do in a short amount of time. Just be sure to know your limitations and don't push

C-U

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far and wide as possessing the muddiest street in the state. No difference whether it was a contest as to quality, depth or consistency." Regardless of the mud, many men saw the possibility of becoming successful and built their business near the tracks. Unlike several other villages, such as Homer, which had moved several miles, Urbana watched as a new town grew between them and the tracks.

them too far. Getting enough sleep helps your focus in class and on homework assignments, and also helps to keep your health well so you do not catch an illness and have to miss classes. Make time to sit down and eat a good meal. An all ramen or fast food diet can harm your body and definitely will not help you focus on the tasks at hand. Bring your own snacks to class if need be to help you focus on class rather than your

Although the station was originally known as the Urbana Depot, the people refused to acknowledge themselves as part of Urbana and just called it the Depot. Later in 1857, the area was incorporated as a town using the name West Urbana. In 1860, the town took the name of the county and became Champaign, according Tom Kacich in his book *Hot Type*. All that remains of the Big Grove area now is the Brown-field and Busey Woods. The swamps have been drained

growing stomach. It is effective and much cheaper than buying everyday from the vending machine. Another thing that can harm your focus and attentiveness is alcohol. If you are going to drink, do so responsibly. Don't go late night partying before an early morning class or an exam you have the next day. Also, be sure to maintain your relationships with friends, family, and significant other. Always make time

for your self and sit back and relax. Remember to have fun, because, as Stephen King said in *The Shining*, "all work and no play makes Jack a dull boy." Remember, you are responsible for your education. What you do with your time and money is your choice, but if you are having problems, Parkland provides the free services and resources for a reason. They want you to succeed, and you should too.

friendly visits. No problems have been recorded between the two groups. The Boneyard Creek garnered its name because of the large number of animal bones on its banks supposedly left from Natives hunting in the area. Over the years there has been talk of combining the two cities but residents of neither town are generally enthusiastic about the idea. Each likes its own identity, which, even though the land has changed, is still as different as woods and swamps.

Parkland College Relations Officer Matthew Kopmann



Welcome to Parkland College as we start a new semester. Many of you are returning students, but for the new students I want to give a brief overview of the Parkland College Police Department. The department consists of 14 full-time sworn police officers, including the Chief of Police, three security patrol officers, one Associate Director, four full-time telecommunication officers, and four part time dispatchers. The Police Department responds to all on campus emergencies and crimes in progress. Each police officer is certified as an EMT-Basic. We provide vehicle assistance such as jump starts, lockout service, and escorts free of charge. While on campus if you need assistance from the Police Department contact us by: Using the emergency call boxes located throughout campus Dialing 2369 from a house phone Dialing 911 on staff/faculty phone Dialing (217) 351-2369

ARTS

continued from page 4

chology and political science as they are taught in today's institutions of higher learning. Amherst once had a college-wide course called "Evolution of the Earth and Man," team taught by faculty from geology through genetics. It was exactly the sort of thing that drew people into the sciences. However, that offering no longer exists. Such classes don't earn points for the professors who plan them. Instead, they are expected to be doing research that will lead to tenure or higher ranks, which often means they are concentrating on ever more obscure topics. An American Mathematical Society study of introductory courses found that only 11 percent were taught by regular faculty. Professors making their mark in "orbit structure of diffeomorphisms of manifolds" feel their talents would be wasted teaching Math 101. But they might mull Albert Einstein's words to young researchers: "You do not really understand some-

thing unless you can explain it to your grandmother." There are still colleges where the contents of the bottles match the labels. But they tend to be more modest schools, ones that don't expect their faculties to make national reputations in research. Occidental College in Los Angeles is such a school, as is Hendrix College in Arkansas and the new Quest University Canada in British Columbia. And there are excellent dedicated liberal arts colleges within affordable public systems. New College of Florida and St. Mary's College of Maryland are two; also Arizona State University's Barrett honors college and Macaulay Honors College at the City University of New York, which waives tuition for students who maintain a 3.5 grade-point average. As high school students and their parents consider college options, they might want to take a careful look at catalogs and course descriptions. In higher education these days, it's buyer beware. --- (c) 2011, Los Angeles Times.

