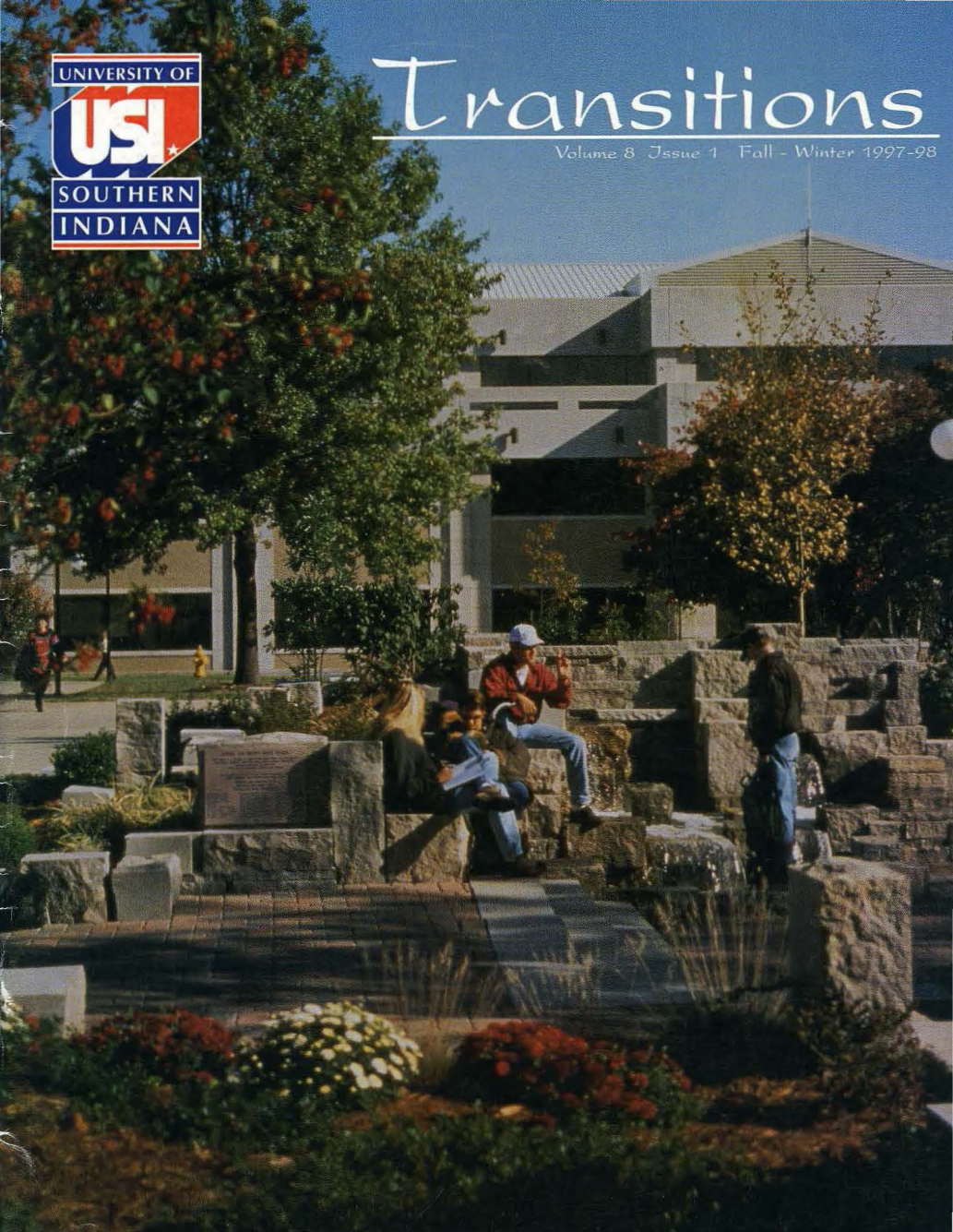




# Transitions

Volume 8 Issue 1 Fall - Winter 1997-98



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Volume 8, Issue 1 Fall~Winter 1997-98

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Cover Photo: Rice Plaza and Orr  
Center in the fall. Courtesy of News  
and Information Services, USI.

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*Transitions* is published semi-annually by the University of Southern Indiana Student Publications. It is distributed throughout the campus and city of Evansville. The opinions expressed are not necessarily those of the staff, the university, its faculty or administration.

*Transitions* welcomes and encourages student submissions. Include author's or artist's name, address and phone number for verification. Stories, artwork, photography and other original student work become property of *Transitions*.

Letters to the Editor should be typed, legibly signed and include a phone number for verification. Letters may be edited for libel and will be used on a space-available basis.

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Our Mission Statement:  
"Transitions provides an outlet for student publication through copy and creative writing, photography, and other artwork which preserves events, issues and individual concerns that impact the various publics of the university."

Dear Readers,

No one told me this was going to be easy. I just wish that I knew where I got that idea. Meet me, the Editor. For those of you who are familiar with the "old" *Transitions*, meet the new one. For all new students, welcome to *USI* and *Transitions* student magazine.

By now, you should be familiar with *The Shield*, the student newspaper. *Transitions* is the sister, cousin or whatever you want to call it. We work together as student publications to keep the university informed on what's going on and to provide somewhat of a historical base of this year for future reference.

Many thought that we couldn't do it--publish this issue, that is. And I'm sure that even with this copy in their hands, they still are doubtful. My job was to prove them wrong. I think my staff and I have done a wonderful job doing just that.

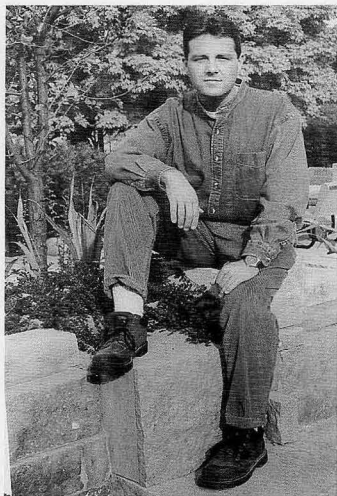
This year we have color. We have glossy pages. We have excellent writers and photographers. We have style and presentation. And, hopefully, you have new and renewed interest.

Please, by all means, write us. Let us know what you think. Nothing changes without input from the audiences. A regular feature in the magazine will be straight from the audience, the Letters to the Editor. We do need letters, though, to complete this section. Just e-mail them or drop them by the office in the lower level of the University Center.

If you recognize any of the names in this magazine, let those folks know they did an awesome job. I tell them that all the time, but it would mean more from you. Now, enjoy our product. We worked hard--for you.

Sincerely,

Jamy Schuler, Editor



Get in touch with us!

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## School of Nursing and Health Professions

### Dental Students Help Treat a Jamaica Community

*By Amy Reese, Graduate Nursing Student*

What a better way to begin your academic school year than in the warm sunshine of Jamaica!

This is exactly where six students commenced the final year of their dental hygiene program.

Deborah Carl, USI's Dental Hygiene Program director, traveled with six of her students to Annotto Bay the week of Sept. 2-9. The purpose of the trip was not to bask in the warm sun, but to provide much needed dental hygiene treatments to the residents of Annotto Bay.

The group planned to participate

in clinical and educational activities in community clinics; however, a severe drought in Jamaica curtailed their scheduled plans, allowing the group to perform only one day of clinical activities.

The remainder of their time was spent providing educational activities at a local elementary school and distributing toothbrushes and dental floss to local residents. Assistance was also provided to a group of Deaconess Hospital employees who were also in Annotto Bay to help paint and renovate a local hospital.

While in Jamaica, the group stayed at the Sonrise Resort. Although called a resort, it was not exactly what they had envisioned! Their trip did not take them to the luxury vacation spots that one associates with Jamaica. They spent hot days performing hard work, to come back to cold showers and a

bed full of bugs. Amanda Dardeen, one of the six students who contributed her hard work and time said the gratitude expressed by the community made these primitive living conditions worth it.

