

11-13-1989

Columbia Chronicle (11/13/1989)

Columbia College Chicago

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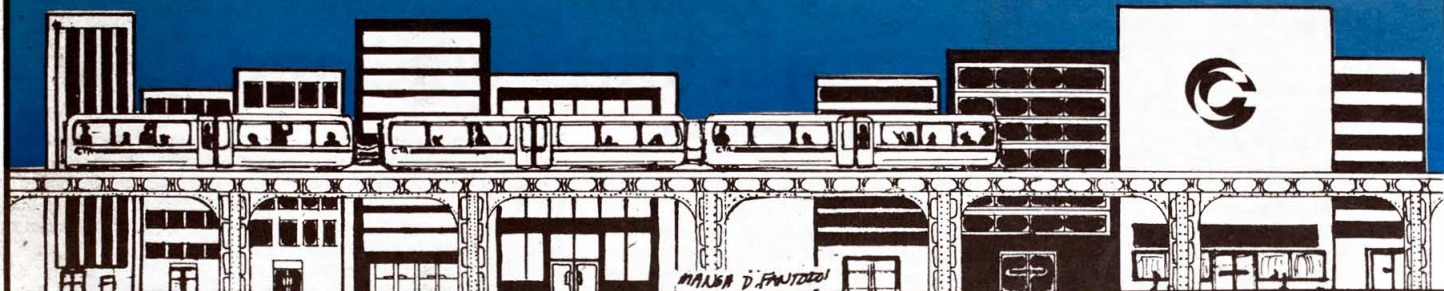


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Black enrollment declines: overall enrollment on rise

By Tanya Bonner
Staff Reporter

The percentage of black students enrolled here has been steadily decreasing each year for the past four years, according to statistics released by the Dean of Student's office.

In the fall of 1985, black students made up 32.8 percent of the total student population. Currently, they make up only 24.7 percent, an 8.1 percent decline.

There were 1,579 black students attending Columbia during the fall of 1985. The school lost 137 blacks between then and the fall of 1987, but then the number of black students increased by 115 between the fall of 1987 and this semester. Yet, the number of black students is still less than it was in 1985. There are 1,555 black students attending Columbia this semester.

While the current number of black students is very close to the totals of 1985, white enrollment and the enrollment of all minority groups has increased, pushing the cumulative percentage of blacks down—from 6,450 total students, 4,000 are white:

The figures also show that Columbia is experiencing what other colleges and universities are experiencing: Fewer blacks enrolling and more dropping out.

College administrators said that despite the decline, Columbia still has one of the highest percentages of black enrollment

in Illinois. This is evident when looking at schools such as The University of Illinois at Champaign-Urbana, where blacks made up only 3.5 percent of the 1987-88 total enrollment.

Yet, because Columbia's enrollment has exceeded what it was four years ago, and because



"How can I tell a kid not to go to Howard University if they will pay him more?"

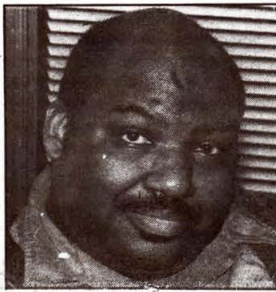
Velicia Haron

the total number of black students only increased by 25 this semester, shows that Columbia, too, is having difficulty recruiting black students.

Ken Stevenson, director of Admissions, monitors a group of recruiters who go to more than 550 high schools and junior colleges to recruit students.

Valicia Haron, recruiter and assistant director of Admissions, said her main source of recruiting potential black students is from the inner-city schools in Chicago. "If you want to recruit minorities, the most effective place is out of the minority schools."

Social problems such as



"There is some hostility in certain departments, such as film, toward black students—benign neglect in others."
Dr. Glen Graham

poverty, gangs and drugs make recruiting difficult. "I primarily recruit students from low to middle-income families. Not only do I have to provide information on the college, but to a certain extent, I have to motivate them just to get them to think in terms of life after high school," Haron said.

Also, with only 47 percent of

students graduating from public high schools, there are also fewer students to recruit. "All colleges are vying for just a few minority students," Haron said. "Institutions that get the students have the best marketing tools, such as financial incentives and excellent supportive services."

Haron said Columbia is high on supportive services, such as the Writing Center, but low on financial incentives. "The very gifted are sucked up really quickly. We can't say here's \$5,000 or here's \$10,000," Stevenson said.

Haron agrees. "How can I tell a kid not to go to Howard Univer-

Columbia a step closer to being able to be as financially competitive as other colleges.

Money is also a major factor in why some students drop out of Columbia, according to black instructor Angela Jackson. "The decline in African-American enrollment is the direct result of the reduction of government investment in education. Fewer loans and grants are available. Alongside this, is the pressure created by increased cost of necessities—rent, food, clothing. The truly needy opt for a job—if one is available. The rest opt for despair—that's always available," Jackson said.

Columbia's tuition for the 1982-'83 school year was \$1,635 a semester. This year, it is \$2,710 a semester. Tuition here has increased by at least \$150 to \$200 each year. Unfortunately, financial aid has not increased, according to Maxine Evans, associate director of Financial Aid.

"Where there have been increases in tuition, the increases in financial aid has not kept pace. Even if a student receives financial aid to cover the full amount of tuition, they have other expenses. If a student can't buy books or supplies, he may drop out."

Evans said this is typical of most academic institutions, especially private institutions where tuition is higher.

Bert Gall, executive vice president of Columbia, said he has been addressing the issue of declining black enrollment for the past three years in his state of the college report. He said the main reason could be Reaganomics—specifically the reduction in per capita financial aid awards.

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High textbook prices inevitable

By Richard Blegimeler
Staff Reporter

Many Columbia students feel the bookstore is too expensive. However, they have no choice.

"I think the bookstore is a rip-off," said Nina Montelione, student. "Forty dollars for a used book is too much. Especially when you only get \$4 to \$5 back for the same book at the end of the semester."

Another student said he couldn't afford to buy two \$50 books, and fears he will fail two classes as a result.

The bookstore is owned by the school and leased to Follett, the company that runs the store.

Mike Smith, the bookstore manager, says nothing can be done about the cost of books. The publishers sell the books to the bookstore two different ways.

The cost of the book depends on which method is used.

First there is the net-cost system. This is when the publishers charge a flat rate for the books, then the bookstore adds a 25 percent markup.

The other method is a little more complicated. The publishers discount the books, and the bookstore either marks up the percent of the discount or meets the publisher's suggested retail price. (Which means the savings are not passed on to the students.)

While Smith said nothing can be done about the cost of books, he does suggest something can be done about the amount of money returned for used books.

"Every semester we send out a notice to each department asking

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Chronicle/John Abbot
Columbia student Brett Perry purchases books from bookstore employee Tabatha Tinsdale. Did he pay too much?