RISE

continued from page 5

playing, but not even enjoying playing," Kristofferson says by phone. "Not knowing what to do. Having no direction. I was just lost." When evaluating a potential case of technology addiction at ReSTART, Rae looks at all domains of someone's life,

not just how many hours he is spending online. "We are mental health workers looking at a client's entire history and how technology fits into that picture," Rae said. "Often, there's something in their life leading to this particular escape mechanism." --- (c) 2011, The Dallas Morning News.

Early Champaign-Urbana Timeline

1818	Illinois became a state
1821	Area cut from Vermilion County and surveyed into mile square townships
1822	Runnel Fielder and Henry Sadorus arrive in the area
1824	William Tompkins cabin built on Boneyard Creek behind Courier Bldg
1833	Champaign County established from Ohio home of John Vance
1834	Thirty cabins built in northern Urbana Township
1845	First murder trial; Lincoln was the defending lawyer and lost case; prisoner escaped
1851	Railroad charter granted
1852	Urbana Union becomes the first newspaper in the area
1853	Land plotted around railroad
1854	First train arrives
1857	West Urbana incorporated; population over 1,200
1863	Joseph Kuhn opened retail clothing store in West Urbana, which is still in business
1865	B.F. Harris opens First National Bank of Champaign also known as the Cattle Bank; building still standing in downtown Champaign (First and University)
1868	Samuel and Simeon Busey open Busey Brother's Bank Illinois Industrial University (U of I) opens with 77 students (45 from Champaign County) Champaign Fire destroys most of the downtown area's buildings
1870	West Urbana changes name to Champaign Gas arrives to area for lights and heat
1871	Great Urbana Fire occurs a day after Chicago fire
1874	Robeson's Dept Store opened in downtown Champaign (closed in 1990)
1878	Telephones arrive
1880	Area dredged to eliminate mud and swamp
1881	Central Telephone Company starts service
1884	Main Street paved with bricks
1887	Electricity arrives to area
1893	Eisner Park (West End Park) Pleasure Resort opens with roller coaster
1895	Burnham Hospital opens (closed in 1989)
1896	Public Library opens; located on Church Street
1898	One of Champaign's first buildings, the Doane House, where Lincoln often stayed, burns down First hanging for murder; Richard Collier convicted of killing Charles Freebryant
1899	Statue "Prayer for Rain" in White Park (now West Side Park) is dedicated
1901	First automobiles arrive in town
1903	Interurban established for transportation between towns such as Homer and Rantoul

HELP

continued from page 3

diation class earn a bachelor's degree in six years, which is considered the reasonable time frame nationwide to complete a four-year program. If they fail a remediated course, they have almost a zero chance of ever graduating. "Part of the problem here is the history and culture of higher education," said Ron Abrams, presi-

dent of the Ohio Association of Community Colleges. "We've not valued things like reaching out and being a hand holder to students. We don't do enough to help them through the experience." Petro, the chancellor, said remediation may be a "disincentive" to students at a time when the state needs ever more young adults with bachelor's degrees to bolster the economy. Perhaps students who aren't majoring in STEM

(science, technology, engineering and math) don't need to slog through remediation in advanced algebra, he said. While students are struggling to get through their remedial courses, they may be racking up loans that they will have trouble paying back if they drop out - and many do just that. When they drop out, colleges and universities must recruit still more students to fill their seats - a vicious cycle. "Maybe the best solution is to

blow up what we're doing and start all over," said Abrams, the community college official. --- (c) 2011, Akron Beacon Journal (Akron, Ohio).