The residents of the Annotto Bay community were very eager to learn about dental hygiene practices, unlike the responses often received by the students from their clients in the States.

Dardeen said the students felt privileged to have had the opportunity to experience another culture and its health care system.

Their experience provided them with more appreciation for the health care facilities available in the United States and for the dental clinic facilities at USI.

## School of Liberal Arts

### USI Writers Union Invites Authors to Share Original Works

*By Shannon Neese, English Major*

The Writer's Union holds regular readings that are open to the public. Anyone wishing to read original poems and/or excerpts from short stories and personal essays should contact Kathie Ginn, president, at 963-6674.

### Writing Professor Will Read Student Works on USI Radio Station

USI radio AM 820 will broadcast original student creative works each Saturday and Sunday at noon.

The works will be read by creative writing professor Matthew Graham.

## School of Business

### This Year Offers Exciting Opportunities for Students

*By Stephanie Stewart, Business Administration Major*

The 1997-98 school year promises to be one of the best for the USI School of Business. Enrollment of business students is up, and the student clubs are growing rapidly. The following are a few clubs that business students may be interested in:

**Accounting Club**—This club is a student affiliate of the Institute of Management Accountants, a national organization of professional accountants. As a member of the IMA, the accounting club competes on a national level with other accounting clubs. The club is also involved in community activities throughout the year. For more information meeting times and places, call Marsha Poindexter, president, at 421-9741.

**Alpha Kappa Psi**—AKPsi is a national coed professional business fraternity. The chapter is open to all

men and women in the School of Business who have three semesters remaining and are in good standing with the school. AKPsi provides the opportunity to attend professional events and interact with community business leaders to both members and non-members.

AKPsi is unique in that it offers a permanent professional association with people across the U.S. in all fields of business. The club meets every Tuesday at 8:30 a.m. in OC 2008. For more information, contact Laurissa Becher, president, at 985-5895.

**Personnel Club**—The USI Personnel Club is a student chapter of the Society for Human Resource Management, the leading voice of the human resource profession, and is sponsored by the Evansville-Area Personnel Association. Benefits of student membership include a monthly magazine and newspaper, a student newsletter, research assistance, networking opportunities and scholarships. Meetings are held on Thursdays at 4:30 in OC 3052. For more information, contact Leslie Knox, president, at 422-6320.

Editor's Note: This is a new feature section in *Transitions* that allows for the five schools of USI to submit news that would be of interest to the students of that particular school or to the general population of the university. If your school is not represented, or you would like to find out how you can write for your discipline, contact the editor at 464-1856.



*For  
Jamy Schuler,  
being in  
a wheelchair  
was not the  
frustrating  
part of campus  
life.  
His peers were.*

Jamy Schuler is  
editor of *Transitions*.  
A communications  
major with emphasis  
in PR, Jamy will  
graduate in the spring.



# AN Uphill BATTLE

It was a day that I do not wish to repeat soon. The thought that kept running through my mind the whole day was that I would get to stand up at the end of the day. I was counting the hours until the end of my night class.

That's when I could resume my normal life again.

I still grow silent at the thought of not having that opportunity. I had something to look forward to that evening.

I thank God every day since.

I was in a wheelchair.

All day. On campus.

There, in succession, are the five words dreaded not only by some of USI's students but also by other ambulatory people: Wheelchair, all day, on campus.

"Why?" you're asking yourself did I voluntarily use a wheelchair all day. Because I wanted to. I wanted to "roll a mile in their wheels" and see what routines were like for physically impaired individuals. This decision was not for fun, for kicks, for sympathy or for attention. It was not a parody on those that struggle everyday. It WAS a life experience that each and every person should consider. I learned more about mankind in one day than in my entire college career. Now it is time to share it with you.

My day started at 8 a.m. in the basement of the University Center with Sandy Lawrence, Director of the Wellness Center. She supplied me with the chair, and we chatted briefly about my day and what surprises it may bring. No amount of briefing could have prepared me.

My first thought was the rain. It was overcast that morning, and the



*Campus presented its challenges all day. Here, Jamy Schuler attempts a simple feat for most: getting a newspaper.*

*(Photo by Elizabeth Williamson)*

forecast called for scattered showers throughout the day. It would be just as easy for me to do this another day when the weather permitted. But that thought quickly left; the wheelchair-bound don't get a change of weather, why should I?

I spent time before class at my *Transitions* desk (very unaccessible) and running errands around campus. Knowing many students on campus, I received the frequent "What happened?!" and "Are you okay?" comments that I expected.

Although I knew that the population on campus has boomed, the extent of the increase was not evident to me until I was forced to wheel through the swarms of students in the smoker's zone between the Orr Center and Science Building. People, give us some room to move and breathe.

I didn't think, deep down, that people were thoughtless. And I still don't. But a few individuals can give the rest of mankind a bad reputation. Once, while waiting for an elevator, two women came up to me, stood on each side, and carried on a full conversation over me as if I wasn't even there. I may have just as well been a table in the way. I hope that they don't actually work for the university. Maybe they were just thoughtless students who need a lesson taught. I still wonder why I didn't ask who they were and if they knew I was even there. That was my first instance of feeling below standards, low. It was not the last.

*continued on page 20*

# EXPLORING LIFE ON CAMPUS:

By Chrissy Taylor

Living on your own, meeting new people, getting an education and having your own life and the freedom to do what you want. These are some of the major reasons that people come to college and choose to live on campus.

Ask nearly any campus resident and that person will tell you that the apartments were one of the major reasons that they chose to come to USI. With two bedrooms, two baths and a spacious kitchen, the apartment can give the feeling of one living on his own, all for a little more than \$1,000 per semester. Not bad considering a non-campus apartment would require slightly more money.

"The apartments were my main reason for coming to USI," said freshman Rachel Hurraw. "I didn't like the idea of sharing a bathroom with 20 other people at

Georgetown where I had also looked."

Over the years, the number of students living on campus has steadily risen. Of the 8,300 students at USI in the fall, 2,000 lived on campus and about 400 were in off-campus housing.

"USI has gotten very big, really fast," Greg Meyers, director of Student Housing said.

As the number of students who wanted to live on campus grew, it became necessary to build more places for them to live. Five new buildings round the total to 40 apartment buildings on the property: Brangin, Welsh, Shriker, Gates and Craig, which opened in August. Plans for three more buildings are in the works and will be constructed by the next school year.

There is also the option for students to live in the off-campus housing.

"I really like living off-campus," freshman David Ratcliff said. "For one thing the apartment is

much bigger and I am only 15 minutes away from campus by car."

Of the 1,900 incoming freshmen, a large number chose to live on campus in the fall. Because of the sudden popularity of apartment living, most freshmen room with five people. Although it makes things a little crowded, there is no choice but to make it work.

"Things can get cramped at times; storing things under the beds and stacking storage containers helps make more room," freshman Amanda Keihn said.

Other things that are seldom thought about are washing dishes, doing laundry and taking out the trash. No longer are parents doing this; now it is up to students and their roommates. Making a work schedule and sticking to it can prevent many fights and disagreements.

"A schedule has really helped my roommates and me because we

already know which day is our day to clean, and then we don't have to worry about it," freshman Katy Pegram said.

For incoming freshmen some things can take some getting used to. The fact that there is no one around to make you do things, like cleaning your room, is a relief for some. But sometimes a little guidance and parental support is needed.

"Sometimes, without my parents around, I can easily let the dishes stack up or put off studying for a test. I definitely miss not having responsibility," freshman Shannon Wilson said.

To fill the void of parents, the Resident Assistants are assigned to each building to be a friend and confidant because they have "been there before." They also help coordinate programs with University Housing and their building. Their primary job is to be the eyes and ears for the Housing office and enforce

Chrissy Taylor is a freshman majoring in print journalism. She is a graduate of Cardinal Ritter High School in Indianapolis, where she was the editor of the yearbook and copy editor for the newspaper.

H A HOME AWAY FROM E  
O M E



*Construction of additional housing units has become a familiar sight for students and passers-by who are witnessing expansion of the on-campus apartments.*



the rules when needed. RA's have to stay visible to their residents and inform them of any upcoming events on campus.

One way to do that is to have meetings to get the students involved. The Wright Building residents decided to have regular meetings to discuss what's going on around the campus, and residents will participate in an alumni can collection. Nealon Foster, the Wright RA, likes holding such meetings because he wants to help those who might be having a hard time adjusting or getting along with roommates. He was also the one who came up with the idea for collecting cans.

"I thought that by collecting cans my residents would have the chance to get to know one another and be able to compete for a small prize at the same time," Foster

said.

Not many people know why USI chose apartments in the first place. When the school opened in 1965, under Indiana State University, the apartments didn't belong to the university. They were built by a private company that offered the students a cheaper place to live and still be near the campus. Eventually, the university bought the apartments and became one of the few universities in Indiana to offer non-dorm housing.

Meyers said that future plans may call for an apartment-dorm hybrid to be built. This would better let people in the building get to know each other and have a common meeting place to gather or do homework. Many think that this would be good for freshmen, allowing them to make

friends easier.

"Having the option of an apartment with a common place to hang out could be useful to help make friends and also give me and my friends some place to hang out," freshman Diana Fischer said.

The most important part of living in housing is trying to make USI a home away from home and not just that place where you go during school. ☼

# Volunteer USI

## Volunteer USI: role model for other universities



Tracy Lynn Ford is assistant editor of *Transitions* magazine. An English education major, she will graduate in the spring.

By Tracy Lynn Ford

The program only began in July 1996, but it already shows the signs of great success. Volunteer USI, the brain child of USI President H. Ray Hoops, made a tremendous start after a year and a half of tedious research.

President Hoops' mission was to begin a program which linked the resources of the community to the University. This program would recognize the unique contribution, experience and expertise that volunteers bring to an educational institution.

Thus began the Volunteer USI Advisory Board which, when coordinated with the Office of Alumni and Volunteer Services, set about the task of researching volunteer services at universities across the country.

The findings of this task force were many departmental programs but a lack of true university-wide volunteer programs. "I think we will be a role model for this," said Nancy Johnson, director of Alumni and Volunteer Services.

During its first year of service, Volunteer USI totaled 852 volunteers, 822 of whom were active. Out of these active volunteers, 338 donated 20 hours or more to the program.

On July 25 Volunteer USI honored these dedicated individuals with its Annual Volunteer Recognition Luncheon in the University Center's Carter Hall. Of the volunteers recognized, four people had donated more than 1,000 hours of service and were commemorated by a plaque which will be hung in the University Center.

Two volunteers helped in designing the Volunteer USI logo and web page. Joan Kempf designed the logo, the heart-shaped figure representing the caring volunteer whose commitment is shown by the right arm linking with USI and a hand over the heart.

Doug Duncan designed the Volunteer USI web page.

USI faculty/staff, alumni, retirees, students and community residents comprise the volunteer pool. Many sit on university boards such as the Society for Arts & Humanities, Alumni Council and Varsity Club.

The volunteers also help with various outreach projects such as tourism, theater or business and community development programs.

Part of Volunteer USI's tasks during the last academic year was to create various needed positions throughout the university. Some of these positions were office assistants, theater crafts/designers, ushers for USI Theatre and ticket-takers for games.

Several changes have occurred with the current school year. The first is the addition of Trisha Kennedy, coordinator of Volunteer Services.

She said she is excited about two new positions the program is currently creating: a SPEAKUP! program through the Academic Skills office to help international students practice their English skills, and a tutor through the Multicultural Center to assist students in the science area.

Another plan for the future is to develop a program with the Evansville-Vanderburgh School Corporation in which students could volunteer for USI as part of their curriculum. Implementation of this may not be seen for at least a year.

During this year, Kennedy plans to blanket market-

ing around campus and the surrounding community to promote expansion of the volunteer program. Targeted individuals will include students for daytime activities and retirees.

"I think this is a wonderful way to gain experience—a way to build a resume," Johnson said. What Kennedy sees that makes student volunteers great is their availability between classes.

Many students have several hour or more breaks between classes and could help with various office tasks around campus. These tasks include those which draw administrative secretaries away from their desks and other work. Students can alleviate the possibility of urgent work being pushed aside by volunteering their break time.

Overall, Volunteer USI seems to be a program with successful goals. Participants are able to work with many new people and gain terrific resume-boosting material as well. ☺

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Watch for the Spring/Summer issue of Transitions in April. If you have submissions or story suggestions, please contact us in UC003.



# Child's Play

By *Jamy Schuler*

**U**SI offers a service with which few people are really familiar. The Children's Center provides the children of students and faculty with an excellent environment of learning and fun.

According to Pam Bushkill, coordinator of the Center, the move from the old location where the Liberal Arts Building construction is taking place to the new spot next to the Theatre Building was a beneficial one.

The new facility can now support the handicapped with new bathrooms.

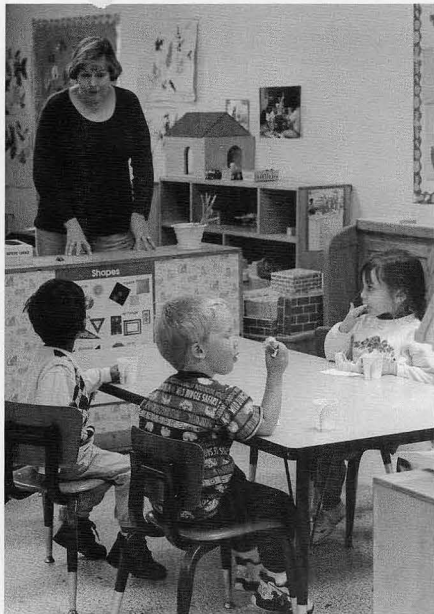
The Center offers other new services and benefits as well. Along with increased space for administrative offices, the Center provides more room for a resource center that

speech therapy majors use to work with the children and a complete library including videos for parental use.

In two years when the new Liberal Arts Building is finished, the Children's Center will be able to utilize the space that the Theater sequence occupies. This new space with allow the center to provide care for 2-year-old children.

Even though the center has changed its location, the care it provides for the children has not. This facility still gives children great experiences to carry with them for a lifetime. The Children's Center provides a classroom atmosphere, but still gives the children room to make their own decisions. *AS*

*Shyla Jones contributed to this article.*



*Snack time is always welcome at the new USI Children's Center.*  
*(Photo by Elizabeth Williamson)*

# What a Time to be an Evergreen

Imagine for a moment a tall, lush green, white pine. The wispy soft needles gently cradle the delicate white snow. The striking emerald branches bring life to the dull grays and browns of winter.

As snow melts into spring, the sweet aroma of pine fills the air, and the gorgeous green provides a perfect carpet for the multicolored flowers. The summer breeze catches the lanky limbs as the evergreen dances like an accomplished ballerina.

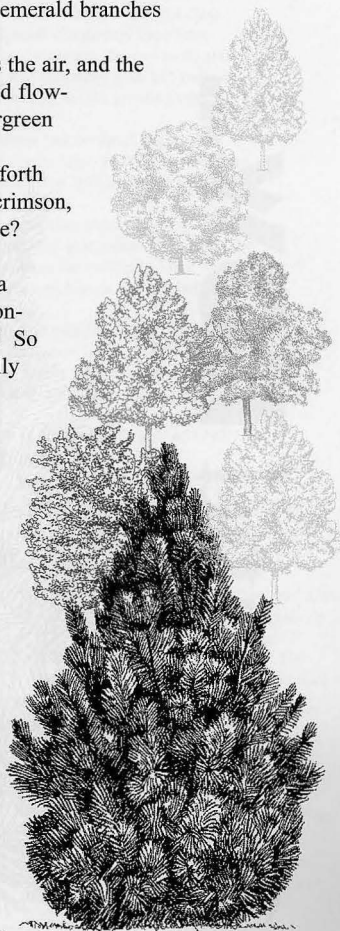
But fall...what a time to be an evergreen! Color bursts forth from every yard and roadway. The forests are ablaze with crimson, orange and yellow. Who would notice an ordinary green tree? Who really cares?

I had decided to ward off a mid-life crisis by setting a mid-life goal. I must admit that during my first class as a non-traditional student, I felt a little like an evergreen in autumn! So much life and excitement was going on around me, but I really wasn't sure how or if I fit into the picture.

Looking for encouragement from my own university-student daughter wasn't the smartest move I've ever made! As I struggled to lift the overflowing laundry basket filled with "stuff" for my demonstration speech, she rolled her eyes and said, "Oh, non-traditional students! Don't you know that you're supposed to take something that you can throw into a backpack? Sew a button or something."

A few classes later I truly feel that I belong here, no matter what the season...or the reason, for that matter. The energy, excitement and the life that springs forth from this campus are contagious, and I've caught them! I feel delighted when I enter the parking lot. At any rate, I am absolutely filled with pride at being part of this university, and I look forward to the continued growth and excitement at the University of Southern Indiana.

Jalane Weber is a non-traditional student at USI and recently began working in the Social Work Department on campus. She is the mother of four daughters ages 12 to 23 and plans to graduate sometime before retirement.



# Then and Now ...



*This sign recognizing the initial location of what is now the USI campus was photographed June 22, 1968*





## Newest Addition to University

By Elizabeth Williamson

**C**onstruction has begun with clearing of land for the Liberal Arts Center.

In the groundbreaking ceremony Aug. 28, members of the faculty and staff used the traditional plow--the same plow used in the first groundbreaking at USI.

The new building will include more than 25 classrooms and 80 offices. Special classrooms have been included for music, foreign languages, theater, radio and television. The building will cost more than \$15 million; yet it still won't be large enough for the growing campus upon completion.

Last fall 1,420 students had declared majors or minors in the School of Liberal Arts. That is 35 percent of USI's total enrollment. Last May, 237 Liberal Arts students graduated.

Thomas Wilhelmus, associate dean of Liberal Arts, said that this is the first building on campus designed by the teachers who one day would use the building. They, with the help of Hastings and Chivetta architects, chose what would be included in construction.

Many of the Liberal Arts professors have been in the same offices and classrooms since 1970. Walter K. Everett, chairperson of the English department, said the building was designed to help instructors add variety to their teaching.

The building will be completed in the fall of 1999, just in time for the new millennium.



*TOP LEFT: In 1968 Mary Jessie, Jim Archer, Evansville Mayor Frank McDonald Sr. and Alan Rankin participate in groundbreaking ceremonies for USI building construction.*

*LEFT: Using a plow, staff and faculty members participate in ground-breaking ceremonies for an additional building on the USI campus.*



*TOP: Participants in the 1972 ground-breaking ceremonies for the University Center included William Hütz, at plow, Roger Zion, Jack Brunton, John McCutchan, Joseph O'Daniel, Albert Woll, C. Wayne Worthington and Jim Fields.*

*RIGHT: At the Oct. 10, 1977, ground-breaking ceremonies for what is now the PAC, then President David L. Rice hoists ceremonial shovels.*





*LEFT: Ground-breaking ceremonies for student housing occurred Oct. 17, 1983.*

*MIDDLE LEFT: The plow once again played a traditional role in the groundbreaking for the Orr Center in June of 1988.*

*MIDDLE RIGHT: In the most recent ground-braking activity, President H. Ray Hoops uses the plow to indicate commencement of work on the Liberal Arts Center. The ceremony was Sept. 4, 1997.*

*BELOW: With the library in the background, the Burch plow marks the ground-breaking ceremonies in November 1972 for the University Center.*



## Progression Via Plow

By Kristi Bufkin

It might seem odd to use a turn-of-the-century farming tool to break ground for a state-of-the-art building. But, using a plow to begin construction is part of USI's tradition.

The first time USI used a plow to break ground was in 1974 for the University Center.

Dr. David L. Rice, who was the first president of the university, said he got the idea to use the plow from a groundbreaking at a local church.

"The campus was developed on farm land and it is symbolic to turn the soil by plow," Rice said. "It reflects part of our rural heritage."

## Dining with the Gang

Transitions Staff  
Restaurant Review

## Transitions gang checks out The Landing in Newburgh!

**The Landing**  
**Attire: Casual**  
**Price: \$8-15**  
**Food: Seafood and other fares**

- ☆☆☆☆☆--"Land ho!  
We've found our port of call!"  
☆☆☆☆☆--"Ay maties!  
Grub's not so bad."  
☆☆☆--"It's still better than me moma's cookin'."  
☆☆--"This stuff ain't fit for the gulls!"  
☆--"Whar's the cook? He'll walk the plank for this!"

I began with a cup of clam chowder (\$1.99) and the stuffed crab portobello mushroom (\$6.99) for appetizers. Being the sharing individual I am, I let everyone enjoy the mushroom caps filled with crab meat, bread crumbs, parmigiana cheese, green onions and alfredo sauce. I highly recommend this treat.

Feeling a bit starved for fat, I went for the shrimp boat (\$6.99) as my entree choice. This consists of a basket of deep-fried baby shrimp served with a heaping pile of waffle fries. The shrimp were cooked too long and the fries were cold. I will not make that mistake again.

All in all, I guess that I'll return. You can't beat the view, and the wait staff seems friendly and attentive. As always, our staff filled the evening with entertaining conversation.

**Jamie's Experience**  
As usual, I was the first to arrive for the food review. I spent the extra time sitting on my car

looking at the sunset reflected in the river. The parking for The Landing was a little cramped, but the scenery was nice. The Landing was enjoyable for the most part, but not a place I would frequent. There was not much of a selection for my vegetarian appetite, since it is a seafood restaurant. I finally decided on onion rings (\$3.99) for an appetizer; these were the best part of the meal.

For the main course I opted for a tossed salad (\$2.75), a baked potato with broccoli and cheese (\$2.49), and a soft drink (\$1.25). The potato was not done and just was not

suitable to eat.

Our waitress Amanda was kind enough to remove it from my check. Even after sharing my onion rings, I could not finish my salad.

Overall, the staff, especially Amanda, was friendly and accommodating. My dinner came to a total of \$8.39, not too bad, but not good enough to bring me back.

**Tracy Lynn's Experience**

As a resident of Newburgh for my 22 years of life, I had heard numerous times about The Landing, but I'd never visited until Jamy decided

The Landing family restaurant is located in downtown Newburgh on the historic waterfront.

For a change of pace, The Landing sometimes offers live entertainment, but call ahead for performers and times.

For a beautiful view of the Ohio, don't miss this establishment.

**Jamy's Experience**  
I had eaten at The Landing before, so I had an idea as to what to expect.



we should review the establishment.

This cozy, riverfront eatery caters to families or solitary diners who enjoy the view from the shore of the Ohio River, whether from the dim atmosphere within the restaurant or the surrounding, tiered decks.

While my companions ordered right away, my mind lingered on the various seafood specialties and other entrees. The Landing serves both seafood as well as traditional steak, hamburger and chicken platters.

After much deliberation, I decided that since I was in a seafood restaurant, I should probably try their seafood. So, I opted for the shrimp basket (\$6.99—all my budget could afford): breaded baby shrimp, served with waffle fries and cocktail sauce.

The resulting meal was edible, but cooling rapidly. The shrimp tasted the same as you might buy at any fast-food seafood restaurant, and the waffle fries were slightly pasty. The best part of the meal was the cocktail sauce and the onion rings gleaned from Jamie's appetizer.

Overall, the atmosphere was pleasant, but the food disappointing, especially for the price paid.

Shannon's  
Experience

I had never eaten at The Landing prior to our Fall-Winter 1997-98

recent excursion, and I don't think I missed much. Not that a steaming bowl of macaroni and cheese at home would make a better dinner, but most of The Landing's menu items seemed standard fare. I ordered shrimp ravioli (\$8.99), a tossed salad (\$2.75) and split an order of cheese sticks with Tracy Lynn.

Jamy ordered a stuffed mushroom, and it was like most stuffed mushrooms (bread crumbs, crab meat), but covered in alfredo sauce--YUMMY. The cheese sticks were delightfully crispy and gooey.

I filled up on appetizers and couldn't eat my salad. The ravioli consisted of doughy puffs filled with a stuffing much like that of the mushrooms, smothered in alfredo sauce. I enjoyed the dish but found dismay at the skin that develops when a dish sits too long.

Our discussion of business was interrupted by a singer who sounded like Gordon Lightfoot doing Buffet (not cool to any parrot-head).

Our waitress was friendly and helpful and paid the right amount of attention to us, not remote and not tip-hungry. Over all I found The Landing just okay; it really didn't zing my palette. If I return, I'm ordering the waffle fries 'cause they're cool looking.

#### Charla's Experience

It's not every day that a guy picks me up at my apartment and whisks me away to a restaurant; usually I have a car. But Jamy was kind enough to give me a lift to The Landing.

After we meandered our way there, we waited 15 minutes before realizing that our group had arrived prior and was waiting outside.

Our waitress Amanda took my order of "chicken tenders and waffle fries, served with fries" [actual menu quote] (\$6.99), and a Coke (\$1.25).

Most of the conversation concerned the new and improved *Transitions*, and we pondered the basic questions of mankind:

"Is this a bowl of soup? I ordered a cup."

"Is that guy singing 'Margaritaville'?"

"Do you know how long it's been since I've made macaroni and cheese?!"

Yes, one had to be there to understand. As far as the food goes, it tasted

like chicken; that's a good thing. And those waffle fries must have been genuine Idahos—they were huge! No one ordered dessert either so apparently I wasn't the only one stuffed.

The view, by the way, is great for anyone who likes the water. That, combined with the relatively tasty food and friendly waitress (it was only her second day there, but she was as "with it" as a person can be), gave me a good impression of The Landing.

#### Consensus--☆☆☆☆

Everyone seemed to have a few complaints, and one said she wouldn't return, but no one's experience is ever the same.

The Landing offered riverside charm and good service, two rarities in this area. The prices weren't bad for a college budget.

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## Old Release

Video Suggestion *By Joni Hoke*

## "Seconds"

Paramount Pictures, 1966

I knew exactly what I wanted when I walked into Flicks Video to rent this 1966 Paramount thriller, but I needed help to find it—in the new releases. Silly me. I consider the film's recent re-release to be a testament to its timeless appeal and innovative direction.

The cinematic genius behind this film about big-time second chances is John Frankenheimer. "The Manchurian Candidate" is another of the gifts this award-winning director gave to the world of film, but "Seconds" is sinister on a different level, with the protagonist as more perpetrator than victim. He remains, however, the guy we root for, exacting evil on himself through his own selfish desires.

The story is fascinating: a humdrum banker named Arthur Hamilton receives a message seemingly from beyond the grave from his late friend Charlie Evans. After offering some proof of his identity, Evans urges Hamilton to contact a group in order to go through a process—a process by which, for a fee, a company assists clients in faking their own deaths ("any number of machine-related incidents, the hunting misadventure, perhaps a hotel fire?"). The Cadaver Procurement Section of the company provides the survivors with a body, and the client is spirited off to an island, where he undergoes extensive cosmetic surgery to become youthful and handsome. This ain't no lift-and-tuck, folks. We're talking new set of vocal chords, all new permanent teeth, etc. (Ouch!)

Hamilton agrees to go through the procedure, but not before we're given a sympathetic glance at the doldrums into which Hamilton has fallen in his everyday life. He's distracted at work, frequently anxious and terse with his wife. There's a deeply unsettling tension between the couple as they stiffly

try to get it on (no pun intended) across their twin beds. The thwarted attempt at lovemaking is enough to embarrass the sensitive viewer. Hamilton wants out. He goes to the strange address Evans gives him. It's a steam laundry, and the presser sends him to another address, a slaughterhouse. He's made to wear a meat-packer's overalls and hardhat, and herded into the back of a meat-packing truck. From there he's whisked off to his new life as a "reborn."

There's so much to say about this film that I'll never have room to do it justice here. Let me just say here that things turn very surreal prior to the surgery, then Hamilton wakes up to discover he's become the fabulous Mr. Rock Hudson. Hudson's sexy, he's suave, and he's not a heterosexual, but he plays one in this movie.

As a reborn, Hamilton is told to use the name Dr. Tony Wilson. All of a sudden, he can draw and paint, he starts getting babes, he drinks and parties all day—in short, Hudson as Dr. Wilson manages the playboy lifestyle like the dumpy, sweaty Hamilton never could. (If all this seems implausible to you, remember "Ghost," "Powder" or any other farfetched, poorly-acted, insulting, mainstream garbage and forget those comparisons right now. Frankenheimer's jarring direction will suspend your disbelief for you.)

What happens to the leading man in his reborn life? I'd suggest you watch yourself. It's at times enviable, at times appalling, always visually stunning. Frankenheimer uses wild angles, bungled perspectives, funhouse-type shots, dream sequences, images of rape, nudity, gluttony, grape-stomping—gosh, I just can't address it all. By now I hope you're intrigued enough to rent the film. Plot, performance and cinematography, this is a film you'll want another helping of when it's over.

For a "New Release,"  
go on to page 21!

## Oprah's Book Club: Read 'Em and Weep

Oprah Winfrey is single-handedly increasing the number of books read by the average American through her book club. The books chosen for the club deal with issues personal to Winfrey herself as well as to many others--issues like obesity, rape, abuse, ignorance, religion, triumph of spirit and soul and starting over. Two books on the list, *She's Come Undone* and *The Rapture of Canaan*, tie together loosely in leading readers to tears and triumph right along with their characters.

Wally Lamb's *She's Come Undone* follows Dolores Price from age 4 to 40. In this time Dolores gains knowledge, experience and 100+ pounds. Dolores blunders through junior high, her parent's divorce, an unspeakable act committed at the hands of a creepy neighbor and an unwanted homosexual experience. These events culminate in Dolores' suicide attempt among beached whales, animals she feels akin to. After a stay in a mental institution and a "rebirth," she blunders into adulthood, marriage, divorce and healing.

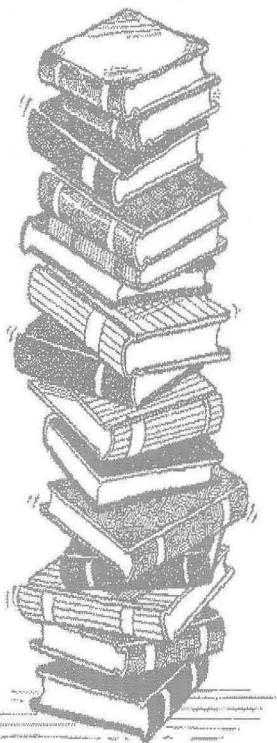
Lamb's dialogue and feminine voice are crisp and on the nose; Dolores is distinctly an East Coast Catholic girl, and never does that persona falter. The characters are all familiar types (the repressed Catholic grandmother, the swinging divorcee mom) but they are fresh and real and never boring. Dolores' mistakes, triumphs, courage and fear lead readers to tears and

laughter simultaneously. Readers grow as Dolores shrinks, and they learn about themselves in the process.

Sheri Reynolds' *The Rapture of Canaan* ends with an event so pure and cleansing a reader's heart will sing praises for Ninah, its shy, heartbreaking heroine. Ninah's grandfather runs The Church Of Fire And Brimstone And The Almighty Baptizing Wind and controls all matters from money to hair length. The congregation eats, works, prays and punishes together. Ninah herself sleeps with nettles in her bed and walks with shells in her shoes to keep her mind on Jesus' pain. When she begins to lust for her cousin and prayer partner James, her guilt becomes a sort of inner hair shirt, itching and bothering her until she breaks. She and James do more than pray, and Ninah soon finds herself pregnant. Her baby is born with a profound defect that heralds him as the new messiah and exults Ninah to such a status that she cuts her hair without reprimand. Her grandfather slowly loses control of the church, and life changes for the entire congregation. Ninah commits an act so shocking that readers are left breathless and raptured.

Both books feature heroines that overcome extreme circumstances to triumph in spirit and heart. Dolores and Ninah will

never leave a reader, nor will those around them. The circumstances of each character's life vary greatly, but the voices are crisp and analogous to each character's home places. Readers learn about themselves through the laughter and tears invoked by these two immensely enjoyable and profound books.



# BOOK

## Wheelchair

*continued from page 5*

My first class went fine. No snags. But then I had 15 minutes to get to hiking class, in the PAC, in the rain, from the Health Professions Center. What a nightmare. I had one concerned young woman

ask if she could help me at one point during my excursion when I got caught up on a bump. I declined respectfully and got out of my situation myself.

The thing is, I had no gloves to wear like some people in wheelchairs, and I found it impossible to stop that chair on a hill in the rain! I literally tore up my hands in the spokes trying to stop when I was heading down the slope to the PAC. I was in *extreme* pain.

I know that not many people in wheelchairs will head very far into the parking lots because the designated parking is right in front anyway. But I had to go to the PAC and, therefore, took the sidewalk adjacent to the parking lots. I really thought that I was going to be hit by a car that was too busy looking for a good spot.

**(Warning to drivers: please do not weave in and out of those lots without looking first, especially on rainy days.)** I cannot reiterate just how scared I was.

Believe it or not, I made it to class on time. By the time class had

started, the rain had stopped. The instructor decided it was nice enough to hike.

Hike.

In a wheelchair.

Sure, no problem! We stayed on road the entire time because of my handicap, but still I required consistent help from my classmates to tackle what seemed like even the smallest incline.

It was now noon, and I was exhausted. But I could not get up...not yet anyway.

Class ended, and a friend help wheel me back to the Health Professions Center. I had another class in 15 minutes. This class, too, went off without a hitch.

The rest of my afternoon was spent exploring campus in my wheelchair and seeing how accessible it was.

Now, I understand that most people who are confined to wheelchairs are very experienced in steering, guiding and propelling their craft; I am not. But there were still places on campus that I wondered about the abilities of even the most experienced wheelchair operators.

One of my lowest points of the day came in the Financial Aid office. The office, as you may know, is crowded as it is. The office setup seems to be very inefficient, and more than one person in this space at the same time could create a very tight situation.

The office was full of students who wanted to know where their money was, etc., while I was just there to watch an exit interview video about my student loans. But the desk is surrounded by a counter that hits about the mid-stomach area

of a standing person average in height.

What the arrangement translates to is this: I was skipped in line because I couldn't see them, and they couldn't see me. A woman just stepped right in front of me and started telling workers her story of monetary grief! I was appalled and felt very belittled. It was as if, once again, I did not exist to the "walking" world.

The Eagle's Nest was another major source of grief for me. **(Warning to patrons: please take the time to push in your chair when you get up to leave! Not only does it make the university in general look better, but it will make those who are confined to a wheelchair so much happier.)** To wheel forward two feet, push in a chair on my right and left, roll forward two more feet, push in two more chairs...well, you see the point.

I even had trouble reaching the condiments for my sandwich. Forget a fountain drink! My drink was sure to have a tight lid to avoid an embarrassing mess later.

Night class was okay that evening, and then I was done. I got up out of the chair and wheeled it back to my office.

Yes, my arms hurt.

Yes, my shoulders were screaming.

But things hurt that I didn't expect: my lower back, my derriere and my knuckles. As a matter of fact, my hands and knuckles hurt more than everything else combined.

Except my pride--that was hurt too.

I am now one of the most humble individuals at USI. Everyone should have to do this as a graduation requirement. Everyone.



## A Friend's Perspective...

By Erin Deiken

I never quite understood what it meant to be physically disabled until Jamy was voluntarily confined to a wheelchair for the day. In order to better understand the trials of being handicapped, Jamy became "chair-bound."

The insight gained from his experience trickled over to me as well. I thought, "This is an awful lot of trouble for just one day."

What made the biggest impact on me was the realization that handicapped people don't have the option to choose which day they will use their wheelchairs or other such devices. They don't have the opportunity to say, "I'm taking this great hiking class," or "Yeah, I'll meet you at the soccer field for a quick game."

The disabled must consider every option in decision making, from what classes to take to what to do when the weather is less than perfect. I heard him tell stories about the difficulty of maneuvering, especially in the rain. With slick streets and soft ground, it's not as easy as we think. Plush green grass becomes an uneven, sloppy mudpit when the rain starts coming down. Hills that don't appear to be steep become as slippery as a slide, and it's not easy to stop an out-of-control wheelchair.

We all have misconceptions about the handicapped. What we need to realize is that they are no different from us. They don't want our sympathy, and sometimes they don't want our help.

It doesn't take much effort to ask though, and I'm sure they would gladly exchange that parking place up front for the chance to walk up the hill.

## NEW RELEASE Video Suggestion

By Tracy Lynn Ford

"In & Out" - PG13  
Paramount Pictures™, 1997

Don't even try to stifle your laughter when watching this comedy. You won't have to. Everyone else will be roaring right along with you.

This hilarious new release directed by Frank Oz stars Kevin Kline in the role of Howard Brackett, an English teacher at Greenleaf High.

Three days before his wedding to colleague and fiancée, Emily Montgomery (Joan Cusack), Mr. Brackett is shocked by Greenleaf alum Cameron Drake's (Matt Dillon) Oscar acceptance speech, in which he announces that his former English teacher inspired his latest role as a gay male in the military.

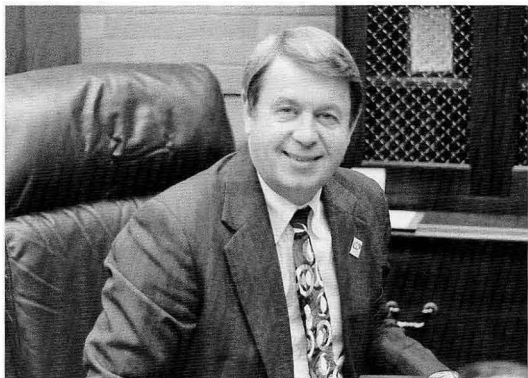
The farming town of Greenleaf, Ind., is rocked by this announcement from their town celebrity, and a chain of events spirals toward the announcement of Mr. Brackett's actual sexual preference.

Accompanied by the music of Diana Ross and the Village People, Kevin Kline gives a stunning performance of the stereotypical gay male (much like the performances of Nathan Lane and Robin Williams in "The Birdcage") who, for the first time, doubts his true sexual preference.

In true farcical style, Kline possesses all the "qualities" of the gay man: he knows all of Barbra Streisand's movies and albums by heart, he cannot keep from dancing and, as pointed out by one of his current students, he's an English teacher who recites Shakespeare's sonnets and coaches drama.

Kline's character also interacts with co-stars Bob Newhart, the homophobic Greenleaf Principal who asks, "...would you walk for me?" and Tom Selleck, the gay TV personality who devotes an entire week to the scandal in Greenleaf.

Although some might call this film controversial, your foot will tap and your stomach will ache from the undeniable outbursts. This film can only be described as hysterically entertaining.



*Meet the  
President:  
A casual look  
at our Dr. H.  
Ray Hoops*

*By Becky Burns*

**C**hances are you have met President H. Ray Hoops or at least have passed him as you were strolling around campus. Hoops is a friendly person and is glad to meet and talk to USI students. Introduce yourself and strike

up a conversation.

Hoops was born Dec. 10, 1940, in Clinton, Ill. His first name is Howard, which is also his father's name; so, to avoid confusion he was always addressed by his middle name, Ray.

Hoops was reared on a farm 25 miles from Champagne, Ill., where he experienced the small-town farm life. Although his parents lacked higher education, they knew the importance of a good education. Hoops' father dropped out of high school to work so that his younger brothers could continue their education. His parents' example taught Hoops the importance of hard work and values.

At Eastern Illinois University he received his bachelor's degree in speech pathology. He received his master's degree in audiology and speech science at Purdue University, which invited President Hoops to be in a special doctoral studies program in which he studied human factors and earned his doctorate.

Twenty-five years after earning his doctorate, Hoops earned his master's of business administration through a special program at



Moorehead State University. He said he may have gotten "a few special favors" because his wife was director of the program.

Linda Hoops, a native of the Philippines, is Hoops' wife of 31 years. They met while attending Purdue and were married in Lafayette. Mrs. Hoops has a doctorate in business administration and hotel and resort management.

They have one daughter Vicki, who is 25. She has earned her bachelor's and master's of business administration at the University of Mississippi and has been employed at Hilliard Lyons in Kentucky for three years.

President Hoops said he has never met a food he did not like. He did say that snow crab is the food item he goes through the most trouble to get.

For his favorite movie, Hoops selected "The Bridge Over the River Kwai." He said he likes this movie "because it is a balanced picture that shows the nobility and desperation of both armies."

President Hoops likes television but usually does not watch it much. At age 15 Hoops said he bought a used television for \$40. The television would only pick-up one station. "You are There," a show based on dramatized historic events, was one of the shows aired by that station, and it became his favorite show.

Sports, especially bicycling, hunting, fishing, tennis and water sports also fill what leisure time he has. The president also enjoys reading and is a fan of live theater.

Because the university is "an exciting place that is always looking toward the future," Hoops said he enjoys his tenure as president. "It is inappropriate to harness an institu-

tion with the ideas or goals of a single man," Hoops said, adding he "believes USI changes and grows because the goals and ideas of its constituents are highly valued."

Hoops commented that there is not much to dislike about USI. Two things about USI that he believes are especially beneficial are that the students and faculty exhibit a commitment to service and the fact that the professors do all the teaching instead of utilizing teacher's assistants.

Hoops said he is proud of the students for the "sacrifices they make and the inconveniences they endure" while the university is

growing and adjusting to changes. He said he believes the "sacrifices made by each generation will make university life better for future generations."

Words of wisdom for all first-year students are "to get involved and to relax because people do survive their first year of college." He commented that college life is fun, and it will only improve as time goes by.

Now you have met President Hoops, a person who cares about the future of USI, and most importantly, about the many people who make this university. *z*



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# INTERNATIONAL STUDENTS CLUB



*Fun and fund-raising were prevailing ideas behind the food expo when international students had an opportunity to share their culinary talents with others and raise money for the ISC.*

## ***Eliminating the international boundaries***

*by Chrissy Taylor and Diana Fischer*

Imagine never eating a s'more around a campfire or never singing *Row, Row Your Boat* or *Old McDonald* as a child.

Foreign students who come to America and join the International Students Club have the chance to do many typical American things, just like these.

ISC is an organization of students from countries around the world. The nations presently represented are the United States, Japan, Hong Kong, Taiwan, Malaysia, Korea, Israel, Kuwait, Venezuela, Germany, Russia and Jordan.

ISC is not just for foreign exchange students; there are permanent students who have lived in the United States for many years and some from the tri-states.

"I joined the club because I wanted to meet people from other cultures and expand my knowledge of the world," Rabia Habit, freshman, said.

Chiew Dhat Chuang, from Malaysia, is the club vice president and a senior computer information systems major. He has been in the States several years and thinks the club is helpful for making a student feel less confused about fitting in.

"As a foreign exchange student, I have found ISC is a common place where all the students can get together to discuss problems and have fun," Chuang said.

Chuang's main goal for his time spent in America is to have global networking after his graduation in the spring with the members who have become close friends.

Education and socialization for USI students, foreign or native to the United States, are the two main goals of ISC, said adviser Dr. Stefan Israel, professor of German. Israel is just one of the advisers who helps out with the activities sponsored by the club.

"ISC seemed like a good opportunity to be of service, and I am familiar with the difficulties students in a foreign country can face," Israel said. Although he left after the fall semester, Israel said that he would miss the members of the club and hoped to keep in contact with them.

To help educate members and other students at USI requires planning. Not only do the foreign students learn about the United States, but also American students learn about other cultures represented in the club.

Language is one example of this exchange. Members teach each other useful phrases and slang from their home country. The expression "Apa Caba?" in Malaysia means, "How are you?" Language expression is just one of many new things that can be learned in the International Students Club.

On a college campus, it is difficult to communicate with only proper English that was

learned in a foreign classroom. Many of the members have been taught English since they were as young as 6. Slang words that are often used by USI students are sometimes hard to understand. For example, Noriko Kinoshita, a first-year Japanese student, found popular words such as 'man' and 'guys' hard to comprehend. Kinoshita takes 14 hours of classes and also teaches two first-semester Japanese classes which take up a lot of her time.

"I first learned English as a small child, but some of the slang words can be tricky and it took me time to understand what the other students were talking about," Kinoshita said.

Socializing is the other primary goal of ISC. Many students, whether 50 or 5000 miles from home, get lonely. ISC introduces students to others who are experiencing the same difficulties or who can help explain why some things are so different. Even if members are just watching a movie or eating dinner together, they can learn a lot about other cultures, like what they eat, what they find funny or what they look for in a friend.

"Although I wasn't very homesick, I had moments when club members really helped me get through some tough times," Mina Song, a senior from Korea, said.

The activities planned by ISC are both educational and social. The foreign members like to learn about everyday American activities and make friends to help them adjust to a new culture. Some of the activities during the fall semester included a trip to Marengo Cave, Mesker Zoo, a canoeing trip, a car wash, a hay ride, a picnic and a traditional Thanksgiving dinner.

The progressive dinner took the students to three different houses for each course of the meal. It was sponsored by members of Christian Fellowship Church.

"All the events were fun to participate in, especially the car wash because we were able to cooperate together and complete a set task," junior Wookjin Lee from Korea said. He added that he really enjoyed the 'American Thanksgiving.'

ISC meets every other Friday afternoon to discuss upcoming fund-raisers and activities.

*One project of the International Students Club involved washing trucks. Members used several occasions to foster socializing.*



Fund-raisers pay for some or all of the costs of club activities so that everyone may go, even if they are low on money.

The largest fund-raiser of the club was the annual international food expo on Nov. 5. Two hundred and thirty-seven tickets were sold, and the participants enjoyed 16 dishes from 13 different countries. Members prepared dishes from their native country, and the food was sold in a buffet manner to students and faculty of USI.

"The food expo was a lot of work, but it turned out to be a great success and a lot of fun. I enjoyed cooking foods that Americans wouldn't normally get to eat everyday," president Fong Yiu said. She added that it would be great for more students, both American and foreign to join the club.

Members agreed that whether touring a natural wonder such as a cave, falling out of a canoe, going on a hay ride, washing cars for money or just going to dinner, International Students Club is an educational experience and a wonderful place to meet new friends and have fun. ISC helps foreign students adjust to new surroundings and teaches American students to keep an open mind to new ideas. ☺



Several varieties of plants are cultivated in the USI greenhouse for aesthetic as well as academic purposes.

**Little-known location offers a chance for faculty and students to study the**

# Greenhouse effect

Greenhouse?

Did somebody say greenhouse? Practically unknown to most people on campus, USI does have one. It is located behind the Science Center.

Dr. Eric S. McCloud, assistant professor of biology, supervises the plants and their growth in the greenhouse.

While individuals may have a greenhouse to raise special plants for pleasure or show, the USI greenhouse serves the campus community in several ways.

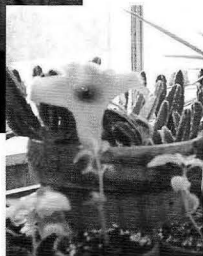
First, it provides space in which plants can be grown on a short-term basis for classes that require living material. These classes include introductory botany and introductory genetics.

"Space for short-term growing can also be used for student-faculty research projects that require living cultures of plants," McCloud



LEFT: Plant cultures in the greenhouse may be used for student and faculty research projects, for diversity and for the beauty of the plants themselves.

INSET: This photo by Jennifer Wilmes last October shows the bloom of the Stapelia, which is native to Africa and blooms every three to four years.



said.

Such projects may be in various areas of biology, "Work involving plant biology often requires living plants, but work on things that consume plants will often require living plant cultures a well," he said.

Such work might include mycology, virology, etomology and other areas.

Plants for independent student work and student-faculty research in areas other than organismal biology are also grown there.

"Plants are grown and studied as exemplars and model organisms," McCloud said. "These subjects would include things like ecology, physiology, genetics and conservation biology."

A second use for the greenhouse space includes plants kept for a collection that represents taxonomic and morphological diversity. Some of these plants may be needed for classes as well.

"Semi-permanent cultures of plants also include some plants that are grown over and over for certain recurring activities in biology classes," he said.

Lastly, the greenhouse serves the campus community as a space in which plants are grown and maintained because they are

beautiful and unusual.

The greenhouse also grows many exotic and unusual plants such as the Stapelia, which is native to Africa and blooms every three to four years.

"As such, the greenhouse can enrich the campus as a conservatory of plant life and diversity," McCloud said.

The biology professor explained that with sufficient advance notice, just about any class that needs to go to the greenhouse can go.

"I'd be particularly interested in having some students from art classes come into the greenhouse and to do work sometime," he said.

Another avenue that McCloud is exploring as a use of the greenhouse plants is in "green therapy." He explained, "The mood of recovering patients is raised by landscaping and plants, thereby speeding recovery time."

McCloud, Amy Brown, Shaun French and Science and Ecology club members cleaned the greenhouse in the fall semester, making it a possible location for new activities to be held. ▽

*Jennifer Wilmes contributed to this article.*



# A non-traditional student shares **A Day in the Life of** mother, cook, chauffeur, wife, tutor, etc.

By Bridget Brown

In her capacity as coordinator of the USI Children's Center, Pam Busckill has observed many parents in their pursuit of an education and has concluded there are three things essential to the success of a parent/student.

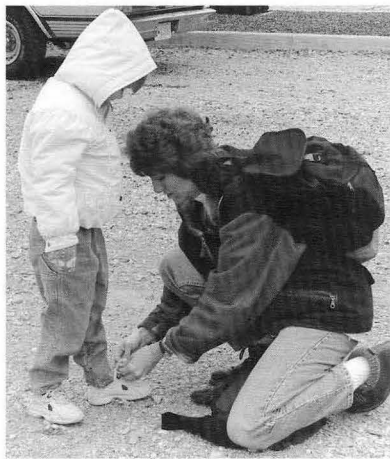
"First, they must know that their children are in a safe and happy environment. Next, they simply must be organized. And they must have some form of support because, when things get tough, the tendency is to throw in the towel."

Sandra K. S. Wire, a student at USI, possesses all three of these elements. Wire is married and the mother to six children: 11-year-old Jeanette, 9-year-old Joel, 7-year-old Corban, 5-year-old "Miss Casey" ("that's what we call her"), almost 5-year-old Dillon and 2-year-old Alexander.

As a divorced mother with four small children, Wire began her college career in 1993 because she knew a minimum-wage job would not provide her with enough income or challenge. Since that time, she has remarried and expanded her material responsibilities by two more children and still carries a 13-hour load at USI.

Her ability to manage so well is summed up succinctly, "With the good Lord's help and a lot of support."

She is sincere, but 15 minutes of conver-



"Miss Casey," as she is known to her family, gets some last-minute attention to detail from her mom Sandra Wire before she enters the daycare center.

Bridget Brown is a non-traditional student attending the University of Southern Indiana.

She is also the mother of three children, ages 4, 9 and 12 years old.

sation with Wire reveals other character traits that contribute to her success. "The oldest of four children, I'm a chronic overachiever and a chronic perfectionist."

She is also extremely organized.

Wire's day actually begins the night before. Each child's clothes are prepared in order to minimize the morning's confusion. One child is in charge of lining up everyone's shoes at the door. Diaper and book bags are lined up, too. The breakfast table is already set. When morning arrives, everyone except the baby is expected to make his or her own bed, eat, dress and get out the door to school.

Wire leaves for USI between 7 and 8 a.m. She drops the youngest at a day care center because he is not old enough to attend USI's Children's Center, where she deposits "Miss Casey." Then she is off to class.

She tries to schedule her classes each semester with time between them, so that she can study as much as possible at the university as opposed to home where life is hectic. "I carry index cards with me everywhere, and transfer information to them. It makes it easier to study, she says.

When classes are over around 3:30 or 4 p.m., she reverses her route, picking up Miss Casey, then Alexander and heads home. Night activities begin. Two kids play soccer, and some have music lessons.

Wire has night activities, too. She is a PTA vice president at Howard Roosa and a Young Women's Adviser at her church. On Thursday evenings she has a class.

"I try to plan in advance as much as possible. Items necessary to prepare dinner were laid out earlier."

The family eats simple meals on Mondays, Wednesdays and Fridays. "Big family meals are planned for Tuesdays and Thursdays."

Again, everyone helps. Jeanette washes the dishes while another carries out the trash. It is easy to understand why Wire spaces her

classes to provide study time because, otherwise, she would be forced to study after the children are in bed.

"My husband is very supportive, but because we are a blended family, it requires extra organization." Because she has to keep track of when her stepson will be visiting and when her four children by her previous marriage will be visiting their father, she keeps a big day planner.

Also, because of all the kids' activities, she posts a giant color-coded calendar on the refrigerator.

The children have fun preparing this one. Each child is assigned a particular color with which to list his or her activities and obligations. That way each can be responsible for his or her own preparations, promoting a sense of security and control in an otherwise hectic family.

Her family will always be her first priority. "I don't want my kids to ever resent I'm in school."



*Mealtime could mean confusion in the lives of Sandra Wire and her family if it were not for careful planning, anticipation of needs and help from available family members.*

“  
*I don't want my kids to  
ever resent I'm in school.*  
”

“  
*But when the game starts I'm out on the sidelines yelling with the rest of them. My children deserve that.*  
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*After taking "Miss Casey," 5, to the Children's Center at USI, Sandra Wire adjusts her daughter's hair before heading off to class.*



Needless to say Wire can be very creative when it comes to study time. She takes her books to the soccer field and studies in the car during practices. “But when the game starts I’m out on the sidelines yelling with the rest of them. My children deserve that.”

Sometimes her oldest, Jeanette, reads Wire’s assignments to her or quizzes her.

When she took her first anatomy class, she found the children were interested in the subject. “Jeanette says she may want to be a doctor when she grows up, and I found that telling the kids about anatomy helped me to understand

*In one of her many roles, Sandra Wire sits in class and listens to the lecture. Finding time to complete assignments is a part of her busy schedule.*

and remember it better.”

Wire said the children understand what her situation was when she divorced in 1993. They have witnessed the importance of education, the result being that her three oldest children are straight-A students and plan to go to college when they grow up.

She made friends with another single-mom student in 1993, a friendship that has grown and continues today. They supported each other then and continue the friendship today.

Wire’s husband is also very supportive, something she says makes all the difference. “He never gripes or complains about my studying. He

doesn’t resent that we don’t have a lot of time for each other.” Instead, he devotes his only afternoon off to family and home while she goes to class.

Wire has one more thing going for her—determination. She says anyone can go to college, no matter what the circumstances are, “if they really want it. There are too many resources out there to keep anyone from getting an education. But they have to really want it.”

Her determination is evident because she is close to getting her degree in sociology and is about two years away from completing the nursing program.

Managing six children and a college career can have its rewards and its expenses. