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Independent- Oct. 30, 1989

Don Price

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New policy confuses students about tuition payments

by Don Price

Confusion seems to be the most immediate reaction to UNI's new tuition policy. Recent protests have indicated an negative response from students, yet few students appear to understand the actual ramifications of "on-line" registration.

Under the new program, advance registration still calls for an initial payment of \$100, but students now have two installments to pay the remaining balance instead of one. The open registration program, however, has undergone several important changes.

Previously, students who registered for 7-12 trimester hours were required to pay \$400 initially, with the remaining balance to be paid about a month later. Students who registered for 1-6 trimester hours had to pay \$200 under the same conditions. However, according to Cyrille Brennan, coordinator of registration, there was an unwritten law that allowed students to skip the initial registration payment, apply for reinstatement later in the term and pay the total at a later date. Unfortunately, some students used this procedure to register for classes without paying, waiting to see how they performed on early tests and other class assignment. If a grade was poor, these students simply stopped attending the

course and avoided payment altogether.

The new procedures eliminate any such unwritten law, and require an initial payment of \$250 for 6-12 trimester hours and \$125 for 1-6 trimester hours, without any deferment. "If the initial payment for on-campus registration is not paid, the registration will be cancelled almost immediately," Brennan warns. Stu-

dents now have two installments to pay the remaining balance instead of one.

"We're asking for a small financial commitment up front from students to show that they're earnest," Brennan explains. "We've made sure that the students who pay on time and do what they're supposed to do are not compromised."

Tuition Policy Comparison

Advance Registration

Old Policy

\$100 initial payment, remainder due in full 1 month later

New Policy

\$100 initial payment, remainder paid in 2 installments

Open Registration

Old Policy

Initial payment:
7-12 hours - \$400
1-6 hours - \$200

Possible deferment of initial payment, remainder due in full 1 month later

New Policy

Initial payment:
7-12 hours - \$250
1-6 hours - \$125

No deferments, remainder paid in 2 installments

Life without Halloween is too scary to contemplate

A few months ago, I reminisced in this column about growing up with television in Chicago. I've eagerly awaited this issue to write about my most vivid remembrance of youth: Halloween.

Halloween - the real kind, not the homogenized, sanitized thirteenth cousin of Halloween that we have now. When I was a kid, the three best days of the year were Christmas, Halloween and your birthday, in that order. A good Halloween beat a good birthday hands down.

Those of you too young to remember Halloween in its heyday will have to strain to imagine swarms of kids in costume parading through city and suburban streets. Thousands of kids, most without their parents. During the hours of trick-or-treating, we owned those streets.

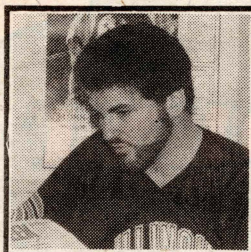
Rushing home from school to put on the new costume and heading out the door to start raking in the goodies had all the urgency of going off to war. We had a solemn responsibility to hit as many houses as we could, and to make as big a haul as we could before it was all over for another year. Saturday and Sunday Halloweens were all-day propositions, requiring extra effort and dedication. During junior high, when I had a paper route, I used my newspaper bag; boy, did that thing get heavy when it was full!

I remember few more traumatic incidents while growing up than the Friday afternoon I ran home only to find my sister gone and the door locked. As I wailed and screamed on the front porch about losing the first two crucial hours of trick-or-treating (when all the good candy bars were still left), it amazes me still that no one called the police to report me.

The good houses were the ones that gave out miniature candy bars, giant Sweet Tarts and Jawbreakers and the seasonal favorite, candy corn, and we hit these places more than once. Of course, there were always people who gave out those awful Brach's Boston Baked Beans, as well as unimaginative types who handed out gum or pennies. We put the word out to avoid these places like the plague.

Occasionally, some kids got a little out of hand, and houses got "decorated." Shaving cream was the preferred medium, while eggs were reserved for only the most unpopular residents. Usually, though, such activities were performed by the "older kids" - we were much too busy filling our bags.

Unfortunately, over the years, some sickos



Don Price's Mental Floss



got into the act, putting razor blades into apples and toxic substances into candy. With the resultant media hype, more and more parents started keeping their kids off the streets and organizing neighborhood parties as an alternative to trick-or-treating. The swarms of kids in costume dwindled to a mere handful.

Parents have maintained that it just isn't safe for kids to go trick-or-treating any more. Law enforcement officials, however, have indicated that the activity can be safe if parents go with their kids and help sort out the goodies before eating. Every year, local hospitals offer free X-raying of treats, only to report a small number of people taking advantage of the service.

I have to conclude that most parents who don't allow their kids to go trick-or-treating are simply too lazy to sacrifice a couple of hours of their time. Aren't their kids worth two hours or so of the most "quality time" imaginable? And for those parents who still aren't convinced that trick-or-treating can be safe, I'm happy to report that UNICEF still offers its "Trick-or-Treat for UNICEF" program, where kids can collect money instead of candy for a worthy cause.

In many respects, Halloween is just one in a long list of children's activities that have been either watered down beyond comprehension or killed outright. Try to find a public pool in the summer with a diving board (especially for high dives) or a sled hill without fences, guards and lights.

Taking risks was part of growing up for my generation - even stupid ones. We got banged up and even broke a few bones here and there, but we made it, just as millions of others made it before us. Nowadays, though, people want to legislate and litigate as many risks as possible out of existence. Who knows? Maybe some of the juvenile crime and drug problems kids are involved in today may be caused from a lack of acceptable risks to take when they were younger.

There may be a happy ending to this story, as the last few years have seen a slight increase in the number of trick-or-treaters. It's still too early to tell if this trend will continue, or if Halloween will eventually become a thing of the past - a possibility scarier than any ghost, goblin or mad slasher.

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The Northeastern Independent

Letters to the editor should be typed, double spaced and no more than 250 words.

CORRECTIONS

The Oct. 16 issue of the *independent* contained a story which indicated that the decision to change the university calendar originated during the collective bargaining negotiations in the summer of 1988. This information is incorrect; talk of a calendar change has been heard for several years, but the new calendar is the direct result of a suggestion by President Gordon Lamb in 1987.

The *independent* regrets the error.

Senate actions lack consistency

For months, the call has gone out for the Student Senate to stop its bickering and start working on issues confronting the student body. Vice-President for Student Affairs Melvin Terrell has challenged senators to set their sights higher, and the *independent* has consistently echoed that challenge.

The Senate's latest efforts show an attempt to meet that challenge; unfortunately, it is an attempt made after the fact.

Outraged by increases in cafeteria prices, the lack of progress on the damaged pool in the P.E. complex and - most significantly - the new tuition payment policy (see page 1) the Senate responded by calling for a boycott of the cafeteria as well as the advance registration process. The boycott technique was apparently suggested by student leaders from another school at a recent leadership conference in St. Louis.

The deplorable situation concerning the pool demands action, and the Senate is justified in calling attention to it. The cafeteria price increases are being addressed by Senate members, and PFM seems more than willing to

cooperate. However, the Senate was off the mark on its understanding of the new tuition policy, and the reaction it undertook demonstrates this.

A Senate officer approached the editor of the *independent* recently and requested him to pass along the call to boycott the cafeteria to other staff members. The officer further admonished him to request that staff members ignore advance registration, and indicated that other student organization leaders were also being contacted about the boycotts. Neither suggestion was acted upon.

For senators to advise students to avoid advance registration, however, is a blatant act of disservice to those students. Failure to participate in advance registration will require a student to pay more money up front (\$250 as compared to \$100) to register and may well decrease the probability of that student receiving his chosen classes. Anyone who advises a student to avoid advance registration might just as well tell that student to avoid paying his registration altogether.

The majority of people negatively impacted by the new tuition policy are those students who, in the past, registered for classes, failed to pay for them and observed their grade performance before actually paying any bills. The Senate seemed bound and determined at first to defend the rights of these deadbeats to fill up seats in classes which paying students might otherwise be able to enter. However, cooler heads prevailed and the Senate leadership decided to back off from its call to boycott.