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Sudoku (easy)

	5	3	4	7				
	1		5				7	
		4	6		9	5	3	
5	2		9	1				
9								5
				5	4		9	8
	8	2	1		5	7		
					6		1	
				2	3	8	5	

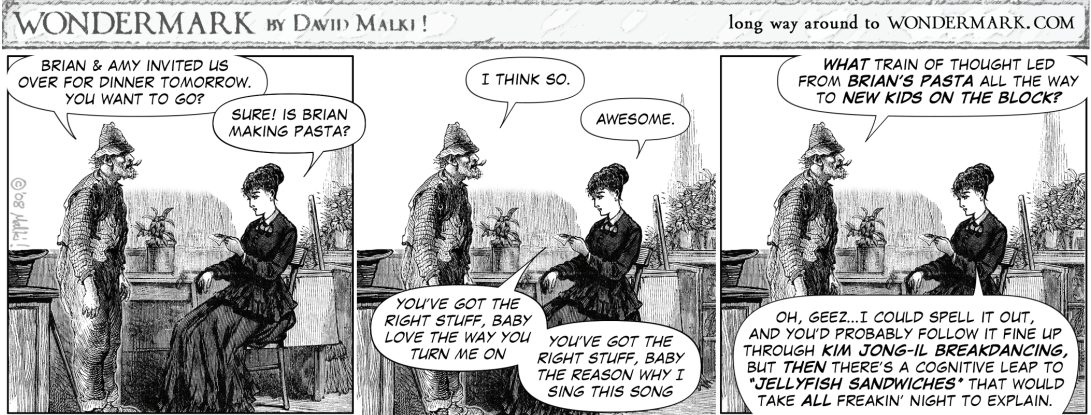
BREWSTER ROCKIT



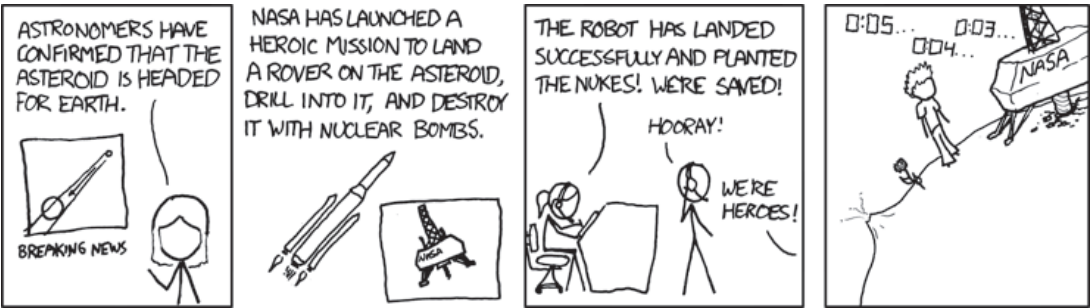
Calamities of Nature by Tony Piro



Shrimp



xkcd.com



Champaign County Humane Society

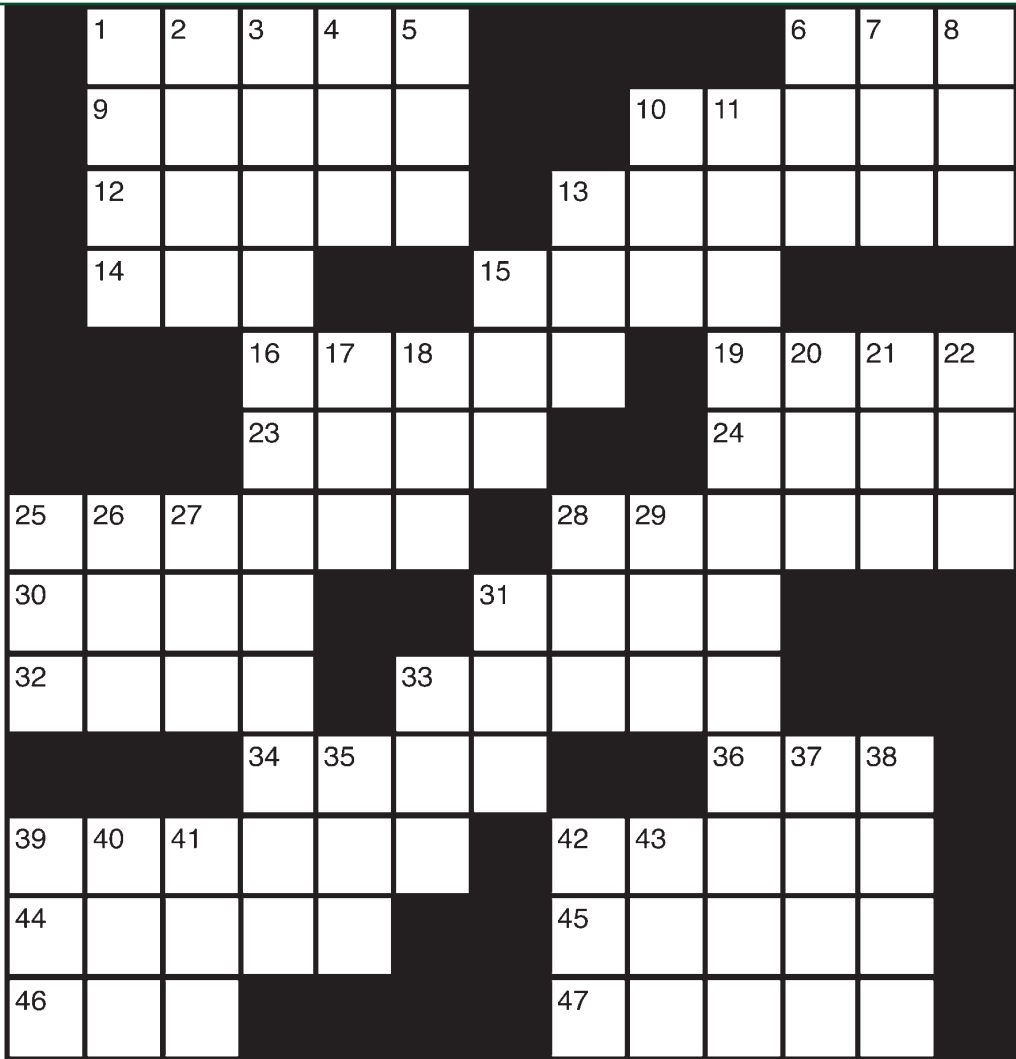
Featured Pet of the Week



Roy is a one-year-old neutered male cattle dog/basenji mix. Roy is a great dog – he loves to play with other dogs and he is very sweet and loving with people, although he is not good with cats. Roy has a lot energy and would great in an active home.

The TV Crossword

By Jacqueline E. Mathews



4/24/11

ACROSS

- “ __ Dad”
- Brenneman or Winehouse
- Sugar substitute
- Farr of “M*A*S*H”
- Strong winds
- Roberts and Louis-Dreyfus
- Took a chair
- “Two and a __ Men”
- “I Left My Heart __ Francisco”
- Late actor __ Foxx
- __ Patrick Harris
- One of the Great Lakes
- Mobs of people
- John Dye’s role on “Touched by an Angel”
- “Divine Secrets of the __ Sisterhood”; Bullock/Burstyn film
- Actor Sandler
- “The Farmer in the __”; children’s song
- San __, CA; home of the Padres
- Actor Richard of “Spin City”
- “Live and __ Die”; 007 movie
- Ms. Lansbury
- “Hearts __”; John Ritter series

Solution to Last Week’s Puzzle



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4/24/11

- 44 Actress & singer __ Bailey
- 45 Actress Anderson and her namesakes
- 46 Flow back
- 47 Ms. Drescher and others

