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Columbia Chronicle (03/11/1985)

Columbia College Chicago

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SPECIAL



COLLEGE



ISSUE!

Columbia Chronicle

Volume 14 Number 10

MARCH 11, 1985

Columbia College, Chicago

Columbia exceeds founders' goals

By Dennis Anderson and
Carolyn R. Hamilton

In its history, Columbia started on the South Side, took a turn on the S-Curve, stopped for a drink of water and then found a home.

Columbia College was founded in 1890 as the Columbia School of Oratory by two women, Mary A. Blood and Ida Morey Riley. Blood was a faculty member at the Boston Conservatory of Elocution, Oratory and Dramatic Art (now the prestigious Emerson College in Boston). Riley was a student of Blood's.

In June of 1890, Blood and Riley, who were eager to establish a school patterned after the Boston Conservatory, settled in Chicago and acquired a three story greystone mansion at 3358 S. Michigan Ave.

The first floor accommodations included a reception room, principal's office, a library and a student lounge. The second and third floors were occupied by classrooms.

The upper floor of the carriage house served as living quarters for Blood and Riley.

The ground floors were used as an assembly hall with a make-shift stage for presentations in oratory, elocution and dramatic readings.

The Columbia School of Oratory opened its doors to students in September of 1890.

The courses offered mirrored that of the founder's Alma Mater, the Boston Conservatory: oratory, elocution, vocal, physiology, voice culture, platform reading and English literature to name a few.

Columbia stayed at the same address for 10 years and a substantial increase in the student body enabled the school to add courses in physical education.

Weekday, evenings and Saturdays were relegated to private instruction for members of the clergy.

Adults from all parts of the city and suburbs took advantage of private lessons in public

speaking tutored by co-founders Blood and Riley.

The assembly hall in the carriage house was invaded by youngsters on Saturday afternoons who clamoured for special

fortable summit of success. However in 1901, Columbia suffered a tragic set back with the untimely death of co-founder Riley. Blood's sister, Hattie Blood, came to her aid by performing

School of Oratory, at 3358 S. Michigan Ave., changed its name in 1907 to the Columbia College of Expression.

The two women who were added to the staff in 1917 to locate a new site were Alice Gerstenburg and Marie Merrill. Gerstenburg, a prominent Chicago playwright and novelist, and Merrill, a friend of Gerstenburg's, who was a lecturer, dramatic interpreter, dramatist, monologist and pioneer in children's theatre, headed the search committee.

Gerstenburg and Merrill found 120 E. Pearson St. as a new home for the school. The site was a vacant mansion opposite the Water Tower which was once owned by the late Illinois Sen. Charles B. Farwell.

Columbia's enrollment increased and thus began admitting men, according to Assistant Academic Dean Steven Russell Thomas.

The new location was a three story building with 22 rooms, an extensive library, a large dining room and a spacious oak-wood reception hall.

The administrative offices, library and dining hall were on the first floor.

The second floor occupied with classrooms and the third served as a dormitory and study hall.

Behind the mansion stood a carriage house built in Queen Anne style with room for eight carriages.

The upper floor, which was formerly the servants quarters, provided an apartment for Blood and her sister, Hattie.

The ground floor housed Columbia's widely-known Physical Education Department.

Sen. Farwell's daughter and benefactress, Mrs. Robert McGann, died, which gave Columbia six months to relocate.

During the final two months before the deadline in 1927, Blood died in her sleep.

Devastated by her sister's death, Hattie, left control and management of the college to the five remaining faculty members: Larkin, Skinner, Mar-



sessions in children's dramatics taught by Blood.

Hence, children's theatre in Chicago had its roots at Columbia, and Blood is considered its innovator.

Columbia had reached a com-

plete

After 17 years, the Columbia

After 17 years, the Columbia

Continued on page 3

Undergrads need job placement

By Julie Haran
Chronicle staff writer

Columbia College has many intricate departments that students are unaware of. Of course an office which assists students in finding full and part-time jobs, counsels students in clarifying job goals as well as helps with resume writing, interviewing techniques and self-presentation would not be such an ignored department.

An office which aids students in gaining practical work experience and training for pay, college credit and often times both, couldn't possibly be unattended.

However, this is not the case. Columbia's Career Planning and Placement department was visited by only 300 odd students in early January. Columbia enrollment is near 5,000.

An office which offers this much service should be swamped with earnest journalists, photographers, actors, film makers and radio personalities. Soon-to-be graduates often take advantage of the various programs provided by Placement, but freshmen, sophomores and juniors should also seek assistance.



Dr. Harvey Ideus, head of Career Planning and Placement, believes preparing for the job market can never begin too early. Ideus said, "Our philosophy is to start as a freshman. Although it is ideal, the freshmen should get into internships and

co-ops in their speciality as soon as possible."

When presented with a College Press Service story stating that the job outlook for liberal arts majors is improving, Ideus said, "It's just not true." But he added that Columbia students differ from the traditional liberal arts graduate.

Ideus said, "A liberal arts student has a particular attitude, sophistication. Columbia students have that too, but they are exposed to a more technical aspect of the field, an expertise."

Ideus wants students to make use of all the services offered. For the most part, no appointment is necessary according to Ideus. He added, "Placement is everyone's business."

Since taking over as head of the department in July, Ideus has organized the office to best accommodate student need. Although Ideus and the Placement staff hope to become a bit more automated, they are constantly striving to improve services as they are. A brand new system called, "The Talent Bank" is just underway.

"The Talent Bank" is a public relations idea designed to "sell" Columbia students. A listing of

students is being made available to interested employers. This includes students and alumni for full-time, part-time, and temporary employment as well as freelance talent and graduates on the Master's level.

Placement's pitch, "For better professionals employ Columbia College Chicago students and experienced alumni...hire screened professionals in communications, media and the arts..."

Mail is in the process of being distributed right now to introduce businesses, corporations and agencies to "The Talent Bank." Ideus said, "We are constantly working to bring more job vacancies to Columbia College."

"The Talent Bank" is just a small part of what Ideus and his staff provide. There are complete files on available internship and co-op programs. A special file of newsletters from professional organizations is also on hand. They are categorized by major.

Outside of the offices on the sixth floor of the Michigan Ave. building is a bulletin board posted with the current job positions and internships available. All

Continued on page 5

Library to continue expansion

By Julie Haran
Chronicle staff writer

Columbia students have some of the best reading, listening and viewing material right at their finger-tips. The Columbia Library, headed by Mary Schellhorn, provides comprehensive information of many forms.

These include easily accessible references, a large collection of periodicals and bound books as well as extensive audio-visual aids, facilities and equipment.

Schellhorn said, "Our material is designed to relate to the needs of the students...based on faculty suggestions as well as our

own selecting process. Periodicals and books are chosen which support the programs here at the college."

This is a standard criteria for selecting library resources, according to Schellhorn. Although the library may not carry such magazines as *Sports Illustrated* or *Cosmopolitan*, the material shelved is there for entertainment as well as information.