Inside

Frankly Speaking

Stuart Sudak talks with Leslie Van Marter about the Liberal Education Department.
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Science

Timothy Bentevis reports on ear damage caused by loud music.
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Reviews

Mary Johnson reviews Steel Magnolias



Julia Roberts

One of six actresses starring in the film
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Books

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which books will be used the following semester," said Smith. "If we get a positive response from a teacher, then 50 percent of the book's original cost will be returned to the student. If not, we give the students the blue book value." (The blue book lists texts and states the amount a Follett wholesale warehouse is willing to pay for the book. It's usually much lower than 50 percent of the original cost.)

Last year only 10 percent of the faculty responded versus 60 percent the previous year, according to Smith.

When the teachers don't submit these notices, the bookstore sends the books to a warehouse. The warehouse pays the blue book value for the texts. Then, if the books are needed again, even the following semester, the bookstore buys the books back at 50 percent of its original cost and marks them up 25 percent.

The warehouse and the bookstore are different divisions of the same company, Follett. If the teachers don't submit the notices, Follett earns more money, according to Smith.

Most of the departments contacted said they issue these notices to their faculty.

However, one assistant staff member said she doesn't think they should be sent out. She said the bookstore should see that certain books have been used for years and continue to stock them until a new edition comes out.

She also said that part-time teachers don't think about things, such as which books they are going to use.

Smith says he doesn't keep track of which books are used because it would be a paper-work nightmare, and "to protect his butt." This means if the bookstore should keep a certain book based on how long it has been used, the bookstore would be obligated to return 50 percent of the original cost. Then, if the book isn't used, it can only be sold to the warehouse for the blue book value. Hence, the bookstore loses money, and Smith is admonished by his superiors.

"We are a profit-motivated business," said Smith. "The bookstore was once operated by the school and it was a mess."

The school is also making a profit from the bookstore without lifting a finger, according to Smith.

Repeated attempts were made to learn Columbia's profit margin, but Executive Vice-President Bert Gall was not available for comment.

Other schools contacted by the *Chronicle*, said they earned no more than 13 percent profit from books sold.

One Columbia faculty member suggested that part of the money the school earns from the bookstore should be used to set up a fund to buy books for students who cannot afford them.

As it stands right now, the library is the only place a student can get a book without buying it.

However, the library only carries texts at faculty members' requests, according to Janice Salahuddin, library stack supervisor.

Portable headset user warning: loud and clear

By Timothy Bentevis
Science Writer

In a world full of sound and fury, knowing the decibel level of any sound that you subject your ears to can be very important. Our ears, not to mention our nerves, are bearing the brunt of an increasingly noisy world.

Portable-stereo headsets, computer printers, rock concerts and supersonic jet engines are just a few of the newer ways we've devised to overload our hearing.

We hear because sound waves travel into the ear canal and strike the eardrum. The eardrum then vibrates, and the vibrations travel through the bones of the middle ear and into the fluid of the snail-shaped cochlea of the inner ear. There, the tiny hairs lining the cochlea pick up the vibrations and transform them into nerve impulses. The auditory nerve then transmits those impulses to the brain. If the noise is loud enough, the delicate hairs of the cochlea can become damaged. Enough damage and you become deaf.

"Approximately 30 to 50 percent of the hair cells can be damaged before you notice any loss of hearing," said audiologist Stephen Clark. Clark specializes in noise pollution and its effects on the inner ear.

Inner ear damage is being increasingly diagnosed by audiologists, and its increase parallels the increase in sales of portable-stereo headsets.

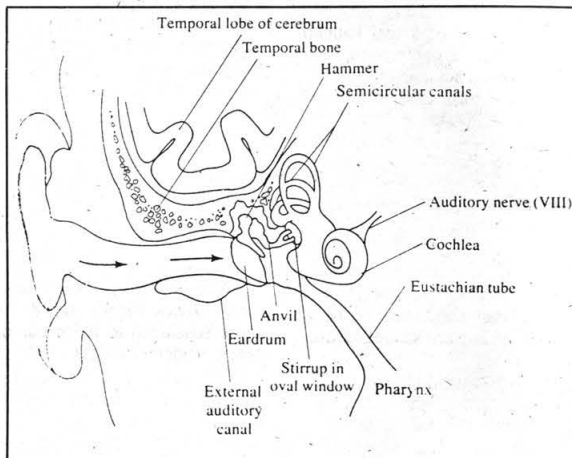
Decibels are the increments of measure for the intensity of noise. Ten to 20 decibels is about the lowest level that most people can hear. Decibel levels above 80 or

90 get uncomfortable for some, and 120 or higher is usually painful, as well as damaging, for everyone.

"Once you reach the 90-decibel level, you're in the danger zone. And it's inadvisable to ever be exposed to 110 decibels or higher, even for a brief amount of time," Clark said. "If you raise the volume on a portable headset, you can generate 110 decibels. You can still be enjoying the music, even though your ears are being damaged."

"If you're at a concert and the decibel level is 120, the earplugs will provide a 30-decibel decrease. You're still up in the 90-decibel range, which is quite a load," Clark said.

Pete Townshend and Ted Nugent, along with Lu Edmonds, guitarist for the British band Public Image Ltd., have sustained career-threatening hearing damage from the enormous decibel levels that they have been exposed to.



It's clear to hearing professionals, if not to the public, that loud music can cause hearing damage. The music industry is aware of the problem, and is concerned about possible repercussions. Its concern, however, is not likely to lead to a trend of music played at lower decibel levels.

Excessive sound has also become a deafening matter for professional and musicians, who have sustained hearing damage at their own concerts.

Like most hearing specialists, Clark advises Chicago-area musicians and concert-goers to use earplugs.

Columbia Chronicle

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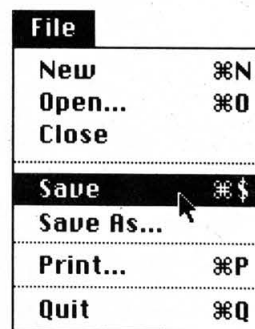
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Blacks

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"That's an answer, but it's an easy answer," Gall said.

Administrators, black faculty and students know the reasons for the decline aren't simple. Many of the problems black students face in college go beyond high tuition.

Black instructor, Shelia Baldwin, said many of the students coming from inner-city schools have not been taught academic skills to successfully complete college work. "Some come ill-prepared, not knowing how to write a paper, not knowing how to write—period." She said this adds to students' dropping out. "It can be a real hangup. They say, 'I can't write this. Therefore, I am going to fail.'"

Some instructors said a black student's academic deficiencies start in the inner-city schools. Donald Jeanne, a counselor at Crane High School on Chicago's West Side, said the problems start in the home. "If the head of the home generally has a higher education, is employed, and has the desire to motivate his/her child, that child will do better once he/she starts school," Jeanne said.

"From the child's earliest years, better homes have reading materials around. Better homes have magazines and newspapers in them and the parents watch the news," he added.