DOWN

- Tilly and Ryan
- Light greenish-blue
- Dave Annable’s role on “Brothers & Sisters”
- Bit of cereal grain
- Monogram for Stevenson who wrote “Kidnapped”
- “What Kind of Fool __?”
- Farrow or Kirshner
- “Say __ to the Dress”
- Summer month: abbr.
- Ricardo Morales’ portrayer on “Law & Order: Los Angeles”
- One of the girls on “The Brady Bunch”
- Holbrook or Linden
- “__ and Stacey”
- Rudy Huxtable, to Theo
- Make a boo-boo
- “__ Hard”; Bruce Willis movie
- Morning grass blade moisture
- Actress __ Charisse
- Charlotte __ of “The Facts of Life”
- Popeye’s Olive
- Lemony drink
- Henpeck
- Assistance
- FBI crime lab evidence
- “__ Fly Away”
- Moran of “Happy Days”
- Actress Harper
- King Kong, for one
- “The Cornhusker State”: abbr.
- Talk on and on
- Sitcom alien
- “Grounded __ Life”

Sports

Semester preview of Cobra athletics



Spencer Brown
Sports Writer

Women's Volleyball

The Parkland women's volleyball team is receiving a lot of hype, and rightfully so. The 2010 campaign was quite an impressive one as the Cobras notched 39 victories and only 12 losses. Numerous accolades were handed out including seven All Conference selections, five All Region selections, and two players receiving All American honors.

The defending Mid-West Athletic Conference champions will feature three returning players from a team that was ranked first in the nation at one point last season. Experiencing such success just a year earlier will be valuable in leading a team that consists of six freshmen. That sophomore leadership will be desperately needed as these freshmen become acclimated to the high level of competition. Practices have been intense, and bonds are being formed between the players.

The Cobras will begin the season ranked #10 in the nation. Assistant Coach Ron Hoppe spoke highly of his team and their current standing in the poll. "We see the ranking as an opportunity to prove we're one of the top contenders in the nation," he said. "Our girls and our staff know we have the talent level and desire to be a national championship contender and we're excited to begin that journey." That journey begins August 26th at the Southeastern Iowa CC Invitational.

There, they will face currently ranked #16 Kansas City CC; the first of at least fourteen Top 20 programs the women's volleyball team is matched up against this season. The first home game will be August 30, as #12 Kankakee pays Parkland a visit. Participants in all 51 matches a season ago, Nechelle Veal (2nd on team in total blocks), Devin Houser (2nd on team in total digs), and Melanie Moore (team leader in aces) are set to lead their squad to the elusive national championship.

Women's Soccer

On the forefront of Parkland athletics is the women's soccer team. After finishing the 2010



Photos by Nick Washington/Prospectus News

Several Parkland soccer and volleyball athletes are gearing up for what is hoped to be another award winning season. More photos can be seen on www.prospectusnews.com

season with a record of 11-5-2, Head Coach Josh Alford's team is looking to make an impact on the national scene this year. With a balance of freshman and sophomores, the players will look to feed off of each other and push to the next level. Experience and leadership from the older players in combination with talent and excitement from the newer players should make for an exciting season.

In order for the Cobras women's soccer team

to make any noise on the national scale, they must overcome a regional opponent first. September 24 is a day that has been marked on every player's calendar. That day is the day that they can avenge the 8-1 pounding suffered just a year earlier by the hands of the Trailblazers of Lewis & Clark CC, the defending regional champs. Though possibly burning in the minds of some players or coaches, that loss is not the only motivation to defeat Lewis & Clark. The Trailblazers are currently ranked #7 in the pre-season polls. A victory here would not only satisfy revenge purposes, but give the Cobras a decided advantage in the event of a tiebreaker situation between the two clubs.

As any coach would tell you, you must focus on one game at a time. Therefore, the team is currently focused on its season opener scheduled for August 29; a home game against St.