Schellhorn, who has worked at various libraries for over 15 years, took over as head librarian in October, 1984. Prior to coming to Columbia, Schellhorn worked as a media cataloguer at Governor's State College. She dealt with material she considers "dry." Columbia, on the other hand, carries "tons of interesting stuff...colored pictures and all."

Schellhorn does have hopes of improving the collection of Columbia, but says that it is a very

expensive process. "Very little is donated. The institution budgets and plans for library spending. It is quite expensive to run a college library," she said.

Costs vary, but according to Schellhorn, a library such as Columbia's which caters to students in the arts, runs into even more expense. Schellhorn said, "Most books are priced at \$35 per volume. Art books can run much higher."

The library is experimenting with an approval plan. This plan allows the library to view new editions and issues on a trial basis before purchasing. Anything decided unsuitable can then be returned at no cost. Schellhorn hopes that this will expose the library staff and students to a wide array of newer material, and in turn, slowly expand the library's collection. Eighty-five publications are on the most recent list. Schellhorn

calls this approval plan "collection improvement."

Last year's upstairs addition to the library is evidence that things are expanding. Although Schellhorn said she doesn't know much about the library in a historical sense, she did comment, "From talking to faculty members who have been with the college for a while, I have learned that they remember when the library was no bigger than my office." She clarified that these faculty members were by no means dinosaurs, so the improvements have taken place rapidly over the past 10 years.

The library recently added a few new members to their staff. Jean Webster is working part-time as a reference librarian. Schellhorn said, "Her role is as a direct public servant."

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Liberal Ed classes catch on at C.C.

By Kristine Kopp
City Editor

Liberal Education courses aren't always the ones that spark the most interest among College students. But to get a degree, one will have to suffer through several general study courses.

Some students may suffer while others will thoroughly enjoy the courses that Columbia College's Liberal Education department has to offer.

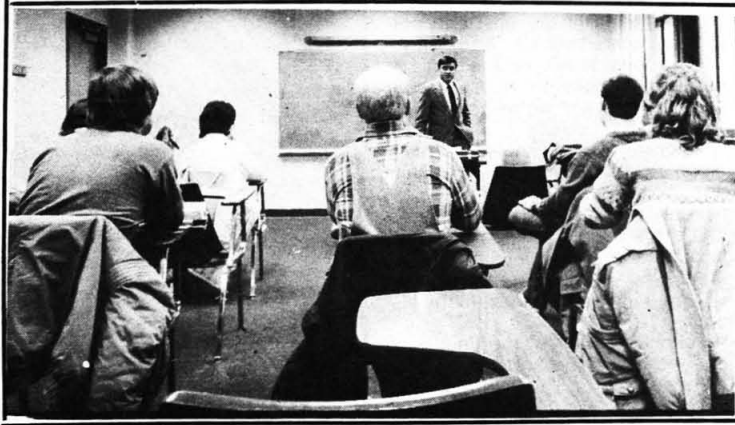
Out of 93 classes offered this semester (including different sections of each class), only two courses were dropped due to low enrollment.

Of the 96 classes offered last semester, only four were dropped.

"At open house we are not the most popular, but during registration we are," said Liberal Education Department secretary, Paula Weiner.

Until the fall of 1983, the Liberal Education Department was called the Life Arts and Liberal Education Department. The name of the department is not all that has changed in the past several years.

Liberal Education chairperson,



Comparitive politics class and the Liberal Education department.

Leslie Van Marter replaced Louis Silverstein, who teaches full-time at Columbia in September, 1983.

Van Marter said that most of the changes went side by side with the construction of the Wabash Campus. The department also increased its full-time faculty from five to nine personnel and its part-time faculty rose to approximately 53 personnel.

The department's new offices

on the sixth floor make it easier for the faculty and department employees to communicate with each other and get together for meetings.

"We are larger than we used to be," said Van Marter. "We are all together, we have more part-time teachers, and we are also able to see each other more."

The Liberal Education department has also tackled other

problems. Van Marter has changed many Liberal Education courses which used to be two or four hours credit to three credit hour courses. This, he said, makes the transfer process run more smoothly.

Van Marter has also tried to change class meeting schedules so that more courses meet twice a week instead of only once.

"Our instructors have shown in an overwhelming respect that they prefer it that way," said Van Marter.

"We realize that during scheduling students look for classes that meet only once a week, but that is not in the best interest of their education," Van Marter said. "In liberal education it's an advantage to meet more frequently. If the instructor is reasonably good, then more frequent contact is advantageous."

Van Marter estimates that approximately one third of all courses now offered meet twice a week.

The Liberal Education department hired its first full-time social science faculty member this year. Bette Tallen teaches and coordinates the Social Science department.

C.C. History

Continued from page 1

tin, Gerstenburg and Merrill.

Brother John W. Farwell's home was destroyed for the widening of Michigan Ave. in the 1920's while Columbia's residence and the Senator's lingered until 1928 when the college was threatened with eviction.

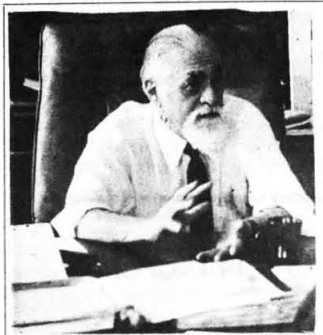
During the 1930's, Columbia was located at 2800 S. Wabash in an old mansion.

It had been absorbed by another college called Pestalozzi-Froebel, becoming a speech and theatre college for two years. It emphasized radio and broadcasting.

In the 1940's, it was located in the 410 S. Michigan building and in 1949, the first television classes were offered at the school.

Columbia began facing many problems in 1961 and the President of Columbia College, Mirron "Mike" Alexandroff, was a psychologist who had been teaching at the college for 15 years.

After he was offered the pre-



Mirron Alexandroff

sidency, he wanted to open the possibility of an education to as many people as possible. He wanted to fuse higher education and vocations and to better explore and exploit the city's resources.

Alexandroff's idea of a good education has become Columbia's trademark, which the college manifests by an open admissions policy (almost any high school graduate is accepted), a tuition that is deliberately kept assessable (about \$4,000), a vast apprenticeship program that hooks up with Chicago's arts and media-related business and a faculty of professionals (as opposed to academicians that defies the adage "Those that can, do; those that can't, teach," said Alexandroff.

Columbia College has presently expanded from its 600 S. Michigan main campus to Columbia College West at 623 S. Wabash, the Theatre/Music Building at 72 E. 11th Street, the Dance Center at 4730 N. Sheridan as well uses the Lawson YMCA facilities at 30 W. Chicago for physical education classes.



Columbia's Cal



WHEW!, I THOUGHT I WOULD MISS IT. NOW COULD YOU PRESS TWO.

Our new look

The *Chronicle* has a new look to go along with its new staff. We're not totally new; Pamela Dean remains editor-in-chief. But Dennis Anderson moves from sports editor to managing editor. Keith Wesol moves from associate editor to arts editor and Dave Moll moves from arts to features with Ilyce Reisman. And Kristine Kopp makes her editorial debut, as city editor, as does Robert Brooks as sports editor.

Besides editorial changes are a sleek, easy to read type and cleaner layout.