The *independent* strongly urges those students who heeded the early "advice" of the Student Senate to ignore it and to participate in advance registration; the Senate itself has swallowed its pride and begun to promote advance registration as well, for which it should be commended. The boycott idea was simply a knee-jerk reaction from a poorly-informed group of student "leaders" to a complex set of issues. These "leaders" should continue to learn more and shout less - especially when what's being shouted is detrimental to the student body.

New semester system: not so bad

COMMENTARY

by Tom Ligay

What are the changes in the calendar going to be, and how will they affect me? Two burning questions that have caused you many sleepless nights since you heard the news, I'm sure. Let me try to put your mind at ease.

The changes are relatively easy to grasp. The "tentative" calendar for the new early semester system shows that the "fall" semester will begin on Aug. 23, 1990 with open registration and end on Dec. 21 when final grades are due. This is a 17-week period, with 16 weeks spent on actual class time.

That's right: a whole extra week of classes to attend. I wouldn't worry, though, because two days of that week are called "reading days." Reading days are days without classes, just before final exams. It's assumed that you will use these days wisely and spend them studying for your finals. Sure.

What we now call "winter term" will be called "spring semester" in the new calendar. It will begin on Jan. 7, 1990, with open registration and end on May 3 when final grades are due. This semester is also 17 weeks long, with 16

weeks actual class time. But again, don't despair. The two reading days will be even more enjoyable in May than they were in December.

The greatest change comes in the "summer session." Now, we have two 8-week terms, while the new summer session consists of a 12-week term and a 7-1/2 week term. The 12-week term, according to the "tentative" schedule under discussion, will begin in mid-May of 1990 and run through the second week of August. The 7-1/2-week term will begin the third week of June in 1990 and will run concurrently with the 12-week term until the end of the summer session. It is the administration's intention that classes in the summer session will be scheduled in such a way that students attending the 12-week term will be able to attend classes in the 7-1/2-week term as well.

How will these changes affect you? Let's look at possible yearly credit hours. Currently, under the trimester system, it is possible for a student to earn 15 credit hours in the fall, 15 in winter, 9 in spring and 9 in summer. That's a total of 48 credit hours in a trimester year, without an overload.

Now, let's assume that the credit hours allowed in the new "fall" and "spring" semesters will remain at 15 credit hours each, and though

no one knows for sure, let's assume that 15 credit hours will be allowed during the "summer session." (This is a generous assumption; credit hours allowed will most likely be less.) This adds up to a possible total of 45 credit hours in a semester year.

To me, this presents a problem. The three credit hours I would have had will now have to be carried over to another semester, lengthening my time in school.

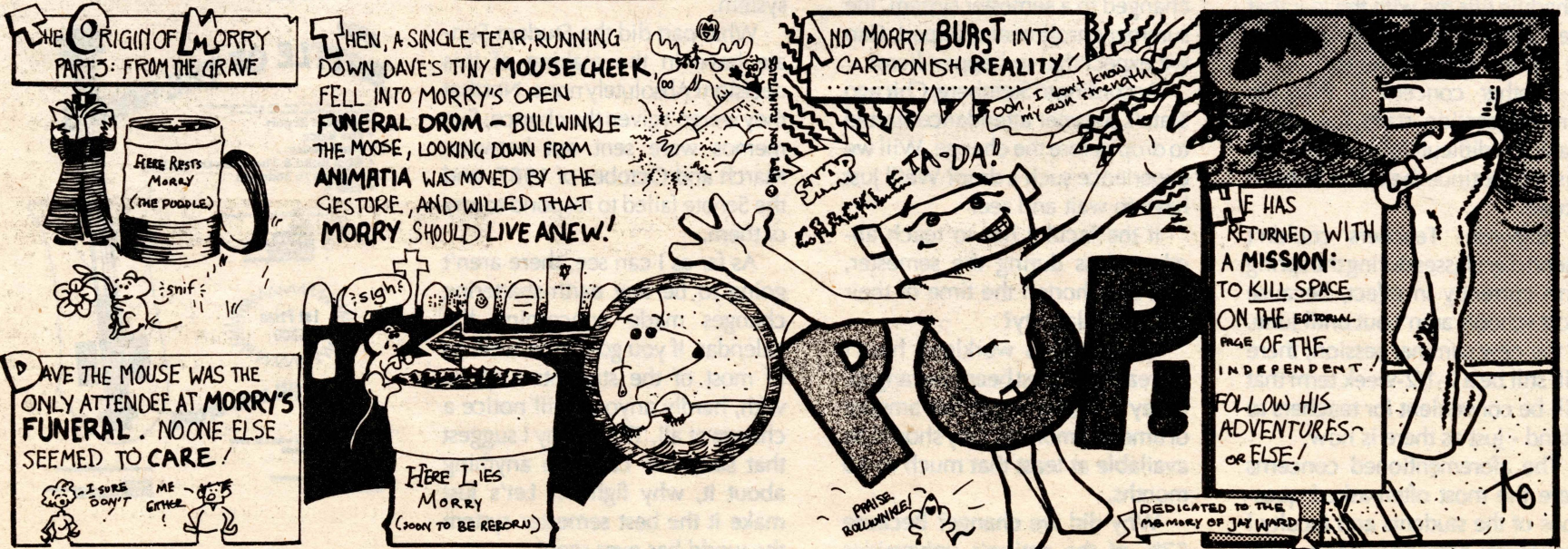
However, this problem might only pertain to me. Dr. Salme Steinberg, acting assistant provost, told me that "most of our students do not carry the theoretical full time load."

Meanwhile, a few of the faculty I've spoken with have voiced concerns about their workload. Currently, they teach three classes in the fall, three in winter and two in spring/summer. This adds up to eight classes in ten months. Some faculty members feel that they will have to teach eight courses in nine months.

In reality, they have a choice between that schedule and teaching four classes in fall, three in spring and one in the summer session. Steinberg said that if they chose to work the 12-week term, they would probably earn 12 months' salary. This confusion about the faculty

(Continued on next page)

THE ADVENTURES OF MORRY BY "BIG DADDY" DON SCHNITZMEISTER



Halloween business, sales makes terrifying comeback

By Leslie Ellis

Carve a pumpkin, tape a cardboard witch on the door and buy the kids flimsy dime-store costumes.

That's the uncomplicated Halloween most of us once knew.

But the celebration of ghouls and ghosts isn't that simple anymore.

Halloween has become big business.

Store shelves and mail-order catalogs this year are overflowing with more Halloween paraphernalia than ever.

You can order a child's spider costume from a catalog for as much as \$50.

Stop your party guests in their tracks with a \$49 ceramic witch's head that cackles on cue.

Or spend more than \$10 outfitting your infant with a Halloween T-shirt and hat.

Retailers say that in the last three or four years, Halloween has become a big-time event, especially among adults. In some cases, stores have more than doubled their Halloween displays.

New on the scene are an abundance of outdoor decorations, from strings of jack-o'-lantern lights to 6-foot-tall inflatable skeletons and ghoulish-looking doorknob covers.

Indoor decorations have begun to rival those displayed at Christmas.

Charm your party guests with battery-powered flying witches, pumpkin candles and candle holders, and all kinds of ceramic Halloween characters. Some even play haunting tunes.

Upscale costumes for children, fit for a Broadway stage and costing anywhere from \$20 to \$50, are featured in catalogs. More costumes are available for adults.

Those who sew can choose from dozens of patterns. Or you can create your own look from an as-

sortment of Halloween-motif clothing and jewelry, from tie tacks to barrettes to boxer shorts.

Just how big a business Halloween has become is anyone's guess.

But about \$400 million is expected to be spent on costumes and accessories alone, according to Hallmark Cards Inc., which tracks Halloween trends. And an estimated 28 million Halloween cards will be sent, half of them by adults.

Add to that an untold amount spent on candy, gift items and private and community Halloween parties.

"It seems that Halloween has taken the country by storm," said Doug Curtis, vice president of marketing for Spencer Gifts, which operates 550 gift and novelty stores. "People are just going ape over Halloween."

The number of Halloween celebrations, including parties and community events, has increased 25 percent in each of the last three years, estimate trend spotters at Hallmark, which also has jumped on the Halloween bandwagon.

Hallmark now offers 347 different Halloween costume, gift and party products—nearly 20 percent more than last year—including everything from baby bibs to devil's tails.