Louis CC. After that, the team will take a road trip to the Minnesota Kickoff Classic from September 2-4. The trip is highlighted by a match against currently ranked #12 Navarro College. With the return of the team's leaders in goals, assists, and both goal keepers, the Cobras are set to make a run towards the top.

Men's Soccer

Expected to kick up some dust as well is the Parkland Men's Soccer team. Head Coach Mark Sidora is looking to begin the season strong after finishing 2010 with a record of 9-9-0. This team has a high ceiling as it gears up for a tough schedule with multiple ranked opponents. The stage is set for the Cobras to boost their squad to the next level.

The Cobras plan to lean on the back of their nine sophomores for leadership and experience. The incoming class seems to mesh well with all of the experienced players. The diverse nature of the team seems to have done this club a great service. A mix of homegrown talent with a foreign influence makes the men's soccer team one of the more unique squads you will ever see. The different backgrounds and playing styles should make for an interesting bond between the players as well as the coaching staff and their approach to game planning. On the practice field, they appear to communicate well with each other, which will pay them a great service in the long run.

The general feeling around the team is there is nowhere to go but up. "We're playing five Top 20 teams this year," says assistant coach John Sadilek. "We've never been more excited. We have a fantastic group and high hopes." The return of their top two scorers (Douglas Andrade, Khody Ellis) should bode well for the Cobras as they tackle the list of ranked opponents on their schedule. There will be no time to lose focus as the season begins August 27th with #17 ranked North Iowa Area Community College. That game will be followed the very next day by another ranked opponent, #8 Iowa Western. The Cobras home opener is September 8 in a match versus Kaskaskia College. There will be multiple chances for the team to build their national resume. When asked if victory could be expected against all five ranked opponents on the schedule, Sadilek replies, "We would be very happy to get the first one." Those are the words of a coach focused on keeping the team on track and not looking too far ahead.

The 2011 campaign should make for an exciting one for Parkland athletics. Be sure to cheer on your Cobras!

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Entertainment

Fall preview of the Parkland Art Gallery



Josh Grube
Staff Writer

A new semester has arrived at Parkland College. Along with a fresh set of courses comes an exciting list of events courtesy of the Parkland Art Gallery.

Currently, the Art Gallery is displaying the Parkland College Traveling Art and Design Student Exhibition at the Champaign County Nursing Home. It consists of works created in art and design courses last year at Parkland, originally appearing as part of the Parkland College Art and Design Student Juried Exhibition. According to Parkland Art Gallery's website, the exhibit "allows Parkland to recognize, support, and celebrate its most recent student artistic accomplishments and to illustrate the wide range of media explored while taking courses in Photography, Painting, Drawing, Metals, Sculpture, Three-Dimensional Design, Two-Dimensional Design, Color Theory, and Ceramics." This showcase closes on September 9th.

Starting on the first day of classes, August 22, is the Parkland Art and Design Faculty Exhibition. This exhibit features a variety of different art styles by twenty faculty members at Parkland. The reception will take place on September 1st from 6-8, featuring a gallery talk by Peggy Shaw and music by The Chris Reymann Trio.

"I'm always excited to see what people have been working on over the year. Some people are working on a developed body of work and then other people are experimenting," said Art Gallery Director Lisa Costello. "There's a lot of surprises for me, so it's always fun to see the work. It's nice to know that our faculty make artwork all year long." The exhibition will run until September 17th.



Photo by Briana Stodden/Prospectus News

The Art Gallery currently features the Parkland Art and Design Faculty Exhibition featuring a variety of different art styles by 20 faculty members from Parkland. To see more pictures visit www.prospectusnews.com.

tember 17th.

During this showcase, the Art Gallery will host a series of art lectures titled High Noon with the Artist. On September 9, Matthew Watt, instructor in drawing and design, will talk about his new drawings and 3D modeling. On September 13 Art History and Ceramics instructor Laura O'Donnell, along with Japanese language and culture instructor Hiroko Ito, will discuss their upcoming ceramics tour in Japan that they are embarking upon next spring.