A new column has been added: Rhythm and Views by Keith Wesol. "The column is going to be more commentary on the music business rather than criticism," Wesol says.

We encourage your input and suggestions for improvement of your *New Chronicle*.

Thank you,
The Editors



Library

Continued from page 2

Sandra Cox and Mary Ann Morris are two newcomers. Both work as assistants in technical services and circulation.

In addition to the study rooms, the library has a huge selection of audio-visual equipment including VCRs. Film files include micro-film and micro-fiche. Micro-fiche is an advanced form of recording material. Everything is placed on a thin, plastic sheet about the size of an index card eliminating fussing with the reels of micro-film. All equipment (with the exception of what appears in open use) requires booking. This can be done at the library or by calling ext. 122.

Schellhorn and her staff are in the process of developing a survey to find out student response to library service and material. Plans are underway to distribute the survey to Writing Workshop students within the next few weeks. Schellhorn hopes the survey will serve as a guideline

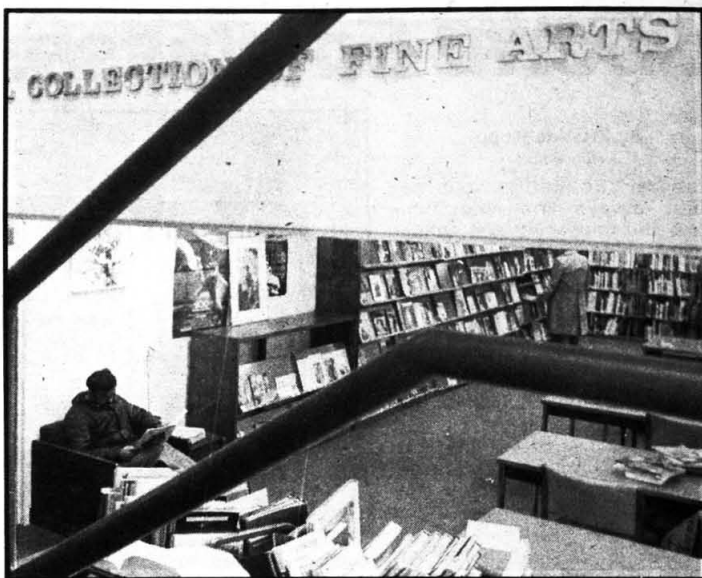
for the library staff to make improvements as well as attuning the staff to student needs.

Schellhorn said the library is quite heavily used (based on studies taken in the past and not strictly observation.) She said, "At various times in the day, a student is lucky to find a study cubicle to sit at, we're so crowded."

"Librarians are known to say 'shhh'" said Schellhorn. But she doesn't feel it is the staff's job to oversee the area. She said that it is the students themselves who have been complaining about other students and hopes people will be more courteous in the library.

Schellhorn said, "One time one of the staff got a complaint that another student was snoring so loudly, they couldn't get their work done." She also said that many students are unaware of how disturbing a Walk-Man can be to someone sitting around them, "Especially if the other person doesn't like the music."

Plans for many improvements



are in the works. Schellhorn is particularly excited about the possibility of computerizing the card catalogue system. Until

then, she said, "I hope students will never be hesitant to ask questions. That's what we're here for."

Columbia improves veteran services

By Carolyn R. Hamilton
Chronicle staff writer

The Veterans Services has been a child of the Financial Aid Department ever since 1974, in an off and on practice. Today, it is manned by Euclid "Chip" Talbot, a senior Writing major who will be graduating in June, who became Columbia's Veterans Coordinator in October of 1983. His job is to be a liaison between vet students and the veterans administration.

Between 1978-79 Ron D. Young was the advisor, but gained local and national prominence through Bill Curtis on his writing and left during that period.

Steven Russ 41 — Thomas, the school's assistant student dean, had taken over from 1978-79, and from 1979-1980 Alan Clark and Peter Radkee, now bursars, were veteran advisors.

Talbot, since acceptance of his position, has simplified his Veteran Administrative procedures by handling each student in a case-by-case method. Also, notifying the Veteran Administration of the academic progress on a semester time frame that the student is at the school and taking the courses and

amount of hours they say they are taking. Next, being an advisor to the veterans, introducing vets to one another by getting them to network among themselves and other basic necessities.

The number of students that utilize the department fluctuates, but Talbot estimates 70 regular participants.

"The school actually has more, but some veterans sometimes don't come in because they don't know if they qualify for any benefit monies, or they might feel that they don't have any monies or many other reasons," said Talbot.

There are four types of veterans here. They are the Chapter 31

disabled veterans; the Chapter 32 post Vietnam era veterans, the Chapter 34 Vietnam Era veterans (These weren't necessarily in Vietnam, but within that era) and the Chapter 35 dependent sons, daughters and spouses group.

To be eligible for the Chapter 31 benefit, you have to have been disabled by injury or disease incurred in or aggravated by active service in the line of duty during wartime or peacetime service and discharged or separated under other than dishonorable conditions. Compensation ranges from \$62 to \$1,213.

The Veterans Services, as of October 1983, is still under the Financial Aid Department, as opposed in 1978-79, and under the wing of Ray Pranske, Director of Financial Aid.

When Talbot was asked whether he would be with this department next semester, he leaned back in his chair, clinching his cigarette between his right index finger and thumb, outstretched his legs in faded jeans, took a drag and said, "Hopefully, it is my desire that my position will expand to take in more of an active role in Financial Aid."

Columbia Chronicle

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The Columbia Chronicle is a student-run newspaper published weekly and released every Monday. Views expressed here are not necessarily those of the advisor or the college.

All opinions meant for publication should be sent to the Chronicle in the form of the typewritten letter-to-the-editor.

We ask that you restrict your comments to those related to this publication, the college, or issues concerning college students.

Letters without legitimate surnames, addresses and phone numbers will not be considered for publication. All material will be subject to editing.

Place an ad in the Chronicle



Computer literacy required for all

By Tonya Thrower

Chronicle staff writer

Computer Literacy is now a required subject to complete your course of studies at Columbia.

The course is designed as an introduction to computers. A student will not end up a computer programmer following the sessions, but you also will not be afraid to use a computer if you had to. The courses are offered during the day and night classes are available as well.

There was a committee established in 1982. This committee contained the faculty members and the administrators of Columbia College. The purpose for the committee was to look into the feasibility of introducing computers to the college, and the results were the beginning of computer courses at Columbia.

There are two reasons why computers were introduced to Columbia. The first reason is because the census that were checked in 1980 showed that 90

percent of colleges across the nation were teaching computer courses of some form. Columbia was one of the few schools who didn't offer the course at all. The second reason is that the instructors and the administrators feel that computers are becoming overwhelmingly popular in work fields of all kind. Therefore, it is absolutely essential for the students to become familiar with their uses.

A grant letter was written under the direction of the Dean at Columbia. The grant was approved and that's how the computers were financed. Dr. Edins, who is director of computer operations put together the initial curriculum.