Jeanne said these early learning incentives are missing from most inner-city homes. According to Jeanne, when students enter school, this is compounded by inefficiencies in the school system. "Inner city schools are taught by less than the best teachers, who have to deal with less than the best equipment. You have second-class instructors, using third-class equipment."

He said wealthier suburbs have better teachers because they can afford to pay them better and get better equipment. These schools also have higher graduation rates. Only 29 percent of Crane High School's 1989 class graduated.

Columbia's open admissions policy gives such students a chance to go to college. Yet, according to black instructor Dr. Glen Graham, once they get into college, their academic deficiencies will catch up with them. "If you didn't have a sound education, there is a race to catch up, which takes a lot of time, energy and ability," Graham said.

Some students don't catch up quickly enough.

In the Spring of 1989, 960 minorities were on academic probation, or 46.9 percent of the total number of all students on probation.

Administrators said black students take some responsibility for their academic troubles. "We don't always know someone is in trouble until it's too late to help them," Gall said.

"Minorities are inhibited from reaching out and saying 'I need help,'" said Hermann Conway, dean of Student Services.

For some black students the problem is not difficulty in handling the curriculum, it is that not enough information about Black Americans is included in classroom discussions and assignments.

"Black students really need to have a sense that the curriculum will speak their issues—that they can see themselves reflected in the course content," said black instructor George Bailey. "Some may say, 'This doesn't have very much to do with my experience.' That can be a problem."

Academic Advisor Wayne Tukes, agreed. "Some black students decide to drop out because of a lack of curriculum that speaks of constructive contributions that Black Americans have made to the world and society. You can't tell anybody that their history started with captivity and slavery and expect them to be able to plan or have a vision of the future."

These instructors said this is one reason why Columbia needs more black faculty who can bring these contributions to the classroom. They also said that black instructors are role models for black students and can be instrumental in black-student retention.

Columbia has 51 part-time black faculty members, but only 19 full-time. There are no black chairpersons. Yet, it is the full-time faculty and the chairpersons that can spend the most time with black students.

Gall said this is very important. "Black faculty tend to be more sensitized to the needs of black students, quickly able to identify difficulties black students may be having."

Gall said he realizes that there aren't enough black faculty. But he said recruitment of black faculty is not easy. He believes that blacks may prefer to work in the field than teach. "We have to compete with the real world as well as other academic institutions."

Television student, Angelica Rummage said in two years she's had only one black instructor. "It's important to have the black aspect of what it's like to be in this field," she said.

Rummage also said that black students have the added pressure of racial prejudice—prejudice that she's seen while at Columbia. "Just look in the Hokin Center. Look who sits where and with whom," Rummage said.

Radio/Sound major, Tim Ratliff, said he's experienced racism by students in a control board course. "We were practicing on the control board. We were supposed to take turns, but the white students were really pushy. They were reaching all over me. I know they wouldn't have done that to any other white students."

Yet, Dr. Graham said prejudice doesn't just exist among Columbia students. "There is some hostility in certain departments, such as film, toward black students—benign neglect in others. These are not welcomed, and are made to feel that they are not welcomed," he said.

When asked about this matter, Tony Loeb, Chairperson of the Film Department, would not comment.

The Film Department had the second lowest enrollment of black students of all the other departments in the fall of 1988, with a black enrollment of 16 percent. Photography, with an enrollment of 7.4 percent of black students, was the lowest.

Some black film students said that part of the problem of low enrollment may be that black students doubt their chances of a career in film because of the small number of black professionals in

the department. Yet, others say racism is also a cause. "It's hostile. They realize that the black students need more time because of terrible previous schooling and they are not willing to give it," said freshman Eric Nix.

Tara Thomas, a junior, said that the racism comes more from the white students in the department. "They talk to you as if you don't know anything."

Dr. Graham said he will be addressing the comfort level of black students in individual departments. Dr. Graham is the chairperson of The President's Committee on Minority Student Affairs. This new multi-racial committee is made up of a group of 12 administrators and faculty members at Columbia, who will address concerns of all minority students. This is one program that Columbia hopes will aid in retaining black students.

Eileen Cherry, assistant dean of Student Development, said that role modeling is the key to student retention. Over the summer, she organized a mentor program called Year One Discovery,

where freshman minority students who wanted to participate were matched with a faculty or staff member at Columbia. "A kid sees that somebody else can do it," Cherry said. Cherry hopes the program will help keep students here at Columbia. "It builds on the strengths of the school and the strengths are the people we have here," Cherry hopes that black faculty will use this program as an opportunity to tell students about themselves. "Black faculty members should talk to black students about where they come from. We have come from the projects, we've dealt with racism, we have dealt with not being taken seriously, and we are still dealing with these problems."

There are more than 60 mentors "from all walks of life," and 95 students participating in the program.

Cherry said it is important for black students to develop leadership skills in order for them to be able to organize and address their concerns. "Don't wait for someone else; create your own oppor-

tunities. Be self-directive. Nobody's going to hand you an opportunity. You have to take control of your own destiny because that's the only kind of person that people take seriously," she said.

Ryan Eugene Daniels, a sophomore and management major, has done just that. He is the president of The African-American Alliance at Columbia. "The club is here as a big brother, providing guidance, support, and to serve as an informative body to answer critical questions that affect African-American students," Daniels said. The Alliance holds rap sessions to talk issues out and "help each other as a collective group." The Alliance comprises approximately 45 students.

Dr. Graham said that though keeping black students at Columbia will be a joint effort among administration, faculty, staff and students, ultimately, the student is responsible for his own destiny: "You must take control of your own life. College should be an enabler, enabling a student to take greater control over his life."

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Columbia College admits students without regard to age, race, color, sex, religion, physical handicap and national or ethnic origin.

A fare conclusion

All the major colleges and universities in Chicago have at least one stop on the CTA's rail system that is serviced by both A and B trains, and that is open all night. All of them except Columbia, that is.

Being the lone exception to the rule is sometimes a note of distinction. In this case it can be dangerous to one's health.

The Harrison station on the Howard-Englewood subway line, Columbia's nearest link to the rails, is open, according to the CTA, from 6:25 a.m. to 9:25 p.m. While few students find the lack of early morning service inconvenient, the lack of late-evening service is. Students who rely on the rails to return home after an evening class, are forced to choose between an

alternate form of transportation and trekking up State Street to the Jackson stop at an hour when some might fear to make such a journey.

The *Chronicle* also believes that the Harrison station, in addition to remaining open later, if not all night, should be serviced by both A and B trains throughout the day.

With an enrollment of nearly 6,500 students, Columbia certainly ranks as a major educational institution in this city. It's time that the CTA recognized this by providing the same service for this school that is provided for others. Perhaps a petition drive by enterprising students would help to enlighten the CTA.

Letters to the Editor

To the Editor:

As a student who read George Lazarus' column in the *Chicago Tribune's* Oct. 26th issue about Columbia being near a decision to give its "six-digit" budget to an outside public relations firm, I feel the administration should reconsider its options again.

Being a communications school, Columbia should keep the PR department in-house. The school should turn the money back into the school rather than farm it out. By creating a PR department with current employees and students, the school could say more about the students than any ads or brochures created by professionals already working ever could, and they could keep more of the budget in the school.

The school must lack confidence in its current PR department or the students it is preparing for the field, or it wouldn't be looking for outside firms. Why not start a "farm system" instead of farming out work? Internships, part-time jobs and an expanded curriculum are some ways the school could allow qualified students to gain valuable experience and tuition assistance while working for Columbia's PR department.

Think about the opportunities we may be passing up if the administration makes its decision without looking into options within the Columbia College community first.

Todd P. Beele
Senior

To the Editor:

In response to a recent Letter to the Editor regarding WCRX, I would like to address two major points.

The first is that Brett Johnson, the station's chief engineer, is equally involved with me in approving the student management staff's decisions. Second, the necessity for having the students' decisions approved is that WCRX has an obligation to operate following the rules and regulations of the Federal Communications Commission. The "approval" which is given by Johnson and me is simply to ensure that WCRX's license is not jeopardized by decisions made which are inadvertently in error of these FCC regulations.

Karen Cavaliero
General Manager
WCRX

To the Editor:

I would like to take this opportunity to voice my displeasure with your recent response to Mr. Chuck Mormino's letter (Nov. 6, 1989).

Granted, the Writing Center can be of vital importance to Columbia students. However, using precious space, reserved for dialogue between concerned students, faculty and administrators, for the purpose of advertising its hours of availability is inexcusable. I suggest that if there is a need for the Writing Center to be promoted, you send one of your reporters there to obtain information and interviews, which could then be published by the *Chronicle* as a feature article.

In response to reading the article, one of Mr. Mormino's

friends remarked, "This is just like a high school paper." The *Columbia Chronicle* continually proves it is exactly that, a high school paper in need of an editor whose main concern is with creating dialogue with its readers, rather than scaring them away from partaking in the journalistic process.

Kevin Fahey
Transfer Student
Television

To the Editor:

Regarding the front page article in the October 30th issue, "Racist Slurs or Free Speech," and the critical letter written by Chuck Mormino in the following issue, I have a few observations.

The article was infantile, the low point being, "John Strege, who had been accused of making a racial statement in class, resigned in September. Strege subsequently died."

Mr. Mormino wrote an intelligent letter in response to this error and others. His letter was brushed off by *Chronicle* editors (I use this title loosely) with a snide comment on Mr. Mormino's misuse of punctuation.

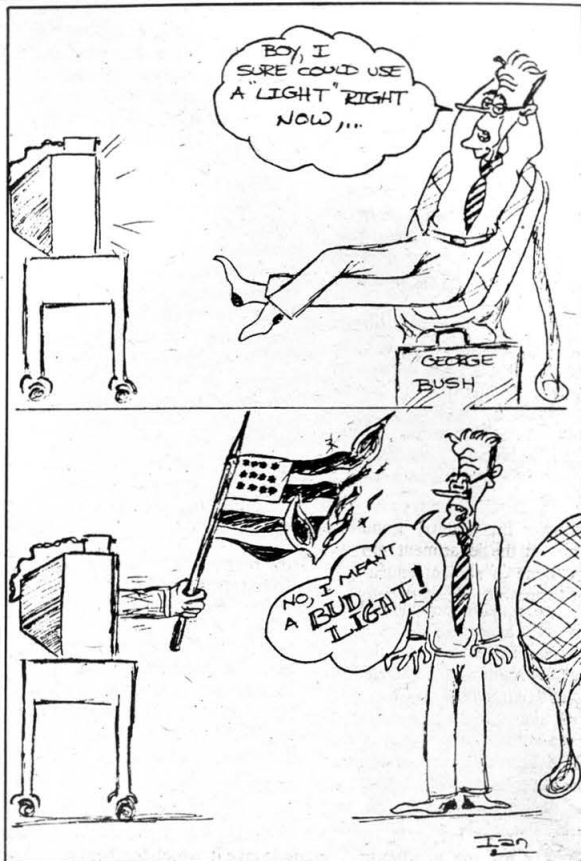
The *Chronicle* represents Columbia, for better or for worse. When such gross journalistic errors are committed, you owe the students of Columbia an apology, not sarcastic replies to their letters.

The fact that Mr. Mormino did not cross his T's or dot his I's does not make me ashamed to attend Columbia. The *Chronicle* does.

Tasia Gurgel
Freshman/Film

Editor's Note:

While *The Chronicle* is more than willing to accept even the harshest of criticism, it is expected that that criticism should be presented to us in a coherent fashion. The lines of communication are always open, but Mr. Mormino's attempt provided no valuable insight. Mr. Mormino showed both his arrogance and ignorance in the tone of his letter, thus provoking a response from *Chronicle* Editors. If his letter had been written half as thoughtfully as either Miss Gurgel's or Mr. Fahey's, we would have been able to sense what he was trying to say.



They been loafin' on the railroad

By Lance Cummings
Editorial Page Editor

Living at Roosevelt University's Herman Crown Center has its own unique rewards. It's a great place to watch trains; the L zips along Wabash at eye-level just outside the windows of the second-floor cafeteria, so dining there is often a moving experience. That the Crown Center would turn out to be a perfect perch from which to observe the nature and magnitude of municipal inefficiency and waste, however, was a benefit that I hadn't counted on when I moved in.

It was 10:30 a.m. on Sunday, Nov. 5, and I was doing what I invariably do at that hour of that day—having brunch in the aforementioned cafe. As I placed my tray on a table, and plopped into a chair by the windows adjacent to the L, my attention was immediately captured by a gaggle of CTA workers astride the old, wooden platform a few yards away. There were 26 workers, easy to spot in their bright, Day-Glo vests. They just had to be working on some major renovation that would make life easier for the thousands of people who use the CTA everyday. I'm an optimistic guy, and that was truly what I was thinking.

After watching a few minutes, though, I began to get the notion that something was wrong with both what I was witnessing, and my assumption that a major project was underway. The first clue I picked up was that even though I counted 26 people in Day-Glo, only two or three of them were actually moving at any one time. Usually, it was the same two or three, but once I actually counted five in motion at the same time. The rest of them were just standing there. Actually, you couldn't call it standing, because most of them were leaning on the railings that abut the walkways atop the platform. So I stand corrected. The rest were just leaning there.

This went on for hours. After spying on them for an hour and a half, I left to watch the Bears game. But, like a good little ferret, I returned to a 10th-floor window on the Wabash side of the building to peer down at them during time-outs and between quarters. They were still there at the half. They were still around after the third quarter. The ratio of workers to loafers appeared unchanged after the game had ended. I finally tired of my game, and I don't know what time it was when they finally retired for the day, no doubt exhausted from the tough grind of idling about one story above Wabash Avenue.