After the Faculty Exhibit is Spaces and Thick: Recent Work by Lori Larusso. This exhibition is open from Sep-

tember 24 to November 5, with a reception and gallery talk on October 6 from 6 to 8pm. "A lot of [her works] are these nice interior spaces where sometimes there's something a little wrong with it. There could be something broken or raw meat sitting on a counter," said Costello. "I just love them because they're these irregular shapes painted on board."

Throughout October and November, the Art Gallery will be cohosting the Global Lens Film Series 2011 with International Student Services. The series is free to attend and features six critically acclaimed films from around the world. These films are *The White*

Meadows (Keshtzar Haye Sepid), showing October 14; *The Light Thief* (Svet-Ake), showing October 25; *Dooman River*, showing November 2; *Belvedere*, showing November 8; *Soul Of Sand* (Pairom Talle), showing November 16; and *The Tenants* (Os Inquilinos), showing November 22. The movies will be shown in room D244 at 7pm, with the exception of *Soul of Sand*, which will be shown at 4pm.

On October 21, the Art Gallery will invite all of the high school art teachers and students in the district to their annual High School Art Seminar. During this event, the students make artwork and

receive a tour of the gallery. "It's a great way we can give back to the community and let students who might be interested in coming here know what our program is all about," said Costello.

The Parkland Art Gallery has teamed up with Community Education to host a fundraising bus trip. The Art Expedition will be traveling north to Elmhurst, Illinois on October 28 to visit both the Elmhurst Art Museum and the Lizzadro Museum of Lapidary Art. The money raised will aid the Art Gallery with art exhibits and programming. For more information on this bus trip, contact Community Education at 217-

353-2055.

The last exhibition of the fall semester is State of the Art 2011-2012: National Biennial Ceramics Invitational. Curated by studio potter Suze Lindsay, the exhibit begins on November 14 and continues a month into the spring semester. Lindsay will give a talk during the reception on December 1st from 6 to 8pm. "Every other year we invite a ceramic artist to curate a show," Costello explained. "We try to balance it out between someone who does more functional work and someone who does more sculptural work." Lindsay's work is on the functional side. Ten artists from around the country will send in their work for the exhibit.

On December 8, the Art Gallery will be hosting a cup sale to raise money for the gallery. The premise of it is you pay for the ticket and we'll have live music, desserts, coffee, and tea, and you get to pick a cup and take it with you. The cups are usually made by our students and faculty in the Art Department," Costello said. "It's great that we have students that want to give back." The event has been a great success in the past, selling out each year.

Be sure to check out the Parkland Art Gallery this semester! With all of the upcoming events, there is bound to be something for everyone to enjoy. The Art Gallery is located in the central commons area of Parkland College. For more information visit their website at www.art-gallery.parkland.edu or call 217-351-2485. The Art Gallery is open Monday through Thursday from 10am to 7pm, Friday from 10am to 3pm, and Saturday from noon to 2pm.

An interview with Jason Sechrist from Portugal. The Man



Josh Grube
88.7 WPCD Correspondent

Psychedelic indie rock outfit Portugal. The Man is an extremely busy band. Shortly after releasing their latest album *In the Mountain in the Cloud*, they wowed Chicago with an amazing performance at Lollapalooza. Afterwards, the group's van and trailer were stolen, along with all of their equipment. Luckily since then, a lot of their missing gear has been located. In the midst of this mess, Portugal. The Man set apart time last week to talk to 88.7 WPCD about the new album, music, and their stolen equipment. (Jason Sechrist: JS)

WPCD: What was it like working on the new album, *In the Mountain in the Cloud*?