During the basic learning of computers, you will learn three basic types of programs. One program is named word-processor-a program that turns a computer into a typewriter, it edits your work, corrects it, deletes unwanted information, and then for filing information. It lets you



feeds it back. Another one is spread sheets, they are used for financial uses. It shows columns of figures. They also show you how the numbers change. Lastly, data base managers are good organize the data and recalls the information. The information could be numerical or alphabetical, such as inventory.

On the fourth floor where the computer classes are located, there are about ten rooms up there, in which three of them are equipped with computers. There will be two more rooms taken over one will have computers, and the other one will be a classroom.

Don Carter, an academic computer coordinator said that, "We will predominantly be expanding the computer program. The program will only be expanding in departments dealing directly with computers. Next year there will be a newsroom equipped with computers, but the program is for journalism graduates only."

Financial aid working for students

By Carolyn R. Hamilton

Chronicle staff writer

Ray Pranske, director of Columbia's Financial Aid Department, is someone that would tell you that the financial aid program is "relatively new." Although it seems like it's been around for a long time, Pranske says "probably its roots are found with the National Student Loan," which began in 1957. During this year, the National Defense Education Act (NDEA) began, therefore, causing the birth of student financial aid and college work study.

Previous Financial Aid Directors have been: Laura Day, a graduate of Columbia and staff member since 1980; and Steve Bellin, from 1980-January 1983.

The Financial Aid staff work as a team with Pranske, all trying to accomplish making situations better for the student. The support staff

consists of two Associate Directors, Maxine Evans who is responsible for Illinois State Scholarship, College Work Study and Supplemental Grants and Herman Ward, responsible for the Pell Grants; three assistants, Gloria Andrews who takes care of loans, Janet Graves and Jorge Cordova both Financial Aid Advisors; two data management personnel, Denise Mackey and Ellen Martin; one part time Veterans Services personnel, Euclid "Chip" Talbot; and one Administrative Assistant to the Director, Tina Tindall.

To illustrate how busy this staff is kept, the amounts of business they received between November 1-November 30, 1984 were staggering. There were 827 people who walked in to talk about their financial aid, 909 telephone inquiries and 4653 financial aid, loan and grant papers processed.

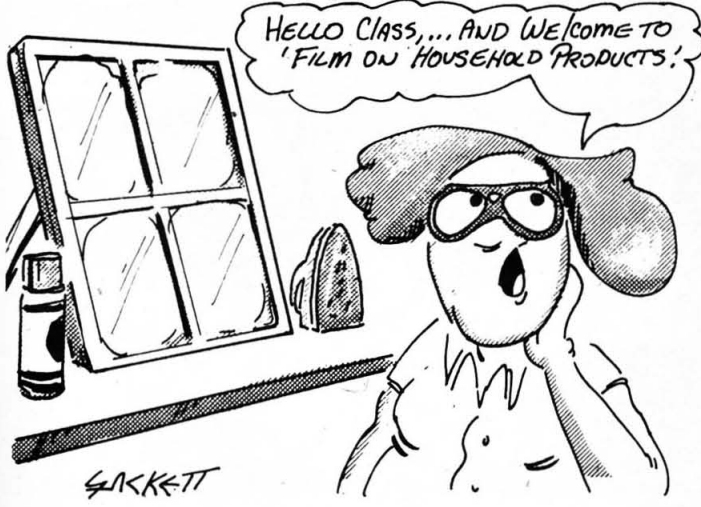
This department will make some successful changes for the future

to benefit our students. First it is to begin a series of workshops about financial aid, lead by Janet Graves; begin a Special Scholarship Bank that will give information regarding scholarships available; and continue the successful Financial Aid Campaign of beating the financial semester deadline.

Also they are expanding the data system, beginning a student loan file that monitors students debts now on Pell tape system which generates additional information about the grants. They will begin to notify students and Bursars about the students award every week. They have added three new people-Graves, Cordova and Tindall, and the biggest change of all, the department will be relocating to the sixth floor of the main building. The size of the offices will be larger and the advisors will get more time to spend with each student than they already have.

Within this office, the staff disperses over \$10 million and continues to acknowledge the needs of each student. From last year to this year, though, there has been a big increase in student loans.

Activities planned for students are basically to make them aware of the various types of financial aid available and to apply for them. Afterall, a large amount of our students receive these monies.



FULLTIME STUDENT, JENKINS, BEGAN WONDERING IF IT WAS WORTH TAKING THOSE 1-CREDIT CLASSES.

CE&E

Continued from page 2

jobs used through the office are logged. According to Ideus, there are over 800 on file since mid-August.

In addition to well informed student aids, Ideus' office is staffed with three counselors. Ideus described them, "They are three very sensitive individuals — well informed and trained. They do a wonderful job of advising."

Walter Gallas (ext. 282) heads radio and television, and interdisciplinary arts education. Mark Kelly (ext. 283) is in charge of film and video, photography, interior design and graphic art. Lyndia McCarthy (ext. 284) handles theater, music and dance, journalism, advertising, writing and English and AEMMP.

Placement takes monthly surveys to tabulate job and internship fillings. Ideus said more feedback is needed from students and faculty on the success of these fillings as a guideline for the future. A more extensive six-month survey is beginning, but will not be complete until after graduation in June.

Ideus has hopes that students will make better use of the services offered. Procedures have changed slightly. Students no longer need to register with the office or keep a reference file. Ideus said, "We don't want a lot of students in our files unless they have a special talent...they can make use of all of our services without registering."

Career Planning and Placement is open Monday-Thursday, 9 a.m.-7 p.m.

Dance grows in reputation, space



(Photo by Ron Perea)

Tim O'Sullivan's Dance Tech class

By Ilyce Reisman

It has been referred to as "the finest dance space in the country" by the New York Times and it helps 600 students to become better dancers.

Columbia College's Dance Center, 4730 N. Sheridan Rd., is recognized nationally as having one of the best performance spaces in the Midwest for modern dance.

The Dance Department was started in 1969 when Columbia's President, Mirron Alexandroff, asked Shirley Mordine, now chairperson of the department, to start a dance program connected with the Theater Department.

"There was such a big demand for the dance classes and the students wanted more classes and we needed more space; that eventually the two departments became separate.

"Since then the Dance Center's reputation has grown enormously in the region as well as in the country," said Jeff Bentley, general manager of the center.

The program has evolved from

simple offerings to more advanced ones and has improved since its start with just one class.

"There is a lot of concentration on dance and the need and want to study the art form itself," Mordine said.

Since all the instructors are professional dancers, students receive the experience of brushing shoulders daily with professionals and getting their point of view.

"The Dance Center has become more visible and is receiving much communication from the community," Mordine said.

"We fill a particular niche in the city and I would like to see that continue," Bentley said.

Dance companies, both locally and nationally, are brought in to perform as well as the center's resident professional company, Mordine and Company.

An opportunity is provided for students to study with leading teachers, choreographers and dancers in Columbia's Guest Artist Series. These artists give the students a broad dance experience while working with the resident faculty for two to three week periods.

Continued on page 7

Ad. Dept. multiplies since start

By Rudy Vorkapic

Chronicle staff writer

Columbia's Advertising Department is growing as quickly as the fast-paced field it represents.

Department Chairman John Tarini says that it has quadrupled in the past two years and that the program will continue to expand.

Tarini adds, "The curriculum will continue to expand. By fall we will have perhaps seven or eight new courses."

Tarini also predicts, "In two years the department will probably double again."

Since the curriculum will continue to expand, Tarini feels that Columbia will offer "more and more specialties in advertising and

offer a more differentiated program."

Three years ago the department had no significant program which would lead to an advertising degree.

Tarini, who is also beginning his third year at Columbia, said, "when I began here, the advertising department only offered a few advertising courses and a few public relation classes."

However, Tarini said, "Our program is finally at the point at which a student can tailor his or her program and go to any agency and say 'I am trained for this and this' and so on..."

Tarini stresses the importance of internships to all advertising majors.

"Internships are one of the most important experiences for this type of curriculum."

Tarini, who himself is a former executive vice-president and partner in the advertising firm of Lee King and Partners said, "It seemed that we would often hire people that didn't know what they were talking about in terms of advertising, just to fill a vacancy. An internship makes people an excellent candidate for a job."

Tarini said that by next fall there should be between 30 and 40 internships for juniors and seniors.

Tarini also feels that it would be a good idea for all communications majors to have some type of advertising background. Not because it is his department, but because it makes sense.

"Advertising is related to all the departments at Columbia since seven out of ten times people in TV, Radio, Film, Photo and Art will get an advertising-related job."

Tarini says that the Advertising Department is actually the "underpinning" to the other departments at Columbia." Tarini also states that if a person is going into advertising that Chicago is the place to be.

"Chicago has the second largest ad market in the world only behind New York," Tarini said, "There are about 500 sizable agencies and perhaps 50,000 to 60,000 jobs."

Tarini received his Ph.D from the University of Chicago and was later on the faculty there.

"It's funny because all I ever really wanted to do when I got out of the army following World War II was to simply be a good psychologist," Tarini said.

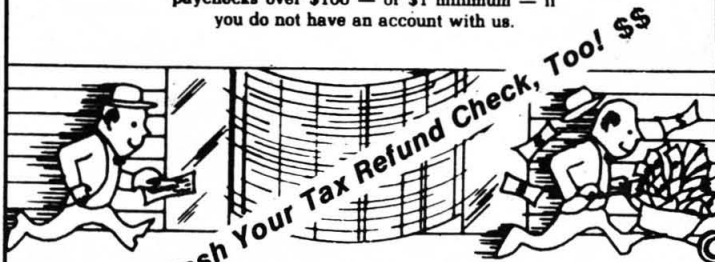
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DRINKING AND DRIVING CAN KILL A FRIENDSHIP

Art, Photo await professionals

By Tonya Thrower

Chronicle staff writer

Art and photography majors at Columbia College are waiting and looking forward to the arrival of some of the more prominent professional photographers in the field.

Contemporary Trends & Workshops has been introducing some

of the most important people in photography since 1974. The photography department came about at Columbia through evolution, and the students strong interest in the subject.

The name of the photographers that will be having lectures and workshops are Ralph Gibson, Bea Nettles, Nathan Lyons, and Jack Welpott. Photo-

graphy majors feel that Ralph Gibson is the best photographer of all the others. He is known for his book trilogy consisting of the *Somnambulist*, *De Ja-Vu*, and *Days At Sea*. He has exhibited his photographs world wide and is represented in almost every major collection.

Tony Prez, a senior photojournalist student who is also a freelance photographer said, "a student who is interested in the workshops will have to sign up for the course at the beginning of the term." It is on a first-come-first-serve-basis, but Tony admits that the T.A.S. (teachers aid students) will more than likely have first choice.

The course name is Special Topics, a portfolio development class for seniors. The course is taught by Peter Le Grande, a part-time photography instructor and working photographer. He also teaches Photo I Darkroom, II and III. These courses are necessary for admittance to the workshops.

Although the lectures are free, only 15 students assigned to each photographer are chosen to attend workshops.

Bea Nettles, one of the workshop photographers, is best known for her art work which utilizes many selective photographic processes. She is the author of the textbook *Breaking the Rules*; a photo media cookbook.

During the workshop, Nettles will present slides of artistic work, in addition to sample materials. Their descriptions will be given to help aid students who are interested.

Nathan Lyons is the founder and director of The Visual Studies Workshop in Rochester, New York.

Jack Welpott is a photography professor at San Francisco State University. In 1977, he was awarded a National Endowment for an arts fellowship and in 1983 he received a grant from Polaroid to work on the 20x24 camera.



Dance

Continued from page 6

Columbia's Dance Department differs from others because it offers a community registration gram. This enables people to take dance classes for pleasure or experience, not for credits.

"We provide a lot of little resources to the dance community," Bentley said.

Dance companies come to the center and self-produce video sound laboratories are provided and dancers and choreographers can rent space and tape their work.

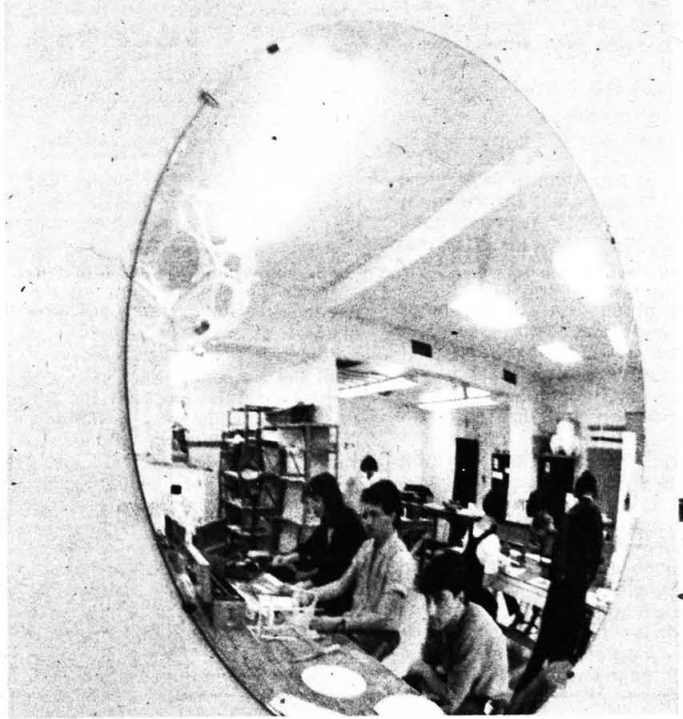
"We want to continue expanding

and improving our facilities," Bentley said.

"The quality of the Dance Department has gotten much higher through the years," Mordine said. "Many people who are members of other professional companies around the city take advanced classes at Columbia."

A two-year graduate program in Dance/Movement Therapy is offered if students wish to go on to receive their Master of Arts degree.

"I would like to see graduate programs offered not only in Dance/Movement Therapy but also in the general dance programs sometime in the future," Mordine said.



AEMMP stresses 'hands-on' work

By Rudy Vorkapic

Chronicle staff writer

Columbia's Arts, Entertainment and Media Management Program (AEMMP) offers interested students the training for careers in the management area of the Arts.

The AEMMP title very much describes the entire program, preparing undergraduate students for executive positions in the performing arts as well as the entertainment and media industry. Graduate students can further their education in arts management or other fields.

The bulk of the AEMMP faculty are prominent figures in the arts and entertainment industry.

According to the Director of the Graduate Program, Charles Suber, "So many professionals teach here, the faculty is actually bringing the outside world in, instead of the other way around."

AEMMP also stresses internships as an integral part of the program. Qualified students receive "hands-on" experience through internships.

AEMMP Chairperson Carol Yamamoto said, "Internships provide the link for first contacts and the first experience in a student's field."

In fact, all Graduate program students are required to take an internship as part of the program. The program has had twice as

many requests as they have had internships.

"Internships give students the ability to be on top, to have the 'cutting edge' in their fields," said Suber.

AEMMP offers internships at such places as Alligator Records, the Steppenwolf Theater, Warner Bros. (records and film), Jam Productions and even with the Chicago Sting.

The program also operates its own record company.

The AEMMP Record Company originated three years ago and is a study of the recording industry with an emphasis on the economic and decision-making process.

Students enrolled in an AEMMP course titled, Decision Making: Record Industry, manage the non-profit company.

The students, who also become the officers of the company, handle contract negotiations, record production, the packaging and marketing of commercial recordings and the other duties of an actual recording company.

Presently the company is seeking a band to produce and are narrowing their choices to find a marketable sound.

AEMMP has four full-time instructors, Yamamoto, Suber, Undergraduate Director Harmon Greenblatt and Instructor Irwin Steinberg, who serve as the company's trustees.

"The company's goal is to produce one record every year," said Suber. "Last year, we may have broke even on the project since there wasn't very much money involved."

Any profit made by the company is re-circulated back into Columbia. Suber foresees the company eventually expanding to include concert promotion and more.

According to both Yamamoto and Suber, the growth of AEMMP depends largely on funding. Yamamoto herself often is attempting to find outside funding for the program.

"The technology and equipment is quite expensive for a program such as ours," Yamamoto said.

Theatre/Music serves outside community

By Ilyce Reisman
Feature Editor

"We serve the theater community as well as our own students," said Lincoln King, general manager of the Theater/Music Department.

The Theater/Music Department has come a long way since it began as the Theater/Music/Dance Department many years ago. In 1969, the Dance Department was made into a separate program and the Theater/Music Department has been advancing ever since.

"The biggest change over the years has been the number of students involved in the program. This semester we have 400 students," King said.

Many main stage productions are put on, and during their studio

season, 15 to 20 different projects are put on per year.

Students work on joint projects with many Chicago theater companies such as The Body Politic, in which they recently performed, "Mad Woman of Chaillot."

Guest artists from the community work with students on many of their performances.

"We involve students in the real world since many of these guests will someday be their employer," King said.

As far as future plans are concerned, King would like to see a resident professional company, composed of faculty and students.

The department also hopes to someday expand their technical theater, design program, and develop internship and graduate programs.



William Russo
(Photo by Rob Perea)

Film/Video builds reputation

By David Moll
Feature Editor

Since it was first created in 1965, the Film/Video Department has gained the reputation of outstanding professionalism through their strength and quality work.

Columbia's undergraduate film/video program was incorporated into the curriculum in 1980. The department also offers a Master of Arts degree in film and video. 75 students are currently enrolled in this two-year program, which was accredited in 1981.

The department offers a balanced perspective of technique and conception with specialized courses in cinematography, videography, lighting, sound, animation, and editing, as well as screenwriting and directing. The department has offerings in film history, film genre, and film criticism to enhance specialization.

The department's first provides practical experience in filmmaking. Course work in the history of film is then used to allow students to act as filmmakers and to use their language to create an emotional experience to an audience.

The program stresses production in 16mm and 3/4-inch video and

provides an extensive amount of professional equipment. The film complex includes Steenbeck editing facilities for film and video; a new shooting stage; a sound studio with professional facilities for mix and interlock, as well as a professionally equipped 8-track recording studio; and an animation studio with twelve animation drawing tables and two Oxberry animation cameras, one of which is computer controlled.

Each graduating filmmaker makes an individual film or video that reflects his or her ability and serves as a resume for employment. The college has established a production fund to help pay the expenses of advanced work. The quality of student awards is reflected in grant awards received from the American Film Institute, the National Endowment for the Arts, and the Illinois Arts Council. Included in this list are honors at many film festivals and two student Oscars for *Murder in a Mist* (1980) and *What Did You Get That Woman?* (1983).

Columbia has many former Film/Video students who are working in the industry nationwide. Many of these opportunities were obtained while students were still in school.

The department was instrumen-

tal in the formation of the Illinois Film Office, a state government office which promotes feature film production in Illinois. This has enabled Chicago filmmakers and students to work on feature films shot on location here such as *Risky Business*, *The Blues Brothers*, *Ordinary People*, *Four Friends*, and *My Bodyguard*.

The department also sponsors seminars with well-known film personalities. A forum on the 1950s blacklist drew Ring Lardner, Jr. and John Henry Faulk to Chicago. Other guests have included William Friedkin, Buck Henry, Joan Tewkesbury, John Cassavettes, and Marcel Ophuls. The department also sponsors the annual Festival of Illinois Filmmakers for the purpose of exhibiting and promoting the work of the independent producer.

Success of the Film/Video department is continually increasing due to the efforts of the senior film faculty consisting of department chairman Anthony Loeb, and Michael Rabiger, Chap Freeman, Dan Dinello and Judd Chesler.

Columbia's Film/Video Department is continually striving for even greater success to make a lasting impression on Chicago's artistic and commercial community.

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Columbia radio on the air with WCRX-FM

By Joseph Spatafora

Chronicle staff writer

Eddie Schwartz, Bob Sirrott, Chet Coppock, Les Grobstein, and *Wheel of Fortune's* Pat Sajack are some of the successes that have come from Columbia's radio department.

Columbia offers hands-on experience with professionals in broadcasting, to hopefully add more names to the growing list of Columbia alumni and to those paying their dues as we speak, in small market stations across the country.

The radio job market is just as competitive as the Cub's starting line-up, but Department Chairman Al Parker feels confident, saying that the industry is growing, therefore creating new positions, in other aspects of the field.

Parker says that syndication will be big in the years to come, hence the addition of a course "Syndicated Programs For Radio" taught by Brad Saul. There will be plenty of jobs for writers, producers and talent of these programs, according to Parker.

For advanced radio students, Columbia offers students a chance to work on the 10-watt station WCRX (88.1 FM). WCRX has come a long way since the days of its "in house" operation, WVRX. WVRX (1972-82) proved to be a success despite the disadvantage of not being able to

reach outside of Columbia.

Parker recalls the determination and dedication of those students involved and praises them even though "they weren't being heard."

Today things are different. Since late 1982, with a set music rotation, and 10 watts, WCRX has offered the setting of a real radio station.

Under the helm of Operations Manager, Jim Mitchem, "Chicago's New Music" source has a distinct position on the FM dial. Mitchem analyzed the current market and programmed a station that compliments Chicago's music scene, rather than clutter it. The urban contemporary music and deserving tunes that don't get any exposure anywhere else make up WCRX's playlist. Says Mitchem, "We don't sound commercial, but we sound professional."

Veteran WCRX personality, Steve Murray, hopes to take his professional skills learned at the station and move on to bigger and better things. "I have learned the small market skills and have the experience I need from here to go to a large market," said Steve. "The station is an extension of the classroom."

As WCRX's wattage increases to 100 in June, so does enrollment of incoming freshmen into radio classes. Soon we might be hearing more Columbia graduates as we scan the dials.



Some of the records that cover the wall of WCRX, the college radio station. (Photo by Rob Perea)

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ATTENTION ALL COLUMBIA STUDENTS
SEEKING PUBLICATION:

The Columbia Chronicle editors and staff wish to extend a very special invitation to students interested in contributing to the enrichment of the Columbia student body.

As studying journalists, the Chronicle staff is aware of the fact that writers, poets, composers and other artists involved in print production need a forum to display their works.

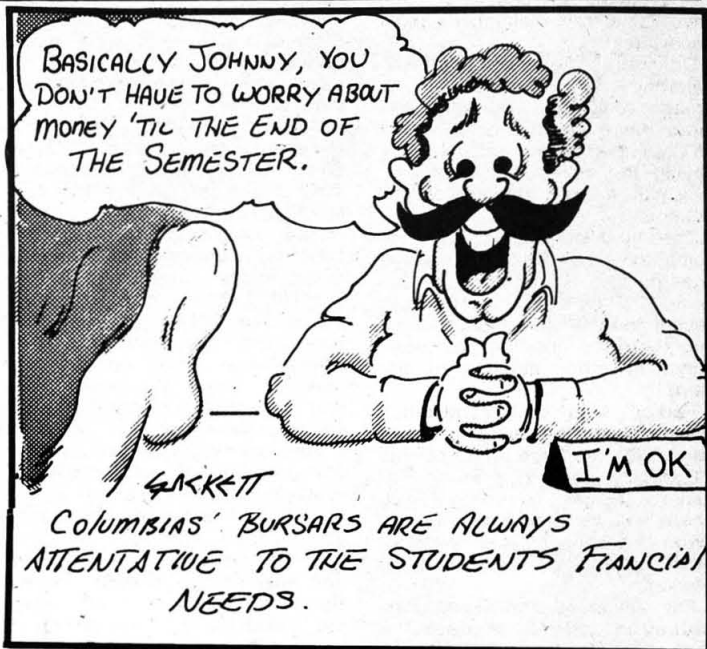
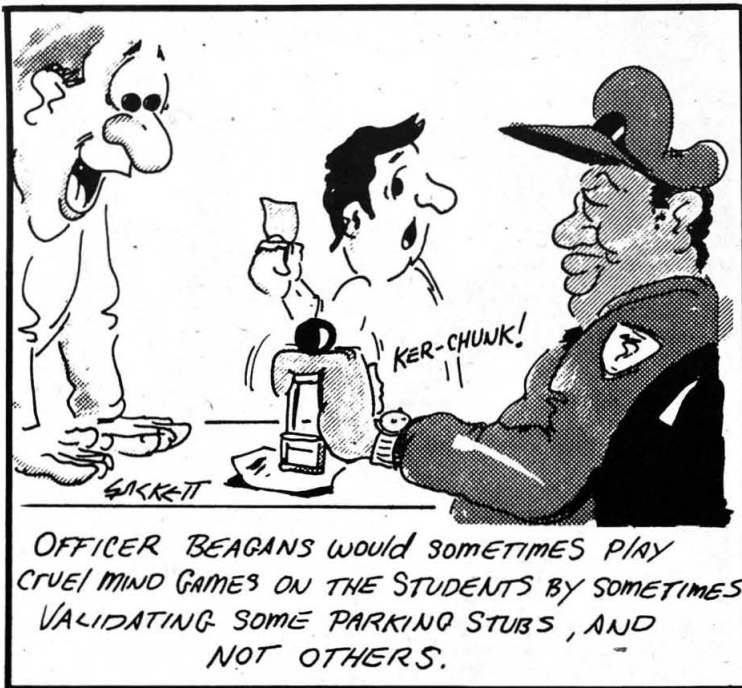
With this idea in mind, we have developed a Graffiti section for the Chronicle. It is through this section that we wish to give all artists in-

terested in prose or verse, an opportunity to share their creations with the rest of the students at Columbia.

Our idea is still in the planning stages. No true format for selection or publication has been decided. We wanted first to suggest the idea to our readers, and develop the Graffiti section based on your responses.

Just think of it...for many this may be a first chance to be published.

Anyone interested in seeing their original work in *black and white* may submit copies to the Chronicle office. All submissions become Chronicle property and as such will not be returned and are open to editing.



SOMETIMES, WHEN IN THE FILM CAGE, ALLAN SPERTZMAN FELT LIKE HE DIDN'T EVEN EXIST.

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ACROSS

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- 5 Linger
- 9 Insane
- 12 Great Lake
- 13 Competent
- 14 Rubber tree
- 15 Defaced
- 17 Note of scale
- 18 Golf mound
- 19 Escaped
- 21 Liquid measure
- 23 Farm apparatus
- 27 Symbol for tellurium
- 28 Choose
- 29 Swiss river
- 31 Bone of body
- 34 French article
- 35 Instructor
- 38 Sun god
- 39 Novelty
- 41 Pair

- 42 One of Castro's men
- 44 Printer's measure
- 46 Mixing, as dough
- 48 Citrus fruit: pl.
- 51 Traded for money
- 52 Artificial language
- 53 Negative
- 55 Heavy hammer
- 59 In music, high
- 60 One opposed
- 62 Bellow
- 63 Grain
- 64 Mexican laborer
- 65 Withered

DOWN

- 1 Dress border
- 2 Macaw
- 3 Title of respect

- 4 Ideal
- 5 Walked in water
- 6 Hebrew month
- 7 Sick
- 8 River duck

- 9 Grumble
- 10 Toward shelter
- 11 Antlered animal
- 16 Raised the spirit of
- 20 Priests' assistants
- 22 Italian: abbr.
- 23 Of the same material
- 24 Entreaty
- 25 Anew: abbr.
- 26 Cheer
- 30 Recollect
- 32 Country of Asia
- 33 Loud noise
- 36 Diving bird
- 37 Part of ship: pl.
- 40 Lower in rank
- 43 Prefix: twice
- 45 Symbol for methyl
- 47 Chemical dye
- 48 Falsifier
- 49 Lazily
- 50 Break suddenly
- 54 Single
- 56 Female deer
- 57 Long, slender fish
- 58 Before
- 61 As far as

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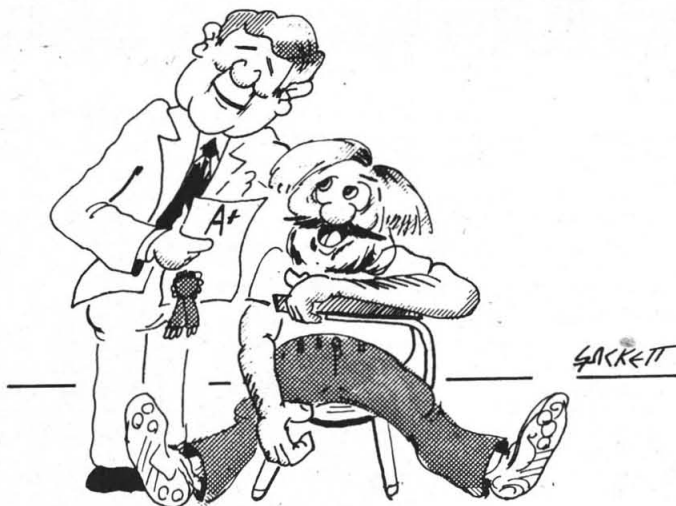
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Puddle jumps can't replace sports

There are three things my life lacks: Money, a reliable car and sports teams at Columbia.