I'll say one thing positive about CTA workers, though. Even when they're not working, which appeared to be most of the time that particular Sunday, they at least looked genuinely interested in whatever task was underway nearby. I mean they sort of looked as if they were ready to work. No matter that they were 50 feet or more from anyone who was actually doing anything, they were involved—sort of.

I suppose it's just my suspicious nature that makes me figure that these guys had to be pulling down at least time-and-a-half, or more likely double-time, for not working on a Sunday. It was enough to make a guy want to jump a turnstile.

I'm thinking seriously now of leaving college and applying for work at the CTA. I'm not crazy about giving up my weekends, but the work doesn't look too difficult, and you probably can't beat the camaraderie—only the system.

The *Chronicle* will reserve space each week for reader commentary. Letters should be 250 words or fewer.

Frankly Speaking:

Leslie Van Marter

By Stuart Sudak
Staff Reporter

When Columbia Liberal Education Chairperson Leslie Van Marter arrived at Columbia in 1983, he found the department in dire need of a curriculum "facelift."

There weren't many teachers with solid backgrounds in liberal education on staff, the courses were too basic and the class times weren't accessible to many students who worked during the week.

But over the past seven years, Van Marter has quietly gone about turning the department into the backbone of student education at Columbia. He started to give teachers in-class performance reviews, added courses including Middle Eastern and European History to give students a better understanding of foreign cultures, and started offering classes on Friday evenings and Saturday mornings.

In his duties as Liberal Education Chairperson, Van Marter, with the help of his staff, is responsible for the academic scheduling, drafting of a budget, planning of the curriculum, and interviewing and hiring the faculty for the department.

Van Marter has served in various positions in the liberal education field for the past 34 years. A native of New York, Van Marter earned his bachelor's degree in philosophy and English in 1949. He began his teaching career at the now Martin Luther King Jr. Community College on the South Side in 1955 as a Humanities Professor, and also taught at the University of Chicago, where he received both his master's degree and Ph.D. in philosophy. He spent three years in Europe on a Fulbright Scholarship studying at the University of Paris in France and Oxford University in England. Returning to the states, he served for nine years as the dean of liberal arts at a community college in California during the turbulent and politically aware late 1960s, and then in the same role at two other

schools before arriving at Columbia in 1983.

He currently is teaching two classes, as he has done every semester since coming to the school. With his liberal education background firmly rooted in philosophy, he has gradually delved into other subjects as a teacher such as the Ethics and the Good Life and Topics of Humanities: The Holocaust, which he co-teaches with Columbia Academic Dean Lya Rosenblum.

How many teachers do you keep on staff and why are the majority part-timers?

Most of the teachers in our department are part-timers with a small amount of them working full time. This semester we have 60 part-time teachers and eight full-time. The problem with that is if a part-time teacher is offered a full-time position at another school during a semester they're going to take it, which for them is great, and if it were me I'd take it too, but we're then left without a teacher and the class is in limbo. But using part-time instructors does have its advantages. It helps us to be very specialized in the classes that we offer. An example of that would be if Dominic Pacyga, a part-time instructor whose teaching at Columbia includes the History of Chicago class. He's written a book about the city and has lived on the South Side all of his life. There are not many people who know more about the city than Dom does and that becomes a real asset to the students. That kind of detailed first-hand knowledge of a subject is what makes Columbia unique from other schools, and it's hard to do that with full-time faculty, especially in such a broad field as liberal education.

However, the department does need full-time instructors to help teach classes and give me assistance on some of my academic and curriculum duties.

Similar to other departments at Columbia, have you had a high turnover rate of teachers from over the summer?

No, our full-time staff has stayed the same except for an illness of one of the teachers, and our part-time staff, for the most part, has stayed, but you have to realize that with teachers only teaching one or two classes, some turnover is to be expected.

How do you go about recruiting teachers for the department?

We go about recruiting our part-time and full-time instructors differently. In many instances part-time job applicants come to us looking for positions, many because they heard about them from teachers working at Columbia, or maybe they were students of the Graduate Department and they're looking for a job as an instructor. When we go about finding full-time instructors, we know there are fewer openings available so we're a little more guarded in our search. We try to do a nationwide search, advertising in many publications to lure candidates, and conduct in-house interviews to determine who would be best suited for the jobs.

What is important for liberal education teachers to focus on?

I think good reading and writing skills are the basis of a good education and are needed if a person is to be able to grow intellectually. The department tries to develop good reading skills, reading books that are actually intertwined with the class subject. If the student is going to take a philosophy class that features Plato, then they will be expected to read a work of Plato's. It helps students grasp an understanding for liberal arts that they wouldn't be able to do with a conventional textbook. To read an actual work on how the subject was developed gives the student the in-depth information it takes to understand the subject in a resourceful, yet, fun way.

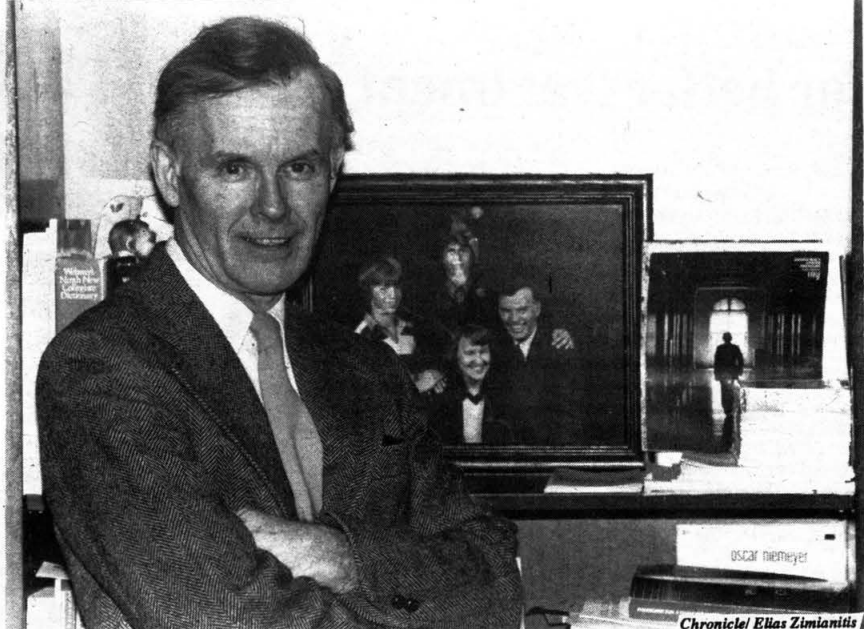
The writing aspect of liberal education has to be worked on by students also, something I found little of when I came here. Very little writing was offered at first by almost all of the, then, staff. So I decided that it would be required to do some writing in every class. In 90 percent of our classes we require at least two or more written assignments a semester. By actually sitting down and writing on a subject, it gives the student a

chance to formulate his own opinions on a subject and understand it on a greater level.

Do students today lack the political awareness of the Californian students you taught in the 1960s?

It's tough to compare two generations so different from one another, especially considering the circumstances that revolved around the late '60s and the Vietnam War. Students may have been more socially boastful about political topics but they sacrificed much of their basic education in the classroom. They thought a lot about the war and left the books behind and then 'suffered' when going out and looking at career possibilities.

Students in the 1980s could be said to be just the opposite but they aren't. They are more serious in the classroom and spend a great time assuring their chances for a good job and future but, they also care a lot about politics. It just doesn't seem like it because they are a lot less boisterous than the late '60s generation. The '80s generation is more aware of their own personal responsibilities and have refined their morals as times have changed. Drugs, sexual and political attitudes have changed for a more thoughtful and conservative attitude toward others.

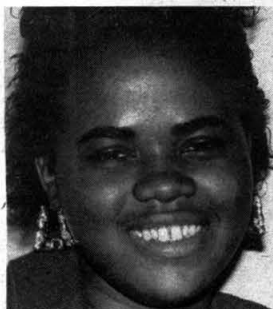


Chronicle/Elías Zimlanitis

Face Value

By Elías Zimlanitis

What was the last memorable movie you saw and why?



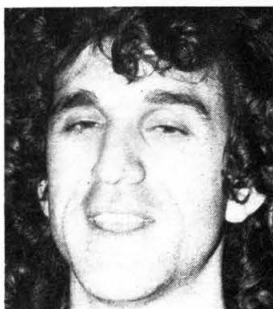
Tracy Lavette Vritchl
Freshman
performing arts

Lockup with Sylvester Stallone. It was good, it was intriguing. It had a lot of different aspects in it. It took you from scene to scene and you understood it. It was action packed.



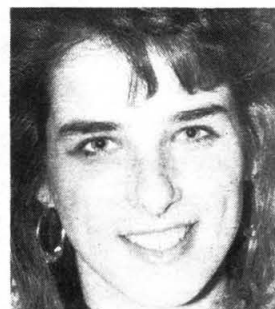
Gwen Washington
Sophomore
undecided

Nightmare On Elm Street. Because of scary scenes like when Freddy Kreuger said 'It's a boy.' Most of the time I hid my face. It was funny in a sense.



Ezequiel Hodari
Junior
art

Woody Allen's *Crimes And Misdemeanors*. It was a good movie. It portrayed real people in real situations. It was funny and intelligent and I like Woody Allen.



Jeniffer DeMille
Junior
marketing

Beaches. Because it reminded me of the relationship I have with my best friend.

Students rally for better treatment

CPS—Armed with a set of general complaints about the way national and state government treat students, a nationwide student lobbying group tried to rally collegians at 51 different schools in late October to "pressure" local politicians to pay more attention to them.

"President Bush had his Education Summit the same year he cut education spending and proposed phasing out several financial aid programs that benefit traditionally disadvantaged students," said Julianne Marley, president of the U.S. Student Association (USSA) in Washington, D.C. "Now it's our turn."

Marley said her group, which lobbies in Congress on behalf of student government presidents from across the country, staged demonstrations, letter-writing efforts and voter registration campaigns on the 51 campuses Oct. 23-27 to highlight a hodgepodge of pressing student issues.

"The 'pocketbook' issues are the hottest here," said Stuart Woltz of the student government at Scottsdale Community College in Arizona, where leaders or-

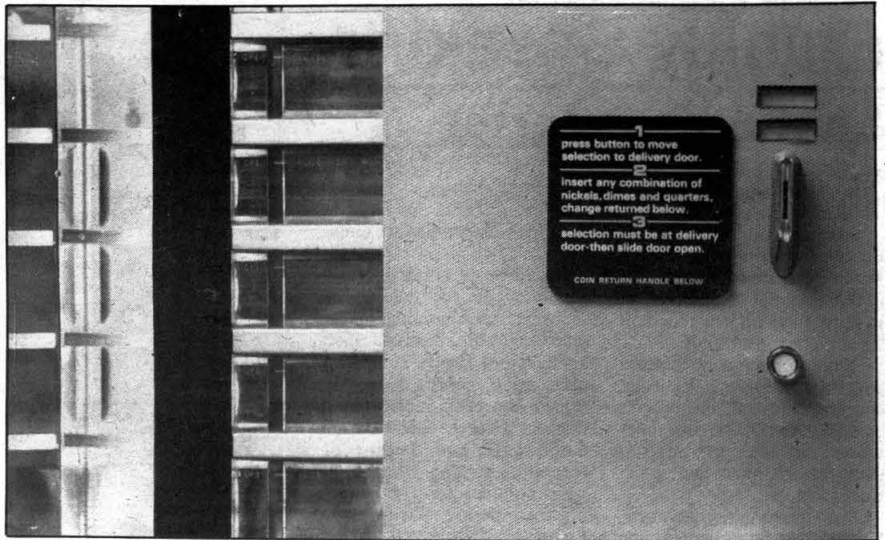
ganized a voter registration drive.

Before the USSA campaign, earlier in October angry students in Salt Lake City and Boston staged separate strikes and mass protest of what they said was inadequate state funding of public colleges on their states.

Marley said seven statewide student associations and groups from Oswego State College in New York, Kean College in New Jersey, College of the Ozarks in Arkansas, College of the Canyons in California the universities of Northern Iowa, District Columbia

Vermont and Indiana, Howard, Oregon State and Southern Illinois universities, among others, joined the USSA effort.

The effort, Marley said, concentrated on halting tuition hikes, helping bring more minorities to campuses, raising the federal minimum wage paid to students, involving more students in federal government education policy decisions and defeating any moves to tie national service proposals to financial aid programs.



The profit of pop

By Mary Kensik

Staff Reporter

Feeling hungry? Need something quick (and cheap) to get you through the day? Hit the vending machines! However, if it's something hot you want, you'll have to go elsewhere. The hot vending machines are empty, because of lack of sales.

Not to worry, you can still subdue that chocolate craving or get the caffeine buzz you need to get through your class. The pop and snack machines aren't going anywhere, because the two food spots on campus, The Underground Cafe and the Hokin Coffeehouse, don't sell the types of

snacks found in the machines. Vending Consultants, a Wood Dale-based company, owns and operates the machines, but the school reaps somewhat of a profit on the goods.

It varies depending on the item. For instance, Columbia gets one percent on the coffee machines, said Bert Gall, executive vice-president. "On other items the percentages vary between 3.5 and nine percent, depending on the item."

From there the money is put into a general scholarship fund for Columbia's students.

The school's contract with Vending Consultants has been in

effect since 1979 and people like the arrangement.

"The students seem to be happy," said Bob Bernier, the individual responsible for the vending machines. "The complaints are mostly about breakdowns."

Bernier, who is also the manager of the Underground Cafe and Hokin Coffeehouse, said that refunds are available. To get a refund, one must go to the cashier's window on the fifth floor of the Michigan building. After filling out a form verifying the situation, a full refund will be given.

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My English lit. paper is due Tuesday.
My economics paper is due on Wednesday.
And the big game's tomorrow."

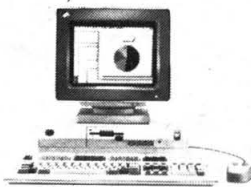


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Magnolias: an emotionally turbulent ride

By Mary Johnson
Staff Reporter

There are no two emotions as powerful, when brought to the movie screen, as laughter and tears. When these emotions are paced like a tennis match, the effect is an exhilarating roller-coaster ride, usually reserved for the chills and thrills of a suspense movie. This is *Steel Magnolias* triumph.

Adapted from the play written by Robert Harling, who also wrote the screenplay, *Magnolias* is presently being performed in New York and by touring companies across the country. With so much exposure, *Magnolias* makes up for its lack of an exciting plot by holding the audience's emotions in its grip.

There are moments when we aren't sure whether to laugh or cry. Just when we've decided that the floodgates will surely prevail, the director hits us with a piece of nonsense that spins us around and tells us what this movie is really about.

Sure, it is a film about women. But it is more than that. It is a film about the network of support that each of us develops to cope with the cruel tricks that life often plays. *Magnolias* shows us that we may not be able to change all that is wrong in our lives, but we can get through it with a little laughter and a little help from our friends.

Director Herbert Ross had the monumental task of handling the presence of six top-notch actresses without having them trip all over each other. Ross succeeded

at giving us a dab of color from a wide palette of talent by moving the characters through quick scenes and well-placed lines.

The movie opens with a burst of activity that sets the tone for the rest of the film. We meet M'Lynn, played by Sally Field, in the middle of her household, caught up in wedding-day madness. At first

does not waste any time in moving the story along, and within the first few minutes we are introduced to the other characters who make up the close-knit circle of friends.

Dolly Parton plays Truvy, the owner of the local beauty parlor, where she doses out anecdotes like first aid. Parton takes in

some uproariously funny scenes. They trade barbs that are so well-timed that we can't wait to hear what is coming next. Roberts is cast as Field's strong-willed daughter, Shelby, and it is her determination to live a full life in spite of a serious illness that binds the group together.

These six women play out the

steady stream of laughter. *Magnolias* ridicules everything from religion to homosexuality, without being offensive, and allows us to share the jokes without censoring ourselves. We are shamelessly exploited by glimpses of female stereotypical behavior, but they are similar to the jabs that we take from close friends.

By the time we are sure this is not a film to be taken seriously, Roberts has a diabetic seizure only hours before her wedding, while Parton is working on her hair. Now we are not quite sure how to respond. We experience the helplessness that follows when an awful situation occurs, through the eyes of the women. They fuss and hover, but handle the crisis in such a confident manner, that we are not surprised when Roberts emerges as the beautiful bride moments later.

It is almost as if something so terrible could not have happened so quickly. Of course, now the director has us. For the rest of the film we can't quite settle down as comfortably into the laughter. We are trapped into wondering about the tears.

There are painful choices made in this movie and painful consequences. Yet, *Magnolias* does not weigh us down with the details. The director gives us a shot in the arm, and then takes us out for a scoop of ice cream afterward. In the end, *Magnolias* does exactly what a movie should do—it satisfies like a sumptuous meal, and one that we will think about long after we have taken the last bite.



Annelle Dupuy (Daryl Hannah), a newcomer to Chinguapin, listens intently to Truvy Jones' (Dolly Parton) beauty parlor philosophy in Tri-Star Pictures' "Steel Magnolias," based on Robert Harling's play.

glance, Field looks too young to play the mother to Julia Roberts (Shelby); but by the end of the film, she has convinced us that she is indeed that creature who wants to be what she cannot be, a shield between her daughter and all that is cruel and wrong with life.

Set in a small fictitious town in Louisiana, *Magnolias* covers a span of about three years. Ross

protege Annelle, played by Daryl Hannah, who is on the mend from a miserable marriage. Hannah is hilarious as the peculiar Annelle, who becomes a Born-Again Christian despite Parton's cloning efforts.

Shirley MacLaine as Ouiser, the cynical and ill-tempered member of the group, and Olympia Dukakis, as the widowed and cultured Clairee, are paired for

cards that life has dealt them, while maintaining their ability to laugh at themselves and each other. They are able to love enough to be cruelly frank at times, and painfully silent at others. It is only at the conclusion of the movie that we begin to recognize just how valiant they really are.

During the early part of the film, we are bombarded by a

News & Notes

By Tamara Fletcher
Staff Reporter

Attention all fiction writing fans: Award-winning author Harry Mark Petrakis will read from his works at Columbia College's Hokin Hall, on Wednesday, Nov. 15, at 8:30 p.m. The event, which is sponsored by the Fiction Writing department's reading series, is free and open to the public. Petrakis is the author of seven novels, four collections of short stories, two works of autobiography, including *A Dream of Kings*, *The Hour of the Bell* and *The Petrakis Reader*. Awards he has received include Friends of American Writers, Society of Midland Authors, O'Henry, Carl Sandburg and two nominations for the National Book Award.

Be sure to put Gorky Park on your calendar for Thursday, Nov.

16, 1989 at the Cabaret Metro, 3730 N. Clark. Show starts at 7:30 p.m. for all ages. This band recently took part in the Moscow Music Peace Russian Festival along with Bon Jovi and Cinderella and is the first Russian band to be signed to a major U.S. label. This is Gorky Park's first American tour. Tickets are \$10.00 in advance or \$12.00 at the door. Doors open at 6:30 p.m.

It's the return of The Call, Friday, Nov. 17, 1989 at Cabaret Metro, 3730 N. Clark. The band has been together for more than seven years and has built up a string of hits including "The Walls Came Down", "Everywhere I Go" and "I Still Believe." The band sold out its Metro show last August, so get those tickets early. Tickets are \$15.00 in advance or at the door. Doors open at 6:30 p.m., showtime is at 7:30 p.m.

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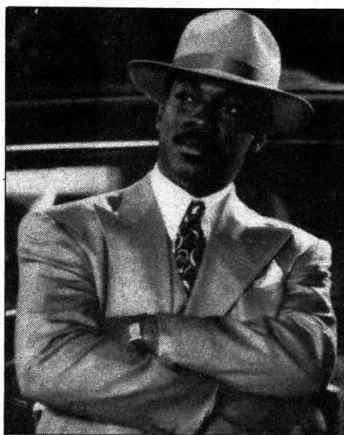
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FREE TICKETS

Columbia Chronicle, African American Alliance and Paramount Pictures will give away 8 pairs of tickets to

HARLEM NIGHTS



The new movie starring Eddie Murphy and Richard Pryor. Complete entry form and drop it off in the Hokin Student Center by Wed. Nov. 15, 11:30

Drawing: Nov. 15, 12:00 Noon, winners need not be present.

Screening: Nov. 16, 7:30 p.m. Lincoln Village Theatre

Name: _____
Phone: _____
Phone: _____

The Back Page

Columbia Chronicle

November 13, 1989

PAGE 8

From the President:

I am happy to report that the North Central Association, at the Aug. 25th meeting of the Executive Commission, voted to accept the recommendation of the team which visited Columbia last April. It is therefore now official: Columbia's accreditation has been continued, and our next comprehensive evaluation is scheduled for 1998-99. Thanks to everyone—students, faculty and staff—and congratulations on achieving this important recognition.

Mike Alexandroff
President

Briefly:

The Hokin Student Center is seeking artwork from African-American and Hispanic students. The artwork will be displayed during the week-long festival Celebracion-Karamu, Dec. 8 through Dec. 15. Deadline to submit artwork is Monday, Nov. 27. For more information call the Hokin Student Center ext.696, or contact either the African American Alliance or The Hispanic Alliance.

An academic reminder: Friday, Nov. 17 is absolutely the last day to withdraw from classes without affecting your grades. Unless you want to fail, drop by the records office on the 6th floor of the Michigan building before then.

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DID YOU KNOW...

Now is the time to do your homework about internships. Every student should consider participating in at least one internship before leaving Columbia College. The benefits of such an experience are talked/written about almost daily. But what are the mechanics? How do you go about getting one? Do you qualify? What companies offer them? What steps do you have to complete with your department before you receive credit? Start your research now. Talk with the internship coordinator, placement coordinator and/or academic advisor for more information.

Portfolio reviews are required by the departments of art and photography before a student is given consideration for an internship. Think about it! It takes time to build a qualitative portfolio. Note the scheduled dates for the art and photo portfolio reviews (see Career Calendar, below). If you have questions, please contact Julie Mittman, Placement Office.

The "Talent Locator" board is an excellent place to find opportunities to build your portfolio. This bulletin board, located outside the Office of Counseling Services, (suite 300, Wabash bldg.)

Career Corner

lists announcements for voluntary talent. Students and entrepreneurs often need writers, artists, actors and production people to complete artistic, professional projects. Although endeavors are voluntary and therefore don't pay you in dollars, they do help to generate professional samples you can include in your portfolio.

The League of Women Voters

of Chicago will be at Columbia College to help register staff and students. You need to register now if you never registered before, moved, changed your name or failed to vote in the last four years. To register to vote, you need two (2) pieces of identification, one with your current address. (Check the Career Calendar for dates.) For further information, the Placement Office.

CAREER CALENDAR

11/14 & 11/15 - Voter's Registration, Hokin Lobby
11:30 a.m. - 2:30 p.m.

11/16 - Chicago Communications/15 Annual Luncheon
Thursday, 11:30 a.m.

11/16 - Chicago Advertising Club (CAC) Ad Bash, Membership party Thursday, 5-9 p.m.

(For details on both events, contact Jan Grekoff, Placement Office.)

11/29 - Art Portfolio Review

12/01 - Photo Portfolio Review

(For details, contact Julie Mittman, Placement Office)

12/15 - ITVA Kaleidoscope, ITVA Film Festival
(Questions? Contact Janice Galloway, Placement Office)

STUDENT WORKSHOPS

Career Connections

11/14 - 12:15 p.m.

11/15 - 5:30 p.m.

Get a Job

11/28 - 12:15 p.m.

11/29 - 5:30 p.m.

For description and location contact Placement Office, Room 300, Wabash building.

Calendar

Monday
Nov. 13 Comedy Cabaret, Hokin Student Center, 1 p.m. free.

Tuesday
Nov. 14 African-American Alliance will meet at 5 p.m., Room 407, Wabash building. Refreshments will be served.
Women in Communications, Inc. will present "Sensationalism in The Media" featuring Mike Lyons, Chief Investigator for the Better Government Association. The lecture will begin at 5 p.m. in the fifth floor faculty lounge, Wabash building.
A mask-making workshop will be presented by the Inter-Arts Department from 6:30 to 9:30 p.m. For location information, call 663-1600 X 670.
"600 South News" will be presented at 11 a.m. in the Hokin Student Center.
"Behind The Screen", Columbia's own soap opera, will be presented at 11:30 a.m. in the Hokin Student Center.
The Academic Advising and Placement Office will present an evening seminar titled "Career Connections" at 12:15 p.m., in Room 313, Wabash building.
Free film "Rattle & Hum" will be presented in the Hokin Student Center at 4 p.m.

Wednesday
Nov. 15 Award winning author Harry Mark Petrakis will read from his works at the Hokin Hall at 8:30 p.m. in the Wabash building.
The Academic Advising and Placement Office will present a seminar titled "Getting Involved" at 12:15 in Room 313, Wabash building.
Student Organization Council will hold an open meeting at 5 p.m. in Room 409, Wabash building. All students are encouraged to attend.
Columbia College Women's Coalition will meet at 5:30 p.m. in Room 603 Wabash building.

The Science, Technology and Communications program will present a seminar titled "The Death of the Dinosaurs: Meteorites and Mass Extinctions" at 4:30 in the Ferguson Theatre, Michigan building. Food and drink will be provided following the seminar. The following bands will perform at the Avalon, 959 W. Belmont. Axion, 10:30; Hiro, 11:30; and The Junkies in the Cabaret Room. \$3 cover charge.

Thursday
Nov. 16 Free film "Hail Hail Rock & Roll" in the Hokin Student Center at 4 p.m.
American Designer, Robert Comstock will speak at 2:30 p.m. in Room 1301, Michigan building.
Eleventh Dream Day will perform at Lounge Ax, 2438 N. Lincoln Ave. Showtime 10 p.m., \$5 cover.
The following bands will perform at The Avalon, 959 W. Belmont. Random Access, 9:30; Big Hello, 10:30; Down Town Scotty Brown & Co., 11:15; and Metaphor at 11:30, \$3 cover, ladies no cover.

Friday
Nov. 17 Student Organization Council will meet at 10 a.m. in Room 202, Wabash building.
The Hokin Student Advisory Board will meet at 11:30 a.m. in Room 202, Wabash building.
"Coverage or Cover-up: Censorship in American News Media," a lecture by Jeff Cohen, will be presented at 10:30 a.m. in the Hokin Hall, Wabash building.
Jazz Butcher will perform at Lounge Ax, 2438 N. Lincoln. Showtime 10 p.m., \$10 cover.
The following bands will perform at The Avalon, 959 W. Belmont. Toy Haus, 10 p.m.; The Raving Mad, 11p.m.; and from Madison WI, Tar Babies at 12 a.m., \$5 cover.
The Call will perform at Cabaret Metro, 3730 N. Clark. All ages, showtime 7:30 p.m., \$15 cover.

Classifieds

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ATTENTION - HIRING! Government jobs- your area. Many immediate openings without waiting list or test. \$17,840 - \$69,485. Call 1-602-838-8885. EXT. 18237

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