JS: It was wild. At first we thought we had a strong thing going on but then we found out we had clashing ideas in the beginning. It started to work out that a lot of our songs really weren't taking place like we originally dreamed of, so it turned into a rough event and no one could really see eye-to-eye on how a song should go. So it kind of shut down a few of the creative ideas in a sense. We were just having a hard time deciding on what was the right thing to do. But in the end after going on tours in the USA and then the European tour we ended up being able to listen to the mixes over time and kind of figure out what was good to stay and what could go and things like that. In the end it turned out to be a good experience but it ended up being across touring and recording

— a nine month period of time, which usually is not the case for us.

WPCD: How does this album differ from previous releases?

JS: We got to work in a couple of pretty amazing studios with really, really nice analog boards and things to capture really great reverbs. Andy Wallace worked on the mix and he really helped get the whole album a good individual staging.

WPCD: How does Portugal. The Man tackle the songwriting process?

JS: In the winter time typically — that's when John [Gourley] gets most of his acoustic guitar work and things like that done — he'll track little

demos here and there and will bring them to the band or in the studio. Some demos are thirty seconds long, some demos are a minute and a half to two minutes long, so almost a whole song, it just all depends. And then we all just go for it from there. Some songs speak to you really easy. Some songs will take a day to do and some songs will bug you for a month to get right, so that's the neat part about it.

WPCD: Since 2006, you've continued a steady pace of an album every year. How is the band able to find the inspiration to write and record so frequently on top of all of the touring?

JS: Through the touring you get to improvise the songs, like just changing small notes and small things here and there, and that stuff lends towards jams or any type of cool new parts. Then those parts can be taken onto new recordings. I think that's one way of doing it. And we don't really run out of energy per say. There's just so much to celebrate in music and there's so many different ways you can take your spin on something. Old music has plenty of fuel. New music has plenty of fuel. Hearing new artists for the first time, even

if their old or new, is plenty of inspiration. Movies are good inspiration. Nature, you know, the planet is a huge inspiration for us as well; the sounds of the Earth.

WPCD: Do you make it a goal to release an album each year or does it just sort of happen that quickly?

JS: I think it happens, but it was something that John wanted to do. John wanted to try to do a record a year and see how far it will go. Now, the thing we're noticing is now that people want you to play shows; the further out you get demand for your concerts to be played, the thinner your time spread is in terms of actually getting to record or actually get some off time to make music because people want you back over in this city or people want you back in that country. I think that's what definitely slows bands down. To do a record a year definitely can seem a lot; I wouldn't call it a lot, I'd like to say it's a pretty great average to have, but it's not nec-

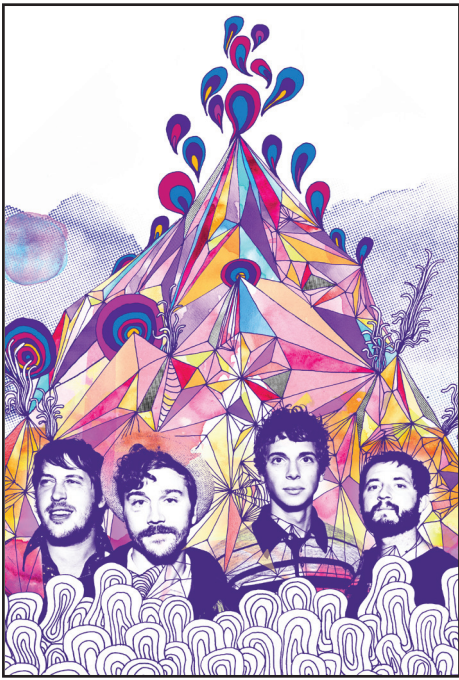


Illustration by Don Vancleave

essary. I know that typically when I listen to music myself it seems like upon every year, out of the 25 or 50 artists that you follow that you're excited about their new release, it still seems like only five of them you're really celebrating throughout the whole year. And then the other ones you're like "well it was good," but you only end up favoring like four or five of them.

Read complete interview at www.prospectusnews.com

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