The first two will be remedied with time and successful job hunting, but the latter, I don't think will ever

asked the wrong questions. These coaches turned my inexperience into experience.

I miss that part of the *College Learning Experience*. I miss going to games that had personal meaning to them other than

that than.

At Columbia, like every other student, I jump over the puddle between the Harrison Hotel and Columbia, go to class, jump over the puddle again and go home. Nothing else, just go back home.

Clubs or other activities are scarce, small or just not publicized at Columbia. The friends I have met are mostly from the Chronicle. People in my classes are either shy, busy, or they just want to go home.

I'm glad I went to Columbia because of the education I got here. Where else can you learn from the people who do, not the people who couldn't? But sometimes I wish I went to Northern.

If I went to Northern, Southern or even DePaul I would have those memories of our team winning at the buzzer or getting beat by a ninth-inning home run. My most vivid memories of Columbia will be those of the races to the "EL" and "Long Puddle Jumps;" and I don't particularly like track and field.

Oh, I still have those



(File Photo)

Columbia's sport

Could this be the man who holds the record for the 'Long Puddle Jump'?

Locker Room Lines

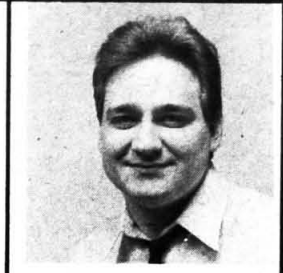
be cured.

It's too bad.

Before coming to Columbia I attended Harper College in Palatine and Triton College in River Grove. At both schools I covered some amazing athletes, one of whom made it to the major leagues (outfielder Kirby Puckett of the Minnesota Twins), and several others are still beating the bushes.

I got to know several coaches. I learned how they handled their players on the field, and how they handled them off the field.

These men taught me more about being a reporter than any of the other journalism classes I had before Columbia. They let me know when I asked the right questions and laid into me when I



Dennis Anderson

professional sports. There was school pride in those contests. Now the only school pride I get, which is one of the best kinds of pride one can have, is when someone says I wrote a good story. I learned my writing talents at Columbia, but college should be more

memories of Puckett being called-up to the big leagues, seven Triton baseball players being drafted in one summer and the Triton wrestling team capturing the National Junior College Athletic Association's na-

tional title. (My God! I'm starting to sound like Howard Cosell!)

But, I guess when my wallet is full and my car runs like a top, I'll be wondering, "Who holds the record for the 'Long Puddle Jump'?"

Improvement cited in PE courses

By Robert Brooks and Carolyn R. Hamilton

Too much reading, taking notes and writing thesis papers can cause stress and burnout, which is hazardous to one's health. That's where physical education classes come in handy.

Just put on your sweat suit and gym shoes to aerobicize or play basketball, or put on swimwear and learn to swim for an hour can be just what the doctor ordered.

Although a history of physical education at Columbia College is vaguely known and talked about, there is one thing for sure — the physical education department is moving in positive directions with Hal Meyer, associate director of Lawson YMCA.

Columbia was founded in 1890 as the Columbia School of Oratory, located at 3358 S. Michigan Ave. By 1900, the student body increased, enabling the school to add courses in physical education such as anatomy and Physiology, eurythmics and calisthenics, hygiene, pantomimic action and reaction, bodily expressiveness and dance.

In 1907 the school name was changed to Columbia college of expression and was located in a three-story brick building, 120 E. Pearson St. The ground level housed Columbia's Physical Education Department where many physical education activities such as dance and eurythmics were held.

Meyer, who has been with the Lawson YMCA for almost two years, along with Colum-



Julie Haran (top) stretches and flexes to the music for an hour during *Aerobic Fitness*. Maureen Kliver (left), instructor of Tues. and Thurs. session of *Aerobic Fitness*, works students to their limits. (Photos by Rob Perea)

bia's staff, design physical education courses taught by qualified instructors for an hour a week, with the exception of *Aerobic Fitness* which meets for an hour twice a week. Meyer has designed 19 physical education courses for the spring '85 semester that would not only appeal to Columbia students but develop skills they can use years to come.

Professional racquetball player Bob Gura, author of

"The Digest Book of Racquetball," teaches Racquetball courses on beginning and intermediate levels.

Gura first shows the students the basic techniques to racquetball, such as how to serve the ball, where to serve the ball, how to hold the racquet and ways to hit the ball against the wall.

He then allows two students to compete in separate courts for a few minutes while watching them from the bleachers

above. Like a coach, after Gura spots a mistake, he leans his short heavy set body over the bleachers and yells down instructions to the students, telling them where they went wrong and how to correct their mistakes. The students gaze up to his bearded chubbiness and nod with anxiety, then try again.

Gura says his goal is, "not to teach Columbia students how to play racquetball the Bob Gura way, but show them the basics in racquetball and how fun it can be when played correctly." Gura also teaches at private courts such as the Downtown Court Club.

Maureen Kliver, instructor of the Tuesday and Thursday sessions of *Aerobic Fitness*, gives her students an excellent cardiovascular workout to music by Prince, Michael Jackson, the New Edition, Madonna, Cyndi Lauper and Apollonia 6.

For an hour Kliver's students stretch, flex, jog and exercise, breathing heavily and sweating, while watching Kliver's lithe body move gracefully without visible strain.

Master Doug Hale, a 10th

degree blackbelt and youngest master in the world, instructs Self Defense, a course designed to teach students methods to defend themselves against attackers. Hale trains the Chicago Police Department in self defense.

Henry "Hank" Okamura, the first U.S. Olympic Judo Team captain, teaches Judo Thursday nights. Okamura has taught Judo since the 1940's.

Other courses offered include basketball, volleyball, karate, weight training and swimming.

"You can always go out and play volleyball, basketball or racquetball by gathering people together, and you can always go to the lake or a private swimming pool and swim," Meyer says. "We don't have courses like tackle football because it's harder to gather up 22 people to play tackle football."

Nothing is set for now, but in the future, Meyer says he would like to form courses in track and field, touch football, softball, and officiating, a course designed to teach students how baseball, basketball and football games are officiated.

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Gestalt

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