What's caused this Halloween fervor?

Just a few years ago, it was a holiday on the rocks. It seemed parents were ready to give up on trick-or-treating amid reports of children who received contaminated candy and apples studded with pins.

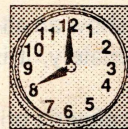
The baby boom is part of the reason for Halloween's popularity, says Michael DeMent, a spokesman for Hallmark Cards, which uses interviews with 50,000 people a year to help plan its product lines. There are just more kids who

Halloween safety

Here are some suggestions for a safe Halloween night:



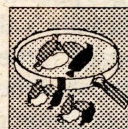
Be sure masks have eye-holes large enough to see through easily.



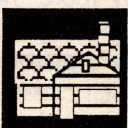
Set rules for children including boundaries and curfews. Young children should be with an adult.



Avoid jack-o'-lanterns illuminated by candles, dogs that may be frightened by the costume.



Don't eat treats until they are checked by parents or police metal detectors.



Walk on sidewalks and approach only those homes that are well lit. Inform children not to cross streets between parked cars.



Homeowners should keep porch lights lit. Motorists should exercise extreme caution.



Have children wear light-colored costumes or add fluorescent decals to reflect car lights. Costumes should be non-flammable.

Robert J. Richards, Gannett News Service

want to celebrate Halloween.

And instead of trick-or-treating door to door, many of them are attending parties held by parents, community groups and even shopping malls that provide a safe substitute.

Besides stores that offer ready-made costumes, many fabric stores feature Halloween sections for the do-it-yourself costume maker. Halloween costume patterns sell so well that last year Butterick came out with a separate book devoted to Halloween. It had 33 patterns, each creating five different costumes.

Simplicity sells 45 patterns.

"Kids seem to want to be characters," said Beth Mauro, publicist for Simplicity, which features patterns of Disney characters, Garfield and the Muppets, as well as packages for teen-age couples and a new line of costume patterns for babies.

"Mothers get a lot of satisfaction from seeing their kids in an excellent costume," Mauro said. "They're sinking more money into their children. Costumes aren't thrown together anymore."

For some, Halloween isn't complete without a terrific costume. One in four adults will dress up, Hallmark estimates.

Some will do so to greet trick-or-treaters or accompany their own children. But most will go all out for their own Halloween parties; Halloween ranks second as an adult party occasion behind New Year's Eve.

Keran Caufield, past president of Caufield's Novelties in Louisville, where Halloween sales even surpass those of Christmas, said:

"You can wear a mask and do a lot of foolish things you wouldn't do if you're not wearing a mask."

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COMMENTARY

(Continued from previous page)

schedule fills me with the fear that the 12-week summer session will be limited in its offerings.

Another concern is that the summer session starts too early, making it difficult for teachers that wish to continue their education to attend.

Hogwash! Teachers couldn't attend day classes during the spring term currently in effect, because most schools aren't out until June. In the new summer session, there will still be a 7-1/2-week term that will be convenient for teachers to attend - just as there is now.

The aforementioned concerns were the most often-asked questions of the students and faculty I spoke with. Now I'd like to quickly

look at a few more that were asked.

After Chicago State University changed to a semester system, the summer enrollment dropped. Can we expect that to happen here?

According to Steinberg, Chicago State's summer attendance started to drop before the change. Will we experience such a drop? We'll just have to wait and see.

If the faculty has to teach another class during the semester, will this shorten the time of their office availability?

The faculty's workload hasn't increased; it's just been rearranged. If they're available a certain amount of time in 9 months, they should be available at least that much in 10 months.

Why did we change? Because 57% of the nation's universities

are on a semester basis, and it makes it easier to transfer into this system.

What part did the Student Senate have in the making of this decision? Absolutely none. Not that they weren't given the chance; five memos were sent out between March and October of 1987, and the Senate failed to respond to any of them.

As far as I can see, there aren't going to be any earth-shattering changes made concerning the calendar. If you go by the feelings of most of the students I spoke with, hardly anyone will notice a change at all. That's why I suggest that since we can't do anything about it, why fight it? Let's just make it the best semester system the world has ever seen!

Friday, November 3
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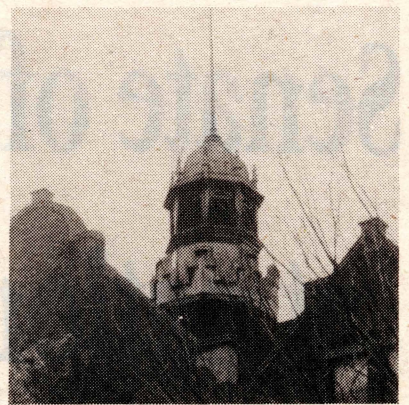
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Development

Old administration building seems destined for 1990 demolition



by Julie Schad

The Landscape and Beautification Committee, headed by Geography Professor Bob Easton, is fighting to preserve the cupola, among other decorative pieces from the administration building of the old Chicago Parental School.

The school, built as a boarding school for truant boys, was located on the ground now occupying the south side of the campus. This property was obtained by UNI in the mid-70's. The original area contained three dorm cottages, an administration building and a building for the superintendent. The administration building was vacated and left for several years while UNI waited to receive funding for renovation. Many ideas were considered for the usage of the building, including a plan to make it into individual studios for the Art Department.

Three years ago, after waiting for the proper funding to no avail, it was decided that the building - now a safety hazard - should be torn down. Permission for demolition was denied due to the discovery of asbestos in the building. The building was boarded up, while only the cottages were torn down (except the superintendent's cottage at 5350 N. St. Louis, which houses several offices).

On May 25, the asbestos removal was completed. The funding to tear down the building is now available from the city, and the contract for demolition is expected to be finalized by the end of November. Tentative plans call for the actual demolition to take place next year. However, the lower rear section of the building will be preserved as the carpenters' and maintenance workshop area. Landscaping similar to the type found around the library will be used to block this remaining portion of the

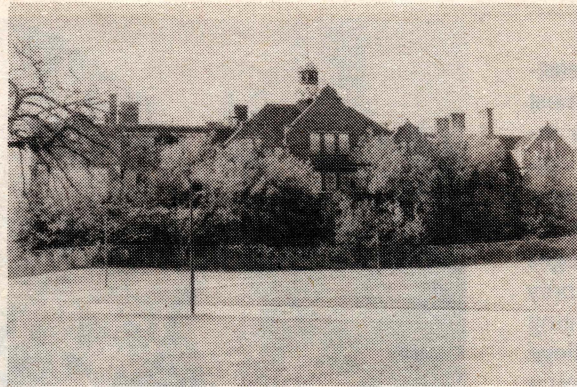
building from view.

Some people feel that the building should still be renovated instead of torn down. As Tim McCarthy, a state employee working at UNI, says: "It's a beautiful old building; I wish they would save it." Many share his views, but "there are so many different things that you need to worry about in rehabilitating an old building," states Mark Kipp, chairman of the Campus Planning Committee (CPC), "such as handicapped facilities, lighting and heating units, safety code regulations..."

Currently, all the committees involved agree that it would be too expensive to try to rehabilitate the building now, considering the extent of the work that would need to be done.

The administration building, constructed around 1901, is a red brick structure adorned with a cupola, several lion-faced scuppers and decorative limestone slabs. These are the items the Landscape Committee, a subcommittee of the CPC, is trying to preserve. "We started out," explained Easton, "as a group of concerned individuals looking toward improving the landscape and the aesthetic beauty of this campus." Originally, their plan involved utilizing the building's ornamental pieces to create an open-air structure in the area now occupied by the condemned building. This structure was to be a springhouse or a gazebo topped by the cupola, where concerts or other social activities could take place. The limestone slabs and the scuppers were to be used as ornamentation on benches placed around the springhouse. This plan, ideal as it sounded, did not take into consideration the enormous size of the cupola.

The cupola's inside structure is composed of 6x6 southern white pine, a rarity according to



(Above) The cupola atop the administrative building, decorated with copper ornamentation; (Left and Below) Two views of the structure. Photos by Steve Besetzny.



