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Columbia College Chicago

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The Columbia Chronicle

VOLUME 24 NUMBER 19

COLUMBIA COLLEGE, CHICAGO, ILLINOIS

APRIL 29, 1991

Are you experienced?

Survey says: Columbians do drugs

By Leslie Roller
Staff Writer

More Columbia students have experimented with cocaine and illicit drugs than students at other colleges and universities across the nation, a school survey shows.

The 24-item questionnaire was administered to Columbia students registering for spring classes. The results were compared with a nationwide study of full-time college students sponsored by the U.S. Department of Health and Human Services.

Columbia students reported a higher "lifetime prevalence" of illicit drug use. In other words, they are more likely to have tried illicit drugs at some time during their lives than their peers nationwide. Almost 17 percent of Columbia's students have tried LSD, compared with 7.5 percent nationally. Heroin has been tried by 4.9 percent of Columbia students compared with 0.3 percent across the nation, the survey showed. And 11.7 percent of

Columbia students have tried sedatives, whereas 4.7 percent of students across the nation have.

Dennis Peacock, Columbia's dean of institutional research, who organized the survey, said he is not alarmed by the results of the survey. "There is some argument to be made for the maturity of our

more than four years. Only 65 percent of respondents to the Columbia survey fell into the 18-24 age group.

Although Columbia students were more likely than college students nationwide to have tried illicit drugs at some point in their lives, fewer than 7 percent reported using any illicit drugs in the past year and only 3 percent reported having used drugs in the past month. The results may indicate that while many Columbia students have experimented with drugs, most do not use them regularly.

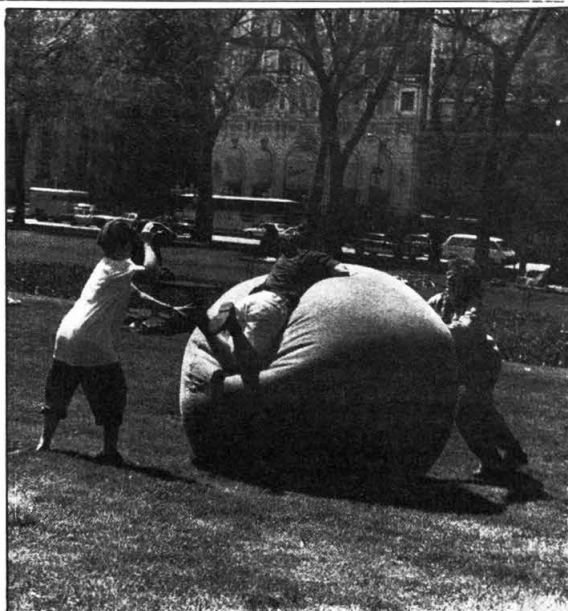
Advertising student Iris Dejesus, 26, admitted to having tried cocaine and acid. "I did it because I was curious," Dejesus said, "but that was it."

One similarity between students at Columbia and those at other colleges was the prevalence of marijuana use. Half of Columbia students reported having used marijuana or hashish at least once—close to the national figure of 54.3 percent. Sixteen per-

"I've been smoking pot since I was 15, but I'm not a chronic user so I said 'no.'"

students," he said. "They are older, therefore they have had a longer life. It explains why the lifetime prevalence is higher for Columbia than the national average."

The students surveyed for HHS were younger than the average Columbia student. None had been out of high school for



Jill S. Dolan for The Chronicle

Earth Day celebrants take advantage of fine weather to frolic in Grant Park.

Columbia has respectable minority hiring record

By Karen Sobus
Staff Writer

Columbia College has more than six times as many minority faculty members as the average U.S. College but the percentage of minority faculty members still lags far behind the percentage of undergraduate minority students enrolled.

Columbia administration officials said they take every opportunity to hire well qualified minority faculty, but potential minority faculty members are scarce.

"We would like to do better, but there is a national struggle to attract, find and retain minority faculty," said Bert Gall, executive vice president of Columbia.

Minorities, including African-Americans, Hispanics and Asians, represent 13 percent of Columbia's full and part-time faculty. Out of 786 full and part-time faculty, 102 are minorities—33 full-time, and 69 part-time.

Columbia's minority student body is much greater—2483 students, or 33 percent of the total enrollment of 6535 students. For every minority faculty member, there are 24 minority students.

"Minority teachers shouldn't match the percentage of minority students, but should be approached to attract more minority students," said Columbia's playwright-in-residence, Paul Carter Harrison, a full-time African-American faculty member teaching in the theater and liberal education departments.

It is difficult to judge Columbia by its minority faculty, because most departments hire faculty independently, Harrison said.

"You can always have more (minority faculty), but Columbia has plenty," said Greg Petit, an African-American junior, marketing major.

Some departments at Columbia are larger than others, giving them more opportunity to hire minority faculty. Most minority

faculty members said that it is easier to find minorities in certain fields, but didn't know why or which fields. Minority faculty members were agreed that teachers' qualifications were more important than the color of their skin.

"Faculty should be identified by their attitude toward teaching and their insight, not their skin color," said Dr. Dominique DeLerma, assistant director of the Center for Black Music Research.

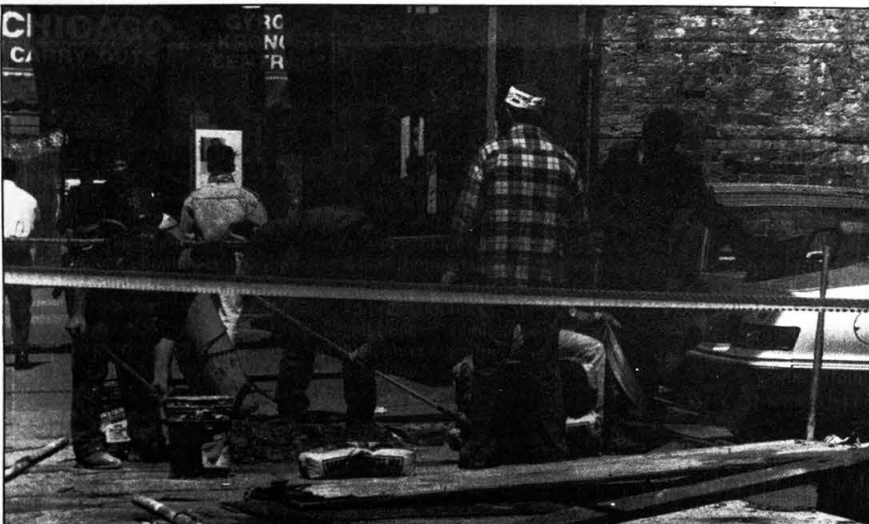
When asked how Columbia should make a special effort, most minority faculty said they did not know.