Easton. It is 21', 9" to the top of the finial, and 10 feet wide at the base. The cupola is entirely clad in copper, resulting in a weight of over 7500 lbs. Its base is 63 ft. above ground level on top of the building, which accounts for the misjudgment of size when planning for the springhouse. The cupola is constructed as one piece, not allowing the dome to be separated and stand freely. Yet, architecturally speaking, placing the entire structure on a single-story springhouse is not an option.

Even if the cupola were removed from the building and placed on the ground as a landmark, with flowers and landscaping around the area, the construction would be expensive. A special crane would need to be obtained, and since the

cupola is one piece, its removal would dictate exactly how the building would be torn down. A definite plan for the usage of the cupola and other pieces must be set out and costs estimated, as well as plans for obtaining the necessary funding, before the contract for demolition is finalized. If the cupola is torn down with the building, the copper and southern white pine will become the property of the contractor.

During the Oct. 19 meeting of the Landscape Committee, it was agreed that the preservation of the cupola is impractical, but the scuppers and the limestone slabs should still be preserved. The next meeting is scheduled for Oct. 31 where more discussion on the preservation process will take place.

Senate officers display school pride at national leadership conference

by Steven Ratz

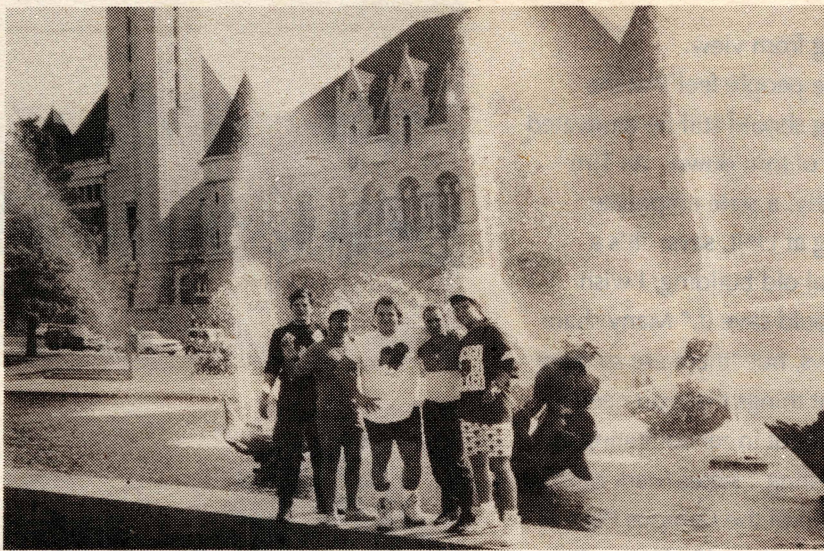
Representatives from Northeastern were cited as showing the most school pride among four-year institutions attending the 11th Annual National Leadership Conference on Student Government. Of the more than 70 other colleges and universities in attendance, only one other group, representing Shelby State Community College in Tennessee, was given similar commendation from among American community colleges.

The conference was held from October 12-15 in St. Louis, MO. Five delegates from Northeastern's Student Senate took this opportunity to interact with other campus representatives from across the nation. This was a four-day conference where student government leaders and advisors could exchange ideas and information, and find practical solutions to campus concerns.

UNI's delegates were praised for the way they represented their school at the conference. Pat Bosco, organizer of the annual convention, lauded Northeastern's representatives during an "All-Conference Round Table", where all of the various delegates were assembled into one room.

The five-man delegation from UNI, consisting of two Student Senate officers and three senators, stood up from their seats and cheered when their triumph was announced.

The three Student Senators who attended are also presidents of various organizations around Northeastern: Sharil Yonan, president of the Assyrian Club; Phillip



The UNI delegates take a refreshing pause in front of St. Louis' historic Union Station. Photos courtesy of Steve Ratz.

Muscarnero, president of the Italian Club; and Steven Ratz, chairman of the Commuter Center Activities Board (CCAB). The senators all felt that they could apply what they learned at the Leadership Conference toward their respective organizations as well as toward Student Senate.

The two UNI Student Senate officers who attended the Leadership Conference were the president of the Student Senate, Phil Trocchio, and the secretary of the Student Senate, Ed Zamora.

The Leadership Conference schedule offered a blend of seminars, workshops, and roundtables which allowed the delegates to pick and choose among them according to the needs of their particular institution. The roundtables gave the conference delegates from similar size institutions an opportunity to share new

ideas, current trends and answers to common problems with fellow Student Government leaders. The seminars and workshops dealt with specific topics conducted by the workshop faculty members.

There were also "Idea and Material Exchange" tables where each institution could bring items that might be interesting or useful to the delegates from other institutions, such as Student Handbooks, Student Government Constitutions or promotional material. The senators from Northeastern plan to compile all of the information they received from the Leadership Conference into a booklet, copies of which will be sent out to the other institutions from the conference to ask for their input, to make a truly comprehensive leadership guide.

A possible disaster turned into a heartwarming reassurance for



The spirited representatives: (clockwise from left) Muscarnero, Ratz, Yonan, Zamora and Trocchio.

Senator Ratz when his camera, which he misplaced and thought stolen, was returned to him after it was turned in to Bosco by a conference delegate. The rest of the UNI representatives didn't doubt for a minute that the camera would be returned. After all, this was a gathering of responsible student leaders.

The delegates left the Leadership Conference with several objectives in mind for their return to their respective institutions. They were to reduce student apathy, improve student input on campus, and form a "plan of action" for resolving campus concerns. The most important objective, however, was that the delegates take back with them new skills and ideas which will enable them to "make a difference" on their campuses.

New insurance rates for students

The Board of Governors' Insurance Office accepted the bid of Guaranty Trust Life Insurance Company - administered by by Student Plans, Inc. - to provide health insurance for students. The new rates that went into effect as of Sept. 5 are:

Student Only	\$95.60
Spouse	414.00
Each Child	87.00

These rates reflect an effort to keep the student portion of the insurance cost at an acceptable level. In accordance with federal mandate, maternity is included as any other condition which accounts for the higher cost of dependent coverage.

Remember to check your tuition bill to be sure you have insurance. All full time, undergraduate students are automatically covered and charged accordingly. The charge can only be removed by waiver. If the \$95.60 does not appear on your bill, you do not have insurance. All students who are part-time, graduate, alumni or who need dependent coverage must apply to the company directly. Coverage for these students begins the day the company receives their application form and payment. Application and claim forms are available in the Health Service office, G-138. Any questions may be directed to this office at X3454.

REMEMBER: Starting November 11, 1989 suburbs currently in Area Code 312 change to Area Code 708.

NEW AREA CODE 708 IS ON OUR DOORSTEP

NEW 708

AREA CODE

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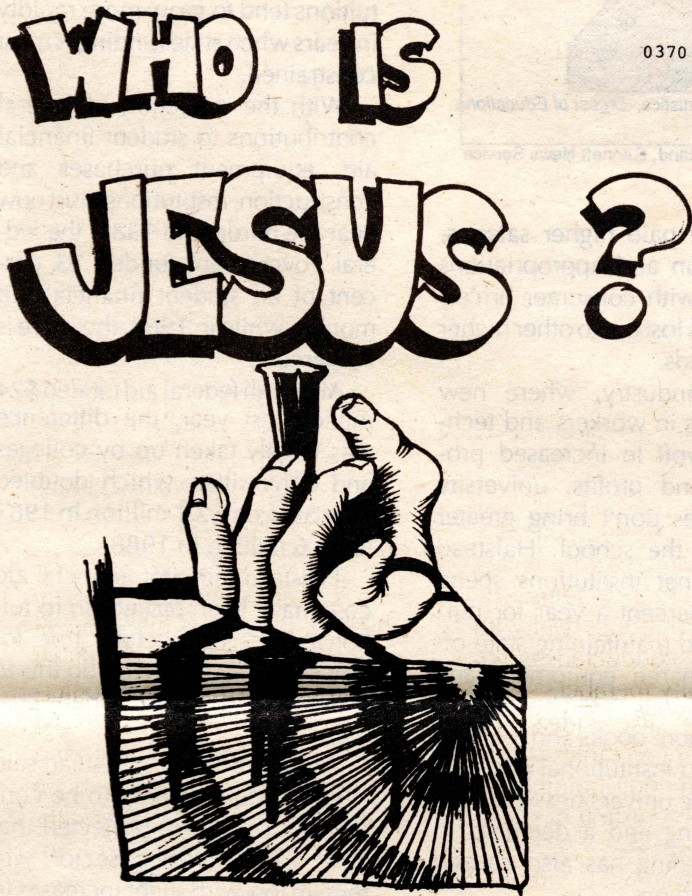
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College tuition continues to rise

By A.M. Jamison

Now there's another thing to add to your list of sure-fire things in life — death, taxes and — rises in college tuition.

Faculty salaries, books and classroom equipment are the biggest contributors to the increase, but changes in state aid and federal funding also play a part.

Over the last 10 years, tuition has risen about 113 percent at public institutions and 148 percent at private institutions, according to Kent Halstead of Research Associates of Washington, D.C.

"Because the percent increase was higher at private colleges than public colleges, this means the gap between public and private schools is increasing," said Donald Dickason, vice president at Peterson's, a firm that conducts educational research and provides information, career guides and software.

"If this continues, this will be a problem. Private institutions depend heavily on financial aid to fill gaps. If the gap widens, they will be under more pressure to provide additional aid, or those larger gaps will become a disincentive for students to seek private education."

This year, tuition, fees, and room and board rose five to nine percent, according to the College Board, which provides research and services to help high school students attend college.

The annual rise in college costs has caused so much concern that the Justice Department has been investigating about 30 colleges and universities for alleged practices of price fixing, which is a violation of the Sherman Antitrust Act of 1890.

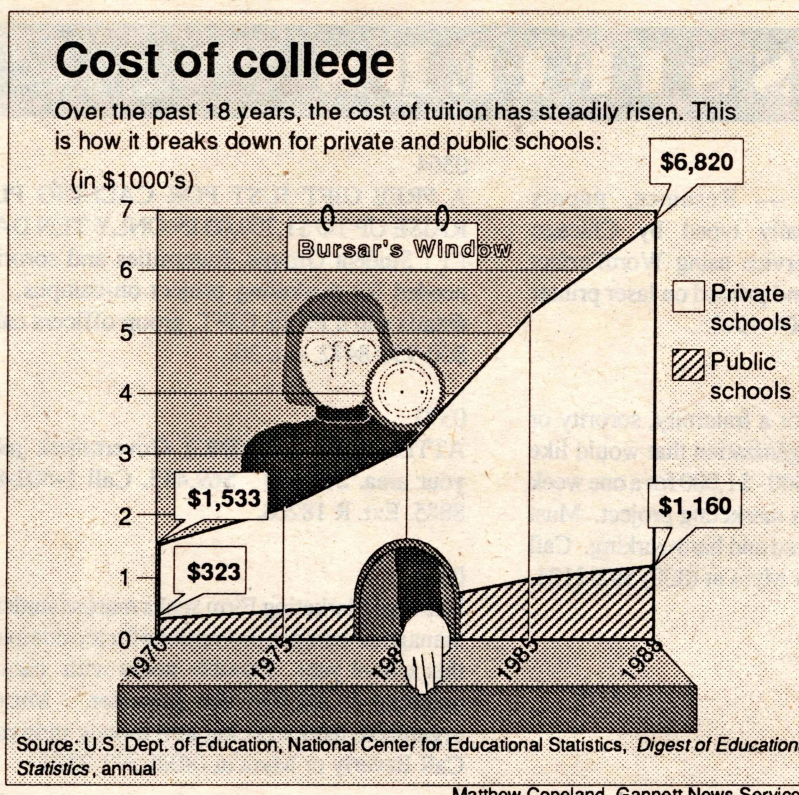
The probe, which began in July, will determine whether these institutions were involved in a form of price fixing by setting tuition, fees and financial aid at similar levels.

The College Board estimates that this year, the annual tuition, room and board average is \$12,635 at four-year, private schools and is \$4,733 for four-year, public colleges.

Some schools charge more than \$18,000 for tuition, room and board. Add in books, supplies and transportation, and the total reaches above \$20,000.

Some examples include:

- Brandeis University - \$20,101;
- Bennington College - \$19,975;



- Yale - \$19,310; and
- Harvard - \$18,380.

By contrast, Purdue's cost is only \$4,826, Auburn in Alabama is \$3,293, and California's UCLA is \$5,212.

When tuition is paid, it's divided into several segments. The U.S. Department of Education estimates that 54.3 percent is spent on instruction, 21.5 percent on administration, 7.2 percent on student services, 4.2 percent on libraries and 12.8 percent on physical plant operations.

The largest chunk of the tuition pie goes to salaries, which institutions try to raise to keep faculty on par with professionals in other areas.

"Colleges are continually attempting to maintain and improve their faculty," Halstead said. While the profession and its public service aspect encourage most faculty members to accept salaries less than those offered by industry, "salary remains an important consideration in the market for scholars and researchers and cannot long be neglected by colleges and universities without erosion of overall quality."

In his report, "Higher Education Tuition," Halstead said from 1974 to 1981, near or double digit national inflation far exceeded salary increases. Although institutions

could have paid higher salaries, when tuition and appropriations kept pace with consumer prices, salary raises lost out to other higher priority needs.

Unlike industry, where new investments in workers and technology payoff in increased productivity and profits, university expenditures don't bring greater income to the school. Halstead estimates that institutions spend 12 to 16 percent a year for purchasing and maintaining state-of-the-art research equipment and science laboratories. The need to maintain more books and journals also adds to institutional costs.

At public universities, a shift in state funding and a decrease in federal funding has also caused tuition to go up.

In the early 1980s, the national economic recession strained state resources. This in turn limited the growth in state funding for higher education.

"Public institutions were then used to make up the differences, registering double digit increases in each year between 1980 and 1983," said Arthur M. Hauptman, an education consultant.

As the economic recovery gained momentum, state tax revenues rebounded, and tuition growth greatly moderated.

But this created funding unpredictability.

"Rather than wait for (state) appropriations to be set and base tuition on that figure, some states have tied tuition to instructional costs, or their expenditures, said Rich Novak with the American Association of State Colleges and Universities. About 14 states have adopted such a formalized tuition policy.

"For example states may say 20 percent is too low (for students to pay for tuition) and raise it to 25 percent and keep that percentage constant. This gives parents a basis to plan."

Another advantage, Hauptman said, is that under such formulas, tuitions tend to grow more rapidly in years when state funding is most constrained.

With the reduction of federal contributions to student financial aid, equipment purchases and construction, institutions must now bear the burden. In 1981, the federal government funded 83 percent of all student financial aid monies, while in 1988, the share is 75 percent.

Although federal aid totaled \$24 million last year, the difference was largely taken up by colleges and universities, which doubled their aid from \$2.1 million in 1981 to \$4.6 million in 1988.

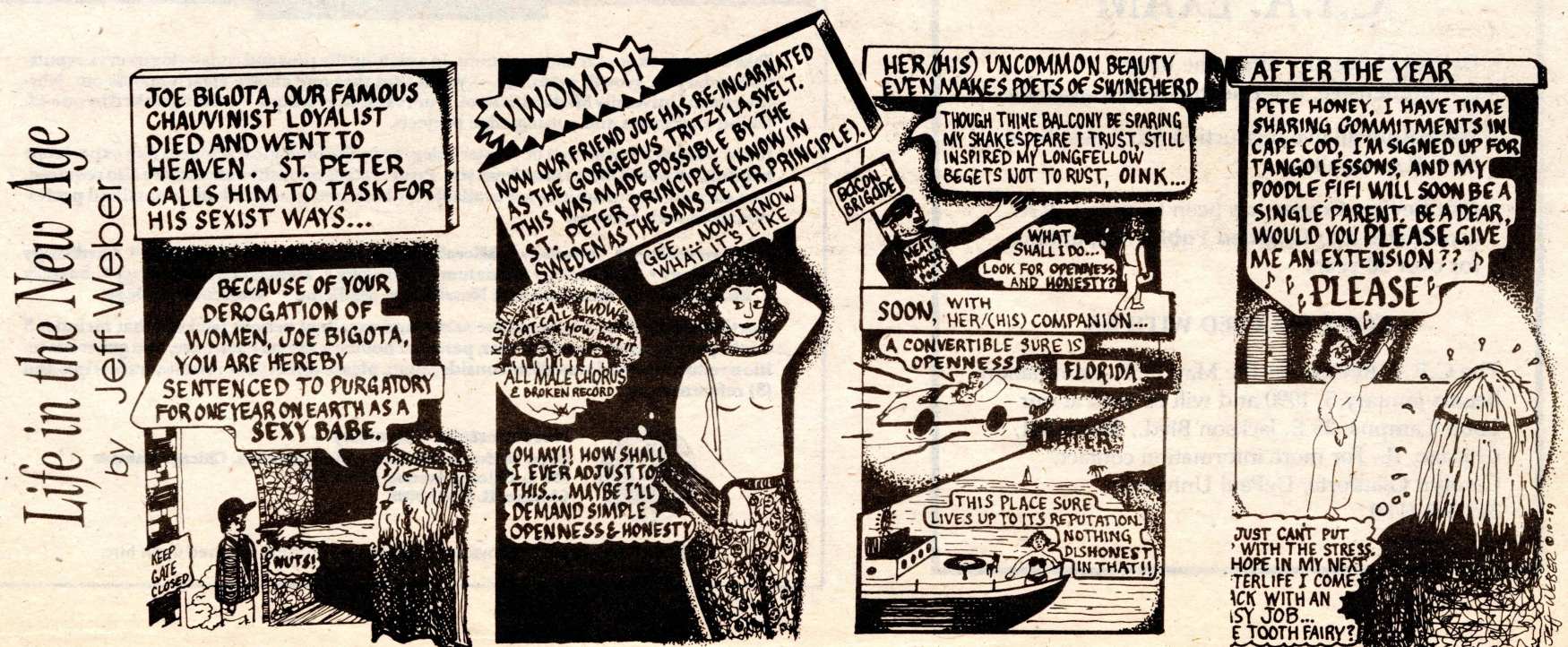
Halstead said that financial aid costs have been tacked on to tuitions. This is especially true for private institutions, who do this to maintain a balanced student profile.

As for the future, Halstead said "there's really nothing to be concerned about." He projected that costs in the public sector will remain low with slight increases in tuition relative to personal disposable income.

He advises parents to make plans for financing their child's education, especially if the child plans to attend a private institution.

But parents "have to be alert to the range of alternatives. Some just don't realize there's all levels of prices involved." Once they know the options, Halstead said, parents can then choose a quality institution that's also economical.

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Junior college transfers spark optimism for 1989 womens' basketball team

(from the Sports Information Office)

Just listening to head coach Mike Fogel, one cannot help but agree with his optimism as he begins his second season at Northeastern.

"It is not going to be difficult to get better than last year," said Fogel in reference to his 1-26 record. Since 1985, the Golden Eagles have only managed to win two games, one of which came last year.

"We are better in every phase of the game," said Fogel. "Our overall quickness and strength have improved as well as our size."

When Fogel speaks of size he means both height and numbers of capable players. This year he has five players over 5-9 among his 12 player roster.

"We have a very committed group of individuals that really love the game," said Fogel. "They are generally interested in where we are going with the program." This season the Golden Eagles will compete on the NCAA Division II level before moving to Division I next season.

Beyond the team's increased talent level, Fogel feels the key to the season will be the team morale. "The people we have brought in this year have all come from successful programs on both the high school level, and understand what it takes to put a team together. They are seriously committed to working hard."

After last season's poor showing, Fogel knew he needed immediate help. He combed the junior college ranks and came up with five outstanding prospects.

From Kirkwood Community College in Cedar Rapids, IA, Fogel brought in Lisa Quinn, a 5-8 point guard and Roxanne Lee, a 5-9 forward. Quinn holds several school records for assists in a game, season and career. Lee has been an all-Region XI team member for two seasons.

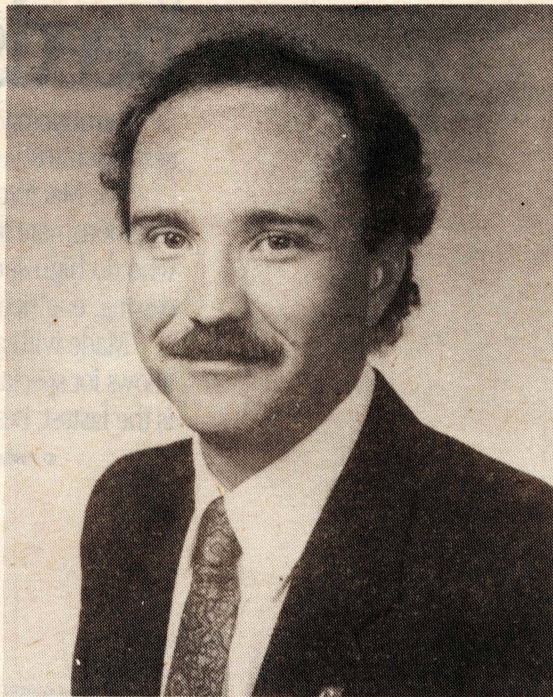
The home state JC recruits include Ann Maller, a 6-0 forward from Illinois Valley Community College in Oglesby, IL, who averaged 14.6 points and 7.5 rebounds per contest as she earned all-Region IV honors. Paula Davis, from Highland Community College in Freeport, IL, is a 5-9 guard/forward who led the Arrowhead Conference with a 23.5 scoring average on her way to all-Region IV honors. The final recruit is Celina Smith from Triton College in River Grove, IL, a 6-0 center who averaged 13.8 points and 12.1 rebounds during her two-year career.

Fogel's lone freshman recruit is Debbie Pozdol from Niles West H.S. in Morton Grove, IL. Pozdol, a 5-11 forward, was named Niles West Most Valuable Senior Female Athlete of the Year after finishing the season averaging 16.9 points and 9.0 rebounds per game.

Among the returning players are Margaret Steele, a 5-4 junior guard who averaged 10.5 points, 3.1 rebounds and dished off for 64 assists. Also returning are a pair of 5-5 sophomore guards in Jeannine Meldahl and Tara Minor. Rounding out the roster for Coach Fogel are sophomores Vivian Edwards, who transferred from Southern University in Louisiana and played at one of the most successful high school pro-

grams in the nation, and Nelesha Parker.

Facing the Golden Eagles this year will be the toughest schedule in recent memory. "It is 2000 times tougher than last season," said Fogel. "We've lost 11 games against teams that have been ranked in the top 20 over the last two years in their respective divisions. The one nice thing is that we have a good balance of home and road games with 13 apiece."



Mike Fogel

Matras shortens long fall season for Lake

(from the Sports Information Office)

It has been a long season for Northeastern Illinois University Cross Country coach Tom Lake. After being hired in July, his prospects for the upcoming season were slim. He had a roster from the previous team, but was uncertain of the athletes interest in running again this season.

His repeated phone calls confirmed his suspicions as three former runners were set to transgressed two had used up their legibility, leaving him with two returning athletes. He was able to interest two students on campus in cross country, and received a tip from a fellow coach about an all-state runner who had not decided on a school yet.

That tip turned out to be the start of what Lake hoped is an outstanding career as a cross country runner for freshmen sensation Jim Matras (Libertyville H.S., IL). Matras has been the Golden Eagles top runner all season and one of the brightest among the Chicagoland area freshman. With only one regular season meet left, Matras is preparing for the NCAA II Cross Country Great Lakes Regional on Saturday, November 4, 1989 at Ferris State University in Big Rapids, MI.

As a senior at Libertyville H.S., Matras finished 20th in the state meet with a time of 15:09, leading his team to a 10th place finish. Lake hopes that his experience downstate will help him as he enters the NCAA Division II regional.

"Jim is a great competitor," said Lake. "He always gets up for the big race and his previous experiences should come into play when he runs in the regional. The state meet and the junior national races that he has run in are all great experiences to draw from for support."

Only a freshman, Matras has ran like a seasoned veteran all season. He has been the leader in several races this season and has at least run with the front pack in every race. "His times have improved each week," said Lake. "He knows that he will have to run under 26 minutes in his final

race of the year to stay on pace. Right now he is headed in that direction."

In his opening meet of the season at Oakton College, Matras ran to a third place finish with a time of 16:25 (3 miles). The following week at the Elmhurst College Invitational he finished second, only 8 seconds off the leader, with a time of 28:58. At the Wisconsin-Whitewater Invitational, he finished 29th but improved his time to 27:26. His best time for the year came in the Illinois Benedictine College Invitational when he finished third overall with a 26:49. His toughest race for the year came in the Loyola Lakefront Invitational where he went against a lot of the midwest's top runners and came away in 46th place with a time of 27:13. His most recent race may have been his best as he ran on the NAIA National Cross Country Course at Wisconsin-Parkside and finished 42nd with a time of 27:21.

"It was a tough course with lots of hills," said Matras. "If it had been a flat course I probably would have run under 26 minutes, which is my goal for next week."

Next week the Golden Eagles close out the regular season at Carthage College. If Matras continues to run the way he has all year, maybe Lake's season will not be as tough as he first expected.

Deadline for all submissions to the Nov. 13 issue of the independent is on Friday, November 3.

Alliance of Student Social Workers

Would you like to take pride in planning and implementing student events at U.N.I.? Join our up and coming club, all students welcomed.

We meet every third Thursday of the month:

CLS 2094,
12:30 - 1:50 pm.

If you can't make a meeting but would like to get involved with the club or find out more about it call and leave a message for:

A.S.S.W.
(extension 5147).

Halloween Social

Tuesday,
October 31
CC-217 (2nd. floor of Commuter Center)
All welcomed.

Geography Club

Dates To Remember:

Galena/Mt. Horeb-Nov. 3, 4, 5
Paper Recycling Plant-Nov. 11
National Geography Awareness Week-Nov. 12-18
Geography Club Bake Sale-Nov. 14
Indiana Dunes Trip-Nov. 19

Additional Information on these and other activities are posted in S-202 and S-242.

Next meeting on Oct. 31 at 12:30 in S-202.

Please come to plan future activities!

Golden Eagles face toughest schedule

(from the Sports Information Office)

Coach Rees Johnson will begin his second year at Northeastern and it will be very similar to the first. With only three players returning of last year's 11-17 season, Johnson will be looking at a whole new group of faces.

"We were able to get a couple recruits in this season and had a lot of redshirts that sat out last season," said Johnson. "They might be a new team but it is at least mine."

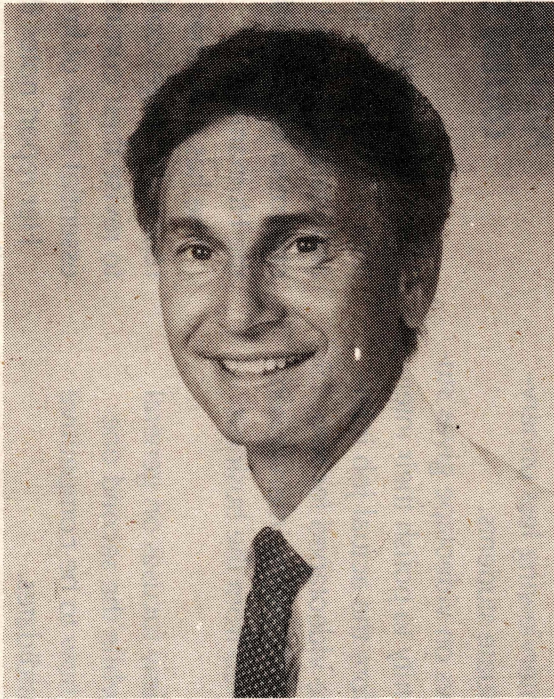
In this first year Johnson returned the Golden Eagles to the N.A.I.A. playoffs for the first time in four years. With the move to the NCAA Division II this season and Division I in 1990-91, things may be a bit more difficult for Johnson and the Golden Eagles.

"We by far have the toughest Division II schedule in the nation," said Johnson. The Golden Eagles will face 11 Division I teams, and seven Division II teams that were nationally ranked at one time last season. Throw in the fact that the Golden Eagles will only play on their home court eight times and you can see what Johnson is facing.

"We will take our lumps, but we are not about to back down from our opponents," said Johnson about his young squad.

A few of the teams that they will contend with include Chicagoland rivals Illinois-Chicago, Northwestern and Chicago State. Also Oklahoma, Indiana State, Youngstown State, Eastern Illinois, Nicholls State and Morehead State; all of which are on the road.

Back from last year's squad are Angelo Mantis (6-3, soph, guard) who is the leading



Rees Johnson

returning scorer at 19.7 ppg. Also back is the leading rebounder, Dan Patton (6-3, senior, guard/forward) with 7.1 rpg.

Among the newcomers will be two former Division I players in Dominique Martin (6-7, senior, forward) and Darrell Ellebye (6-6, junior, forward). Martin, a transfer from Indiana State, is being looked upon to have a great year. "He is a leader both on and off the floor and does all the little things well," said Johnson. Ellebye, a transfer from Illinois-Chicago, is going to be a force to be

reckoned with on the inside. "He has a huge body and frame and can grab the rebound," said Johnson.

College experience will also come the Golden Eagles way with three junior college transfers. At guard, Johnson can look to both Doug Johnson (5-9, junior) and Carlos Harris (5-11, junior). "Both are key players for us," said Johnson. "Johnson will be a key factor at the point with his quick moves and smart play on the floor. Harris is one of the most exciting players you will see all year. He can score with anybody and will take it to the basket and dunk with the best of them." Also from the juco ranks will be Jamal Brewley (6-5, junior, forward) who will help on the boards and with his defense.

At center Johnson is going with a freshman from Lagos, Nigeria in the name of Olujide Oluyeba (6-9). "Remember that name, because in a few years I feel he will be a good one," said Johnson. "He fights like heck for position underneath and has tremendously long arms to block shots. With some work and strength his offense will come around."

The other key freshman of influence are 6-8 Chad ViPond, 6-6 Ralph Hughley and three-point specialist 6-0 Brent Fulk.

Rounding out the roster will be guards Paul Drake (6-2, soph), Jim McHolland (6-0, soph) and Sid Pointer (6-10 soph). The other forwards will be John Ramich (6-7, junior) and Tony Davis (6-5, senior).

1989-90 GOLDEN EAGLES WOMEN'S BASKETBALL SCHEDULE					1989-90 GOLDEN EAGLES MEN'S BASKETBALL SCHEDULE				
Day	Date	Opponent	Location	Time	Day	Date	Opponent	Location	Time
Saturday	Nov. 25	Wayne State University	Home	1:00	Friday	Nov. 24	Chicago State University	Chicago, IL	7:30
Tuesday	Nov. 28	St. Joseph's (Indiana)	Home	7:30	Saturday	Nov. 25	U of Illinois-Chicago	Chicago, IL	2:30
Thursday	Nov. 30	Lewis University	Romeoville, IL	5:00	Monday	Nov. 27	Morehead State University	Morehead, KY	7:30
Saturday	Dec. 02	U of Indianapolis	Indianapolis, IN	3:00	Saturday	Dec. 02	University of Oklahoma	Norman, OK	7:30
Tuesday	Dec. 05	National College of Educ.	Home	7:30	Monday	Dec. 04	Missouri Baptist College	Home	7:30
Saturday	Dec. 09	St. Mary's (So. Bend)	Home	2:00	Wednesday	Dec. 06	Wayne State University (Parent's Night)	Home	7:30
Saturday	Dec. 16	St. Joseph's College	Rensselaer, IN	3:00	Saturday	Dec. 09	Mount Senario	Home	7:30
Wednesday	Dec. 20	Winona State	Home	5:30	Tuesday	Dec. 12	Oakland University	Rochester, MI	7:30
Friday	Dec. 29	Florida So. Tournament#	Lakeland, FL	TBA	Saturday	Dec. 16	Wayne State University	Detroit, MI	3:00
Saturday	Dec. 30	Florida So. Tournament#	Lakeland, FL	TBA	Monday	Dec. 18	Northwestern University	Evanston, IL	7:00
Sunday	Dec. 31	U of Tampa	Tampa, FL	3:00	Tuesday	Dec. 19	Indiana State University	Terre Haute, IN	7:30
Thursday	Jan. 04	Lewis University	Home	7:30	Thursday	Jan. 04	Cal State-L.A.	Los Angeles, CA	7:30
Saturday	Jan. 06	Winona State University	Winona, MN	2:00	Friday	Jan. 05	U of California-Riverside	Riverside, CA	7:30
Thursday	Jan. 11	Illinois Central College	Home	7:30	Saturday	Jan. 06	Cal State-Bakersfield	Bakersfield, CA	7:30
Tuesday	Jan. 16	U of WI - Parkside	Kenosha, WI	7:00	Monday	Jan. 08	Masters College	Newhall, CA	7:30
Saturday	Jan. 20	SIU - Edwardsville (Homecoming)	Home	12:00	Wednesday	Jan. 10	Eastern Illinois University	Charleston, IL	7:30
Tuesday	Jan. 23	U of WI - Milwaukee	Home	7:30	Wednesday	Jan. 17	U of Wisconsin-Parkside	Home	7:30
Wednesday	Jan. 31	Lake Forest College	Lake Forest, IL	5:30	Saturday	Jan. 20	SIU/Edwardsville (Homecoming)	Home	2:30
Friday	Feb. 02	U of WI - Parkside	Home	7:30	Wednesday	Jan. 24	U of Wisconsin-Milwaukee	Milwaukee, WI	7:30
Tuesday	Feb. 06	North Park College	Home	5:00	Friday	Jan. 26	Aquinas College	Grand Rapids, MI	7:30
Friday	Feb. 09	U of WI - Milwaukee	Milwaukee, WI	7:30	Monday	Jan. 29	Youngstown State University	Youngstown, OH	7:30
Saturday	Feb. 17	SIU - Edwardsville	Edwardsville, IL	5:30	Tuesday	Feb. 06	U of Indiana-South Bend	Home	7:30
Tuesday	Feb. 20	Chicago State University	Chicago	7:00	Sunday	Feb. 11	Quincy College	Quincy, IL	3:00
Thursday	Feb. 22	Elmhurst College	Home	7:30	Wednesday	Feb. 14	U of Wisconsin-Milwaukee	Home	7:30
Tuesday	Feb. 27	U of Indianapolis	Home	7:30	Saturday	Feb. 17	SIU/Edwardsville	Edwardsville, IL	7:35
Saturday	Mar. 03	No. Michigan University	Marquette, MI	1:00	Monday	Feb. 19	Quincy College	Home	7:30
#Slippery Rock, Pace, Florida Southern					Saturday	Mar. 03	Nicholls State University	Thibodaux, LA	7:30

Higher education options for returning adults abound

By Anita Manning

Feeling a little empty in the head? A little dust on the old brain? Go to college. There's no reason not to.

You'll find plenty of company. The number of adults attending college is growing fast, says The College Board. Between 1970 and 1985, enrollment of students over age 25 grew by 114 percent, compared to a growth of 15 percent for those under 25. By 2000, adults are expected to outnumber the more traditional-age college students.

Fueling the move back to college are employers requiring more training for workers. Another factor: women, many with families, who continue to re-enter the work force.

Colleges are meeting the demand with programs designed for adults coping with job and family responsibilities.

James Hall, president of Empire State College in Saratoga Springs, N.Y., whose student body of 6,400 is made up mainly of working people ages 25-55, says adults need:

Flexibility of schedule and place of study. Many colleges make it possible to take courses at home, at local schools or community centers, by audiotape or videotape, or through public TV.

A program that meets the student's goals and needs. In many cases, this means getting credit for what you know, bypassing introductory courses. "Putting adults through the same hoops and hurdles as an 18-year-old just doesn't make sense," Hall says.

Marcie K. Thorson of Tulsa was 32 years old and the mother of four young children when she decided to aim for an undergraduate degree. Now, at 55, she holds a master's degree in education and is heading for a doctorate. She did it all through "external degree programs" — individualized study programs she worked on at home, on her own time. What it takes, she says, is perseverance. "Everything depends on

how much you want it, whether you're going to stay the course," she says. "It's not the option for everybody. It's not for people who aren't committed, for people who aren't set in their mind careerwise. It is the option for people who want the degree, and badly." Here's how to do it:

Set goals — Decide what you want and find out which colleges offer it. Check the library for guides to schools offering external degree programs. Then write or call for the catalog.

Another quick way to look for an appropriate college is to call a professional association representing the area of study in which you're interested. Check for a directory of associations in the library. Call the association to ask if the school you're considering is well regarded.

Sign up -Request an enrollment form. Many schools have open enrollment — you can sign up any time of year and begin course work as soon as you're ready. Others have deadlines that parallel on-campus class schedules.

Many colleges require your presence on campus for a specified number of days per semester. At Empire State, graduate students meet on campus for a three-day weekend at the beginning and end of the course. The rest of the time, course work is done by mail, with telephone help from a tutor. Undergraduates meet by appointment once a week with a professor at one of 45 sites around the state and do course work on their own schedules.

Get started -Admission is usually easier for adults than younger students. Except for the most exclusive colleges and universities, few schools require SATs or Graduate Record Examinations from adults, says Hall, and often an unremarkable undergraduate transcript won't keep you out of grad school.

"Something a person did five, 10, 20 years ago has very little predictive value as to how they'll perform in grad

school," he says. "Asking an adult to take SATs doesn't show much. Most schools give people the opportunity, putting the emphasis on how they perform."

Financial aid, grants and loans are available to adults, just as they are to younger students, although at many universities, scholarships are harder for adult students to get. Check with your employer to see if a tuition-reimbursement program is available.

Keep at it -Says Hall: "Adults have so many pressures on them, beginning with a lack of confidence. Many adults don't believe they learn well anymore, but that's never been true. We find once a student is motivated, it's amazing what they can do."

If your wading back into the waters of college education, keep an eye out for schools that aren't what they purport to be.

Beware of schools with questionable accreditation, warns consultant Tiny Hill, author of *A College Degree Is Possible*, a guide to earning teacher certification through non-traditional programs (P.O. Box 840826, Pembroke Pines, Fla. 33024, \$24.95). "Any school that has 'candidate status' is being looked over for the possibility of gaining accreditation. It in no way guarantees they're going to be accredited."

Choose only schools accredited by agencies recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education. Some diploma mills set up their own accrediting agencies.

If in doubt about whether an agency is on the up and up, write or call COPA or the U.S. Department of Education, both in Washington, D.C.

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CAMPUS BRIEFS

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Collegiate Happenings from around the USA

SCHOOL HOSTS MOCK INTERVIEWS

The Carlson School of Management at the University of Minnesota has made the prospect of job interviewing less unnerving for some graduate students.

Mock interviews on videotape gives students an opportunity to polish their interviewing skills before the actual job interview. Students are videotaped for two, 15-minute sessions while being interviewed by consultants hired from the business community.

The first interview focuses on general interview skills, while the second one teaches students how to be competitive with other job candidates.

After the interviews, students discuss their performances with their interviewers, which are also videotaped and kept on file to be reviewed later.

The program, in its second year, is a joint project between the school's Career Planning and Placement Office and the M.B.A. Communications program.

Prior to the interviews, students are required to list about 10 skills and scenarios where they use those skills effectively. Students also are expected to research the mock companies using information provided by the placement office.

THE NORTHEASTERN Independent

INSIDE:

Page 1 • Tuition policy confusing
Page 3 • Senate lacks consistency
Page 4 • Halloween business surges
Page 5 • Old building to come down
Page 11 • Sports News

PUSH MADE TO EXPAND COLLEGE CURRICULUM

Too many students graduate from college without basic knowledge of history and literature, says Lynne V. Cheney, chairman of the National Endowment for the Humanities.

She has published "50 Hours," a new report that urges colleges and universities to revise their curriculums to incorporate essential areas of knowledge.

Her report notes that many institutions allow students to earn bachelor's degrees without taking history, literature, science or mathematic courses.

She recommends that institutions adopt a 50-hour core curriculum so students can "gain insight into others with whom they share the Earth."

The curriculum would consist of courses in five areas: 18 hours of cultures and civilizations, 12 hours of foreign languages, six hours of mathematical concepts, eight hours on the foundation of natural sciences and six hours on social sciences and the modern world.