Department chairmen search for faculty several ways: through the Chronicle of Higher Education, professional journals and career placement offices at universities, selecting universities with large numbers of minorities. Sometimes candidates are recommended by other teachers.

Some departments, like the art, radio and English departments, said they try especially hard to find minorities teachers by attending meetings of professional organizations, and encouraging other minority faculty to spread the word.

"Being that Columbia is a melting pot school, it is good to see more teachers of different

See Minority, page 2



Jill S. Dolan for The Chronicle

Quick response: In an apparent reaction to a Chronicle story last week, a work crew repairs holes the sidewalk on the northeast corner of Harrison and Wabash.

Cartoonist draws on the news

By Kim Ehrenhaft
Chronicle Correspondent

"The editorial cartoonist is like a blind javelin thrower in the Olympics—he doesn't get lots of awards but he sure keeps the crowd alert."

Richard Locher, editorial cartoonist for the *Chicago Tribune* has kept the crowd alert for nearly 20 years. He spoke to Nick Shuman's Front Page Lecture Series class April 15.

Along the way, he has won many awards, including a Pulitzer Prize for his work as an editorial cartoonist at the *Chicago Tribune*. Some of his subjects even request his original copies for their own collections. And his cartoons, though opinion, keep readers current on news issues.

Many of Locher's cartoons end up on the walls of his subjects. For example, he drew Georgia Governor Jimmy Carter as Planters' "Mr. Peanut" during the 1976 presidential campaign. Carter called Locher and asked if he could have the original sketch; he planned to hang it in his office when he became president. Of course, Carter did indeed become president, and the cartoon hung in the Oval Office.

Locher began his career in illustrating in 1957 as a background artist for Chester Gould, creator of Dick Tracy. But he had virtually no control over the story line in the strip. In 1961, Locher left to open his own ad agency, Novamark Corporation.

In 1973, a cartoonist position opened up at the *Tribune*, and a

friend suggested Locher apply. Locher was supposed to create 12 cartoons and take them to the *Tribune*. He stayed up until 4 a.m., but only had seven cartoons to show for his efforts when the night was through.

Nervous and exhausted, Locher showed his work to the *Tribune* editor who, after carefully scrutinizing the sketches, gave him the job. At this point, Locher grew even more nervous. "Those were the seven best ideas I'd had in my entire life," he recalled. "What do I do now?"

What he did was become a successful nationally syndicated editorial cartoonist whose work is now seen in hundreds of newspapers around the globe.

See Locher, page 2

Drugs

from page 1

cent of students, both at Columbia and nationwide, reported having used marijuana in the last month.

At least one student admitted having lied about her marijuana use on the questionnaire. The 47-year-old public relations student said, "I've been smoking pot since I was 15, but I'm not a chronic user so I said 'no.'"

Peacock was surprised by the survey's findings on alcohol and tobacco use. "The students at Columbia drink less and have less experience with alcohol than the students nationally," Peacock said. "Yet, a larger number of them smoke and more heavily."

The national study found that 95 percent of students said they had used alcohol at least once, 90 percent said they had used alcohol in the past year and 77 percent reported having used alcohol in the past month. Of Columbia students surveyed, 80 percent reported having tried alcohol at

least once, 70 percent said they had used alcohol in the past year and 52 percent said they had used it in the past month.

The findings on the alcohol and tobacco portion of the survey may not be as accurate as the rest of the survey, however. According to Peacock, 10 percent of respondents failed to complete the second side of the questionnaire, which contained the questions on alcohol and tobacco. Yet Peacock said there is no reason to assume that the answers of that 10 percent would differ markedly from those of the other respondents.

The results of Columbia's survey indicated that tobacco usage here is remarkably high. There are more than twice as many regular smokers at Columbia as there are nationally. More than a quarter (26.6 percent) of Columbia students reported smoking every day compared with 12.4 percent nationally. There are also more heavy smokers (half a pack a day, or more) at Columbia than at colleges nationwide.

Rodney Rather, a film/video

student, thinks that the correlation between Columbia's high tobacco rate and high experimentation with illicit drugs is to be expected. "Most people here smoke," Rather said, "and that usually is followed by harder drugs."

Some students questioned the accuracy of the survey. "I'm sure the numbers are higher than the survey shows," DeJesus said. "It's okay to talk to your friends about the drugs you've done, but if you put it on paper you're admitting to it."

Another student who didn't want to be named said, "If I answered the survey honestly, they would think people did drugs all the time."

Yet Peacock said the results of the survey were promising because they did not vary too significantly from the national average. "If we had found anything unusual we would have become either alarmed or curious," Peacock said. "Yet nothing was so far from the norm or inconsistent as to suggest that."

Minority

from page 1

racism," said Kenya L. Brown, junior, management major.

The liberal education department keeps in close contact with 12 professional minority societies, said department chairman Leslie Van Marter.

"We are delighted to hire minority faculty, but they are not easy to find," Van Marter said. "A large number of minorities don't have Ph.D.'s, and there is high competition with large universities that have more funds."

Hispanic teachers with Ph.D.s are hard to find, many do not go on to get their Ph.D., said Teresa Torriera-Prados, a liberal education teacher, but "Columbia could do better if they made more of an effort."

The liberal education department has six full-time faculty members teaching this semester, including one Afro-American, Harriette Richard.

"You can always improve," Richard said. "The teachers are there, they (Columbia) need to talk to professional organizations."

When told that Columbia does talk to professional organizations, Richard said, "that is ridiculous, they need to make more of an effort."

Teachers in the department must have a Ph.D., and a large number of minorities do not have a Ph.D., according to Van Marter.

The liberal education department has 73 part-time faculty members; 14.8 percent are African-American, 2.5 percent are Hispanic and 6.1 percent are Asian. Van Marter said minorities are "badly under-represented."

The department is presently conducting a national search to fill two full-time faculty positions, and will try to fill them with well-qualified minority teachers, Van Marter said.

Minorities are also hard to find in the English department, but department chairman, Phil Klukoff, said they also practice affirmative action.

The English department has 19 full-time faculty members, including four African-Americans and one Hispanic. Minorities make up 26 percent of the full-time English department faculty.

But of the English department's 33 part-timers, there is only one Afro-American and one Asian. Minorities represent less than one tenth of a percent of part-time English department faculty.

"Columbia needs to be more creative and give more lucrative offers (to minorities)," said Sheila Baldwin, a full-time, African-American English teacher.

Relatively few minorities teach in the theater/music department. Of the department's 22 full-time faculty members, only three are African-American.

Does Your Heart Good.

American Heart Association



Locher

from page 1

Locher has racked up numerous awards during his career, including the Overseas Press Club Award, the U.S. Industrial Council's Dragon Slayer Award and first place in the 1987 John Fischetti editorial cartoon competition.

In 1983, Locher took over the drawing of the Dick Tracy comic strip, and he did most of the illustration for Disney's Dick Tracy movie.

Locher said that generating ideas for his cartoons "involves a

lot of research: listening to radio news, reading three or four newspapers per day. You try to know what others do, then try not to do what they do."

When he gets a workable idea, Locher tries to sketch it out before leaving for work. Once the idea is accepted at the editorial meeting, it usually takes two hours get the drawing into production. Locher said he has never missed a deadline.

Locher often employs metaphors in his work. "I love metaphors; once I'm in that mode, I begin to think that way," he said. He also enjoys poking fun at society's double standards in

his cartoons.

You have to be on your toes in journalism, Locher said, and you've got to be able to respond to the news. "You need to take in everything you can. You have to take a small item and make it big."

"Sometimes it's better to sneak in from the side of an issue; you don't always have to make a major statement," he said. "You can get a good cartoon from a sidebar story in the news."

Occasionally a cartoonist gets freedom on a paper, Locher said, but the editor has the final word. "The editor is the last living monarch—the editor is King."

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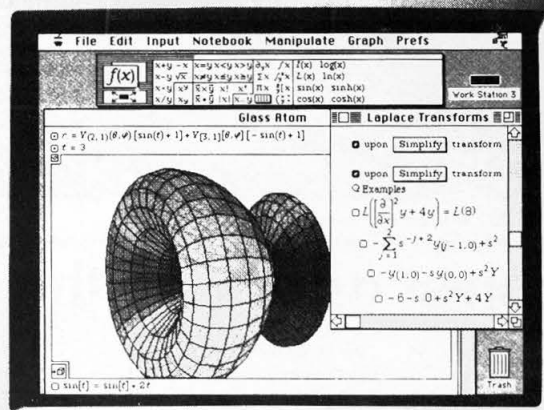
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Internships: A productive way to spend your summer

By Julie Sachi Moriki
and Nancy Thart
Staff Writers

Hands on experience, that's what Columbia is all about.

With summer just a little more than a month away, instead of spending your time on the beach, why not consider interning?

Summer may be the best time. "You don't have a heavy class load as in the spring and fall semesters," said Mary Bopp, internship coordinator for the marketing department, "so you can really concentrate and get the most from the experience."

Internships are taken for a varying number of credit hours determined by the department. The television, journalism, marketing, and radio departments administer their own internships. Photography, graphic arts, film/video, theater and music internships are set up through the placement office.

The basic requirements for doing an internship are the same for all departments. Students must be in their junior or senior year, with at least a 3.0 GPA. Transfer students must have completed a minimum of two semesters at Columbia. Individual departments may also have their own additional requirements.

Internship coordinators do not secure internships for students; the coordinators act as go-betweens for students and employers, letting students know what jobs are available. Students can also find their own internships, but to receive academic credit for it, the internship must first be approved by the appropriate internship coordinator.

It's the student who sets up the initial interview. And, as with any

other job interview, they'll need a resume.

Resume writing can be a frustrating experience, but it doesn't have to be. The placement office puts out a free 20-page booklet filled with tips and examples to make the task a little less painful.

The television department offers an internship course entitled "The Complete Intern," which prepares students for internships by teaching them how to prepare a written resume, cover letter, resume tape, and providing them with other skills necessary to anyone entering the professional world. The course is offered each semester and is required for television students if they are to receive academic credit for their internship.

Students interested in a television internship must meet with Nadine Sterk, Columbia's television internship coordinator.

I try to match the student with the employer who has the type of job he is looking for, Sterk said. "If the student wants a hands-on technical experience, cable or production houses offer the most."

"Columbia's television department has established a good relationship with the television community," Sterk said. Columbia students have interned at network affiliates and cable stations throughout the Chicago area.

Not all television internships are with TV stations. "We're getting a lot of new places," Sterk said, "like the Expressways Children's Museum, asking for students to intern with them because of our reputation," she said. Expressways is looking for interns to work on public service announcements.

While latecomers may not get summer internships at the major

networks, Sterk said she can probably place students somewhere as late as July.

Approximately 50 television students did internships last summer; 12 to 15 students are already set to do internships this summer. Seventy-six students are doing internships this semester.

Photography internships are handled differently from those in other departments. Each semester, the placement office sets up a portfolio review at which photography students can have their work critiqued by a panel of faculty members from the photography department who point out students' strengths and weaknesses. Internships may be set up following the critique if the panel determines a student is qualified.

"Interns are representatives of the college," said Tim Long, placement coordinator for art, photography and computer graphics. "We want top notch students who have enough skills. If students aren't ready for an internship it's okay. We encourage them to come back at a later date."

The photography department limits the number of credits a student can earn at three. The department believes that while internships are an important part of the learning process, the student benefits most from the classroom experience, according to Long.

"If a student is interested in photojournalism we try to place them at a newspaper," Long said. Most students, however, are interested in studio (commercial) photography. This semester, Long placed five students in internships.

Whether or not interns earn a salary in addition to academic credit is up to the employer. But most photography internships



Kim Wagner for The Chronicle

Tim Long, placement coordinator for Art, Photography and Computer Graphics, pay a salary, according to Long.

Photography students often work as photographers' assistants, helping with things like lighting and setting up props. Students may never pick up a camera during their internship, Long said.

Departments base internship grades on several things: evaluations by job supervisors, student essays detailing experiences on the job and possibly samples of work completed on the job. While most departments assign letter grades, the photography department grades on a pass/fail basis.

Internships occasionally turn into jobs. Last summer, journalism student Craig Keller did an internship with the trade magazine, Ad Week, writing

copy. One of the stipulations for the job was that the intern remain in the position after the internships.

Keller, now a senior, wasn't sure he had enough experience for the job when he applied. "I didn't think I was ready for it, but once I got the job, I realized I could have done it earlier," Keller said.

According to Mark Kelley, director of counseling services for Columbia, it's the students who take the steps and make things happen for themselves who get the best internships.

"It's the people who show up on the doorstep, write a good letter and say, 'I want to work for you, here's why, and here's what I have to offer you,'" Kelley said.

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Journalism department tutors are hoping to give more students a hand as the semester draws to a close.

The tutors—Michael Kiefer and Bonnie Booth—are available to help students address a variety of needs ranging from basic lead writing to organizing a feature piece.

A sign-up sheet is posted in the journalism department, in the 8th floor of the Wabash Building. Hours are Mondays, 1:30 to 4:30, and Tuesdays, 10 a.m. to 2 p.m.

Perspective:

Editors' remedies for senioritis

By Mary L. Kensik, Executive Editor
and Joyce A. Littleton, Senior Editor

We are offering a few suggestions to those of you who might be experiencing senioritis. For these last 35 days, 23 hours, and 15 minutes (at presstime) we think these exercises will help you to get through these last 35 days, 23 hours 14 minutes and 50 seconds until graduation.

If you're a member of any group project, spare your fellow members from future badgering and let them know immediately that making sure your name is on the project is your only priority. If that doesn't sit well with them, then let them know you will do as little as possible just to pass. We suggest this approach: Tell them "I won't lose any sleep if I get a 'C' on this project, or for that matter, in the class." If all else fails, look them straight in the eye and say, "Excuse me, but you must be confusing me with someone who gives a shit."

And that's the way it is. Some of us just don't give a damn anymore. Now that we seniors have only 35 days, 23 hours, 14 minutes and 40 seconds until graduation, it's difficult to care about academics.

Let's talk about procrastination. Because we know all about it. We were going to define procrastination, but we never got around to it.

If you're like us, senioritis has attacked so hard you no longer procrastinate. With 35 days, 23 hours, 14 minutes and 30 seconds until graduation, you blow off the assignment or do as little as necessary to pass. We do, however, understand that some of you have teachers who threaten to stand between you and graduation. We suggest that you ignore their idle threats. And if they persist, try bribery. If that doesn't work, you might consider at least *trying* to look industrious in class.

How to look industrious in class with only 35 days, 23 hours, and 14 minutes until graduation: Find out what chapter you're on in class. Borrow someone else's book (DO NOT BUY IT) and read a few paragraphs. It is now class participation time. Raise your hand and 'participate.' Do this by asking a question about what you've just read. Not only will your instructor credit you with class participation, but they'll even answer your question. NOTE: YOU NEED NOT COMPREHEND THE RESPONSE.

These recommendations may not be applicable to all who are experiencing senioritis, so we've jotted down a few suggestions to make the next 35 days, 23 hours, 13 minutes and 50 seconds more entertaining, bearable, enjoyable and worth your while.

- Have a paper to write? Have fun with it - make it rhyme. This doesn't necessarily require more work. Lots of words rhyme with and, but not or.
 - Stop daydreaming and start having out-of-body experiences. If Shirley MacLaine can do it, so can you.
 - When you feel the urge to go drinking at 11:00 in the morning don't waste valuable brain cells thinking about it...just go. Preferably on a day when you have an afternoon class.
 - When you're putting together your resume, lie. It's a lot less strenuous. Mail out about 800 copies, then go to the south of France for several years.
 - Buy a car using your least favorite teacher's credentials. Have it delivered June 1.
 - During the last week of classes, plan a trip using your father's American Express card. A weekend in Kalamazoo? Two weeks in Kalamazoo? Up the Amazon? The world is your oyster.
 - Send a thank-you letter to all those teachers who passed you, despite your inattention or your reluctance to attend more than three class sessions in your final semester.
 - Before you leave, report Deli Express to the Health Department.
- And keep one thing in mind for these last 35 days, 23 hours, 13 minutes and 30 seconds: the total cure for senioritis is graduation.

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HELP WANTED

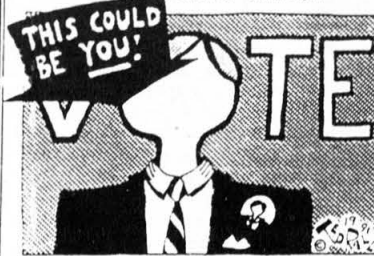
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Letters to the editor

To the Editor:

Would someone please tell me what possesses a college-age person to deface furniture, walls and property, beyond the boundaries of his or her own bedroom, with graffiti? Is it pent-up juvenile rebellion looking for release? Or perhaps it is a severe neurosis, or a coward's response to rules and authority. More likely, it is simple ignorance.

I walked into Room 801 in the Wabash building on a Wednesday morning to find stickers littering the walls, window, tables, blackboard and a chair, and was appalled to the point of nausea. The stickers' messages were legitimate, I guess, stuff like: "A Thousand Points of Lies," "Silence=Death" and "Think For Yourself." The method, not the message, was objectionable.

Columbia students attend the school to learn the finer points of creativity. Art, journalism, dance and a host of other mediums are more appropriate and acceptable means of self-expression. Property defacement is childish, stupid, anti-social behavior that is more understandable when exhibited by persons under age 16. "Write on paper, not the walls" is a nursery school concept.

I have a couple of statements for the moron who defaced Room 801: "GET A LIFE!" and "GIVE ME A F----- BREAK!"

Muriel Whetstone
Junior
Journalism

To the Editor:

I think publishing the *Chronicle* weekly is a disgrace to student journalism. I also refuse to believe that in one week, your staff can only produce an eight-page newspaper. Since this is Chicago, the nation's third largest city, you should be able to find enough news to justify printing more than eight pages.

As a former student at Eastern Illinois University, and reporter for *The Daily Eastern News*, I have seen better papers. At Eastern, the school paper is daily, and publishes 16-20 pages, five days a week. And EIU is located in Charleston, a small town of 20,000. The *Chronicle* is produced in a city of three million residents, and its editors and writers still can't produce more than 12 pages of news. Either there's more news in Charleston, or the *Chronicle* is doing a lousy job of reporting.

Judging by the *Chronicle's* staff, I'd say the reason the paper is so small is because of lousy reporting. The staff is too small, as well, because of a policy that requires reporters to enroll in a workshop class to be considered "official." Stringers only get the "leftover" stories.

This paper doesn't even have a news editor or an editorial page editor. Where's the staff editorial (which represents the opinion of the editorial board)? How about a columnist to expound on topics of his choosing?

My high school (Percy L.

Julian) newspaper looks better than this mess. The *Chronicle* owes its readers quality news, something they're not getting. Maybe if they drop their dumb policy about joining the newspaper workshop, they could get more reporters. Maybe there would be some good reporters among those new reporters, something the *Chronicle* is currently lacking.

Wendell Hutson
Senior
Journalism

Editor's note:

Chicago has two, fine, major daily newspapers that usually do a pretty fair job of keeping Chicagoans informed about their city. The *Chronicle* chooses not to try to compete with them in that regard, as any such attempt would be futile at best.

The *Daily Eastern News*, which Mr. Hutson would compare with the *Chronicle*, operates with 20-25 paid editorial staff members. The *Chronicle*, on the other hand, is currently restricted to five paid editors.

Mr. Hutson is sadly misinformed about the *Chronicle's* policy regarding stringers. An article appears on the front page of this issue that actually came in "over the transom." To write for the *Chronicle*, or for most any other publication, Mr. Hutson, requires only good writing skills, curiosity, perseverance, and, oh yes, accuracy.

We'll be ready whenever you are.

The *Chronicle* accepts typed student letters.

Please limit letters to 250 words, and submit them

to the *Chronicle* office, room 802-W, by

5:00 p.m. on Tuesday afternoon.

Longer letters may be edited for space.

Aids Week postponed until fall

By Tim Berry
Staff Writer

AIDS Awareness Week has been postponed until the fall semester of 1991.

"We want to expand, improve and enlarge what we're doing," said Irene Conley, assistant dean of student life, who has worked to coordinate AAW in the past. "We have made the decision to put it off until fall. We want some more planning time to expand this program."

Expansion of the program is not the only reason for changing the dates. According to Conley, students are more receptive to learning in the fall semester. AAW has been held during the first week of May for the past three years.

"There is the sense that the fall is a better time for education on this issue, when (students) are first coming into school rather than as they're thinking about departing for the summer," Con-

ley said.

A committee to make the specific decisions concerning the week's activities will be formed in May, according to Hermann Conaway, dean of students. At that time the chairperson will be chosen, and the committee will meet over the summer.

Conaway said the committee may consider bringing in additional speakers, including doctors, scientists and researchers.

"We will be looking for ways to expand both the workshops and student participation, which has already been at a high level," Conley said.

Columbia's AAW has received national attention in the past. Organizers of the week's activities attended a conference in New Orleans last year. "We presented the program and it was accepted as a role model for other schools to look at. Afterwards, many schools were in touch with me to ask for information and help," Conley said.

Zafra Lerman, chairperson of the Science/Math department, has chaired the committee that runs AAW. She said she was surprised that students and faculty have come to expect the week as an annual event. "A lot of students asked about it. We never knew that it had become a tradition. I think it's a good sign that people got used to it," she said.

In the past, AAW has featured speakers, panel discussions, shows and a contest featuring student projects.

Gerald Adams, an instructor in the Science/Math department, who has chaired the student competition, emphasized that AAW is being postponed, not cancelled.

"In May, there are difficulties in terms of students worrying about graduation and exams. In the fall there is less pressure and less of a chance that people will be busy working on other things," he said.

AIDS activities on campus are continuing, however. Paula

Epstein, a reference librarian at Columbia, puts together the educational information available during the week. "My part is ongoing," she said, "So for me it hasn't really been postponed."

The information Epstein gathers is available to students, staff and faculty year round. These resources include bibliographies, books, videos, magazines, articles and more. "I also have resources available in the Chicagoland area such as different agencies people can contact to get information regarding their specific needs," she said.

Conley is also working to establish a more continuous outlet for AIDS information. "During the month of May, there will be an information center available on the 6th floor of the Michigan building in addition to the library's material," she said. Information is also available in the Academic Advising Office.

Student opinion on the postponement varies. While some are distressed that no AAW will be held this semester, others are glad to see it moved to the fall. "I think that will work out," said Axel Rodriguez, a sophomore in

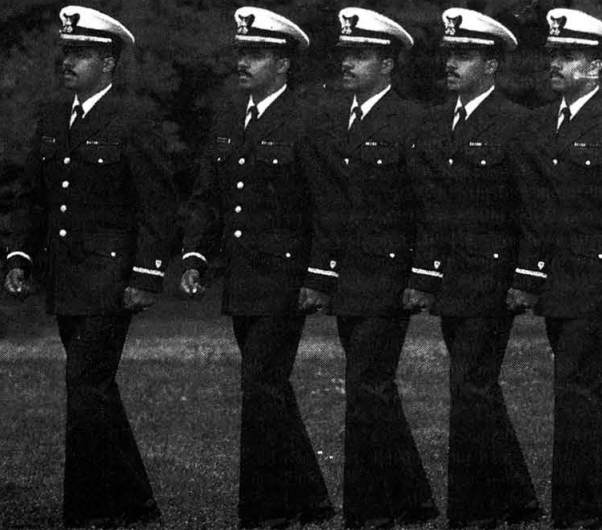
television broadcasting. "There's going to be more students here in the fall. A lot of people blow off the spring semester to work."

"I think it would be better if (AAW) was sooner, because I really don't know that much about AIDS," said Karen Kopacz, a sophomore in advertising art. "I really haven't had the urge to know much about it, but it's becoming such a big issue that I probably should know more."

Conley stressed that AAW should emphasize translating information into practice. "We want to pass on the ability to say, 'I can take all the theoretical stuff, put it into my own life and my own related activities and deal with it.'"

A theme for the next AAW has not been chosen, but according to Conley, the most important theme is that AIDS is a community concern. "Concern should not be limited to people in the so-called 'high-risk' population. We all ought to be part of the solution and encourage research, social programs and social attitudes that don't exacerbate the problem."

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New MAT program to train teachers

By Karen Sobus
Staff Writer

Graduates of several major midwestern universities appear set to invade Columbia this fall to participate in the college's Master of Arts in Teaching program (MAT). The program was approved by the Illinois State Board of Education on April 5.

According to Marilyn Turkovich, acting chairwoman of educational studies for Columbia, the college has already received applications from graduates of Notre Dame, the University of Wisconsin and the University of Chicago.

Lya Rosenblum, vice president of the college and dean of the graduate school, said Columbia's MAT program is geared to meet the needs of Chicago's public schools. "We have a strong curriculum that will provide the best possible teachers for Chicago's public schools," Rosenblum said.

The State Board has 300 job openings for elementary and secondary school teachers, according to Rosenblum. Columbia's MAT program emphasizes teaching in a multi-cultural society, such as that found in Chicago. Rosenblum said that Columbia is working with Chicago public schools to determine their needs, and how graduates of the MAT program can fill those needs.

"Columbia has a strong faculty, an excellent curriculum and a strong clinical component," said Dr. William Gillies, teacher

education specialist for the State Board's teacher education program.

"I'm very excited about the program," said Phil Klukoff, chairman of the English Department. "I'm not only excited for the College, but for the students who have expressed interest, and especially for what it means for Chicago public schools."

The College has a unique program that combines an emphasis on teaching with strong practical skills and educational technology, Turkovich said. MAT students will integrate the use of computers and related classroom technology to teach traditional subjects. Turkovich said graduates of the MAT program should organize workshops to teach other teachers the methods they learned at Columbia.

MAT students will learn "not only how to teach and what to teach, but also how to make a difference in the lives of students," Turkovich said. "The program will show them how to teach children to act in their own behalf and be responsible for their own actions."

"MAT graduates will use writing in the classroom as a way of learning and discovering," Klukoff said. "In using writing across the curriculum, we hope teachers will become leaders and will work with teachers in other disciplines to use writing more in their classes."

Columbia students interested in applying for admission to the MAT program should start taking

preparatory courses during their junior year. Starting courses early will help students decide if they really want to be teachers, Turkovich said. Undergraduate students that take MAT courses will not reduce the number of credit hours needed to graduate with a MAT, but will give themselves more room for electives if they are accepted into the program.

To qualify for the program, students must have a bachelor's degree in English, science, art or art history, and must meet specific graduate requirements in each department. After completing the program, graduates must pass a state teaching certification exam.

Some MAT courses will be available this summer for students and teachers who want to further their education. The MAT program will officially begin in the fall. At least 40 students are expected to enroll. In addition to applicants from other schools, the college has received applications from Columbia graduates, as well as people in their late twenties and early thirties, who already have established careers but who would like to become teachers, Turkovich said. Since the MAT program was just approved in April, Columbia has not yet accepted any applicants into its program.

"We don't want a large number of students," Turkovich said. "We want a small vital group of incredible teachers who can renew Chicago's public schools."

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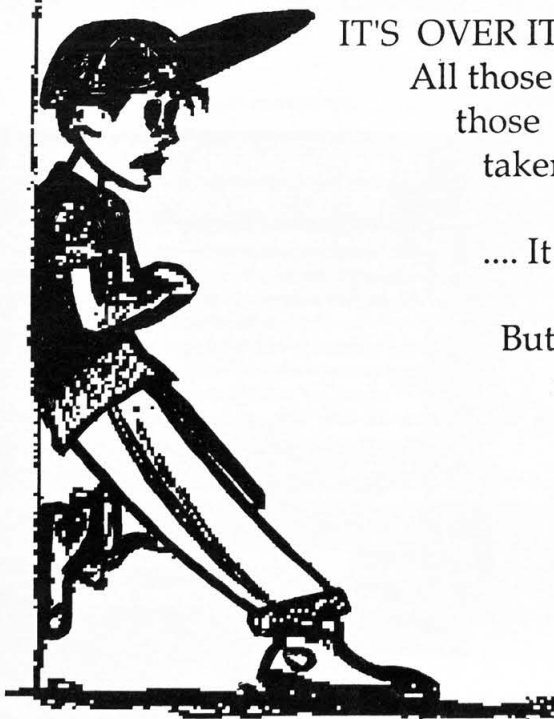
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Columbia cleans up at city film fest

By Art Golab
Staff Writer

Four Columbia student filmmakers won out over a field of 60 entrants to gain top prizes in a Chicago Student Film and Video Festival sponsored by Chicago Filmmakers.

Satoshi Koreki and Robert Cappelletto won first and second prizes, respectively, in the Narrative category. Toni Sherwood took second and Richard Zake took third place in the Documentary division. In addition, Jamika Ajalon won an honorable mention for a five-minute video she submitted in the experimental category.

Chicago Filmmakers, the sponsor of the festival, is a 17-year-old media arts center that supports endeavors in independent film, screenwriting, video and performance art. This festival grants no monetary awards, but "was intended to give recognition to Chicago-area stu-

dent filmmakers," according to Ines Sommer, a curator at Chicago Filmmakers.

Koreki, 25, who graduated from Columbia last June, won the top prize for his nine minute 16 millimeter narrative film, "Story Symptomatology." Photographed in Japan, his film tells the story of a man who sees a psychiatrist and talks about his problems with a woman. It was shot on a budget of \$2,000. Though now a graduate student in Computer Graphics at the University of Illinois Chicago-Circle, Koreki still attends Columbia part time.

He counts among his influences Japanese filmmaker Akira Kurosawa and is currently trying to raise \$300,000 for his next project, a feature film.

Cappelletto, 24, is a senior in the Film department. His 12-minute, 16 millimeter narrative film, "To Oblivion," won second place. Cappelletto describes his film as "more or less about a person whose dream world becomes

more of a reality than the actual world." It took a year to complete and cost \$3,000. In addition to its showing at Chicago Filmmakers, "To Oblivion" will be broadcast on the Channel 11 program, "Image Union," on July 6 and 12.

Toni Sherwood's "The Blue Banana," a 21 minute video was awarded second prize in the documentary group, and depicts an interracial *menage a trois* relationship.

Sherwood, 27, a pork belly trader at the Mercantile Exchange, is working on her master's in fine arts at Columbia. She has a degree in economics from the University of Chicago.

"In My Solitude," a 19-minute video by Columbia student Richard Zake, earned third prize in the documentary category. Its subject is an aging street-gang leader who, dying of AIDS, reflects on his life in the streets and his relationship with his daughter. The film was shot for less than \$500.



Satoshi Koreki and Richard Zake.

Zake, 34, has an undergraduate degree in film from Roosevelt University and is currently pursuing a master's degree in film at Columbia. His day-job as a probation officer helped gain him access to the subject of his documentary, "In My Solitude" will be shown at the festival but Columbia students will have the chance to view the film during a series of documentaries that will be screened in Ferguson Hall



Art Golab for The Chronicle

May 10.

Jamika Ajalon, a 23-year-old junior in the film department received an honorable mention for "My Tribe," a non-linear experimental video which, according to Ajalon, depicts a young woman "In the process of reclaiming her ancestral past."

All of the winning films were shown at Chicago Filmmakers, 1229 W. Belmont, on April 26 and 27.

Behind the Screen:

Sylvie puts out... and Shawn gives in

By Theresa Volpe
Staff Writer

"I don't want to do it. I hate his guts. You've got to stop him," she screamed. Sylvie was having a rather intense bout of pre-nuptial jitters at her wedding rehearsal. She became hysterical and begged the officiating bishop to stop her marriage to Luca, which her gangster father had arranged.

Guido assured the bishop that for the moment, Sylvie's nerves were just getting the best of her. Then he shoved a sedative down his daughter's throat to silence her.

"This must be stopped," the bishop said. "You have the child heavily sedated." Guido then pulled out an envelope bulging with money and handed it to the bishop, explaining that it would be his contribution to the church if the bishop would perform the ceremony. "For the church? Well, now we can begin," said the

bishop.

A pregnant, drunk and very depressed Francesca (whom you may remember as the second personality of the guilt-ridden and emotionally disturbed ex-nun, Jessica) interrupted the bishop just long enough to blurt out a few pointers for the bride-to-be. "Don't let him get you pregnant, honey," she slurred. "It ain't pretty."

Later that night, the hapless hero, Shawn (who is still determined to kidnap his beloved Sylvie and save her from the clutches of Luca and her father), broke into Guido's home assisted by the unsavory Mac and his thugs. Mac didn't want Shawn to witness what was going to happen next, so he knocked Shawn over the head with the butt end of a knife and gently laid him on the floor. Shawn awoke moments later to a bloody scene. All of Guido's bodyguards were dead; their corpses littered the floor. Shawn

heard Mac's voice and pretended he was still unconscious.

Moments later, Shawn overheard Mac plotting with his henchmen to kill Sylvie and Francesca (who were bound and gagged in another room) after he killed Guido. In a rage, Shawn jumped to his feet, to find guns drawn everywhere. Before Mac could shoot Guido, Shawn wrestled a gun away from one of Mac's thugs, pointed it at Mac, closed his eyes...then BANG!

Shawn woke the next day (Sylvie's wedding day) to find himself in the hospital with a gun shot wound in his arm and a visitor named Guido. Grateful to Shawn for saving his life, Guido slipped the boy wonder a kiss of approval. Guido now sees Shawn in a new light, and reconsidered his objections to his daughter Sylvie's suitor. The mob boss decides to postpone Sylvie's marriage to Luca.

After visiting hours, Sylvie

sneaked into Shawn's room wearing a black raincoat, a black fedora and long black gloves. Unable to hold in her exciting news, she blurted out, "Pop agrees that we belong together, Shawn. What do ya say?" she asked him. "Let's get hitched!" After Shawn accepted her proposal, Sylvie removed the trenchcoat to reveal a black lace teddy, black leather boots and a tattooed heart above her right breast. Shawn was shocked that Sylvie wanted him right then and there in the hospital, but he acquiesced. She dimmed the lights and the two wrinkled some hospital sheets.

And Shawn may not be the only lucky future groom on the show. Sam, the detective, received a marriage proposal from Mimi, a waitress. Mimi generously made the offer out of the kindness of her heart when she overheard a conversation between Sam and Dr. Snow, Jess' psychiatrist. The doctor sug-



gested that Sam remarry in order to get custody of Jess' unborn baby, which may be his.

Will Sam accept Mimi's proposal? Is Sylvie pushing her luck by getting too cozy in Shawn's hospital bed? Will Olivia be getting some competition and be able to keep her man? Come see "Behind the Screen" to discover the answer to this never-ending dilemma.

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Meetings, Music and Miscellanea

By Laura Ramirez, Calendar Editor

MUSIC: Kitsch, Naked Truth, and Ultimate Career Move will perform at the Avalon, 959 W. Belmont, on Tues., April 30. Biddy Mulligan's, 7644 N. Sheridan Road, will present X-Dub Factor on Tuesday as part of their "Reggae Against Depression" party which features five-cent pitchers and \$1 Red Stripe Jamaican beer. Wednesday night's "Rock Against Depression" at the Cabaret Metro, 3730 N. Clark, will feature Big Foot Sex Slave, Thirsty Forest Animals, and Peck of Snide. Showtime is 10 p.m. 93 XRT will present An Emotional Fish performing at the Park West, 322 W. Armitage, on Thurs., May 2 at 7:30 p.m. The Slugs will be the opening band. The Butthole Surfers will be performing at the Vic, 3145 N. Sheffield, on Fri., May 3. Ed Hall will be the opening act.

DANCE: The Dance Center, 4730 N. Sheridan, will present Contraband, a rowdy dance/theater company from San Francisco on May 3 and 4 at 8 p.m. Contraband's work has been described as "a mythic vortex of ideas, images, emotions, music and muscles. For ticket information call (312) 271-7928.

THEATER: "American Buffalo," David Mamet's satire of American corporate ethics as played out in the relationship be-

tween three petty crooks who plan the heist of a rare coin collection will be presented at the Remains Theater, 1800 N. Clybourn, through May 12. Showtimes are Wednesday

and Friday at 8 p.m., Saturday at 5:30 p.m. and 9 p.m. and Sunday at 3 and 7 p.m.

MEETINGS: The Front Page Interview Class will present Jeffrey Zaslow,

advice columnist for the Chicago Sun-Times on Tues., April 29 at 10:45 in room 817-W. The counseling services office will present a seminar entitled "Productive Pavement Pounding: Job Search Strategies," on Tuesday at 12:30 p.m. in room 317-W. For more information call ext. 650.

The Windy City Screenwriter's Group meets every second and fourth Monday at the Center for New Television, 912 S. Wabash Ave. at 7 p.m. For more information call Chris Brainerd at (708) 824-2480. The English and education faculties will hold an orientation and reception for the Master of Arts in Teaching program on Mon., May 13 at 10 a.m. in room 613-W. For more information call Dr. Jeff Schiff at ext. 252. The American Society of Composers, Authors and Publishers will hold a pop song-writers' workshop on Sat., May 4 at 1 p.m. at the Cabaret Metro. The workshop will feature prominent song-writers, publishers, and producers. Admission is free; for further information call (312) 527-9775.

MISC: **Graduating in 1992?** If you have 82 hours or more and you intend to complete all your requirements by January, June or August 1992, you **MUST** apply for graduation in the records office (611-M) between April 29 and May 24. Applying will allow you to register early as a senior.



Face Value:

What was your most frightening experience at Columbia?



Carol Luat
Theater
Junior

I was a Freshman and had heard about the Columbia Flasher. It was icy outside, and I met him on the corner of Harrison and Wabash. I tried to run, but couldn't. He just stood there laughing, while I practically wet my pants.



Phillip J. Lee
Theater/Radio
Sophomore

My most frightening experience was at Columbia, dealing with the Financial Aid office this semester. Four or five weeks into the semester, when my loans were finally processed, I found out that I wouldn't be getting the Columbia assistance grant that I had gotten last semester.



Rachel Rasinski
Theater
Sophomore

Being in the elevator with my whole improvisation class and getting stuck between the first and second floors. We had to slide out of a hole about a foot high into the waiting arms of two big men.



Briaien Winters
Theater
Senior

After waking up from a nap in the 11th Street Building, I found that all the lights had been shut off. I went downstairs and discovered I had been locked in the building. I called the guards at the Wabash Building, and one came over and let me out.

Heart disease strikes even the young and fit

By Kathleen Troher
Science Writer

College students may believe heart problems are for older people—something they won't have to face for another 30-40 years. But young people, especially those involved in strenuous activities or highly physical sports, can encounter cardiac distress.

One heart problem that can affect young people is cardiomyopathy. This disorder leads to abnormal heart muscle fibers or scarring of the heart's inner lining. It may be inherited or caused by excessive alcohol consumption. The cause cannot always be determined.

Those who have cardiomyopathy can suffer from fatigue, chest pains, breathing difficulties and abnormal heart beat. Or they may show no symptoms and die suddenly from cardiac arrest.

Among the best-known victims of cardiomyopathy was basketball player Hank Gathers of Loyola Marymount College in California, who died during a game a year ago. Although Gathers knew he had cardiomyopathy and was receiving medication, doctors say many people don't know they have the disease.

"Unfortunately many people who have cardiomyopathy are not even aware they have it," said David Abrams, a cardiologist at Northwestern Memorial Hospital. "And be-

cause it doesn't show up on routine tests, the disorder can go undetected."

Abrams said if an athlete or his doctor suspects cardiomyopathy an echocardiogram should be conducted. An echocardiogram allows doctors to obtain an image of the heart using high-frequency sound waves.

"Ideally it would be good for all people involved in strenuous physical activities to undergo an echocardiogram," Abrams said. "But the question is whether or not that is cost effective."

According to Abrams, the test currently costs about \$300. Other tests are usually administered before an echocardiogram to rule out other more common heart disorders.

One such test, an electrocardiogram (ECG or EKG), reveals abnormal electrical activities of the heart and can determine if the upper or lower heart chambers are beating irregularly.

A stress test, or treadmill test, which measures the heart's reaction to physical stress, can also be conducted. However, this test will only indicate that a problem is present and not what is causing the problem.

When the Persian Gulf War ended, much of the world's attention turned away from the environmental damage caused by Saddam Hussein and focused elsewhere. But the region is still trying to overcome the effects of deliberately spilled oil and its ecosystem will continue to suffer for a long time to

come.

"The wetlands look like a poorly paved parking lot covered with an oily goop," said Sarah Jane Knoy, an atmosphere and energy campaigner for the Chicago chapter of Greenpeace, the international environmental organization. "We're talking total devastation and not much can be done about it."

On January 25, the Pentagon reported that Iraq was intentionally pumping oil into the Persian Gulf. Since then, estimates of the amount of oil spilled have ranged from one half to 11 million barrels.

By comparison, approximately 250 thousand barrels of oil spilled into Alaska's Prince William Sound in the 1989 Exxon Valdez incident.

The spill in the Gulf has killed an estimated 20,000 birds, including cormorants, grebes, rare flamingoes and herons, and, according to Greenpeace, caused the extinction of 52 species of birds. Other gulf creatures have also been affected by the pollution of their habitat, including dolphins, humpback whales, sea turtles and crocodiles.

Experts from eight countries were sent to the Gulf to assess the damage. They have reached the unfortunate conclusion that the oil is nearly impossible to clean up because of its magnitude.

"Up to 50 percent of the oil will evaporate and the remainder will form a gummy substance and float on the surface," said Roy Hann, a civil engineer at Texas A&M University. "When this happens, it is extremely difficult to remove. Essentially the oil is all going to stay in the Gulf and do its damage to the ecosystem."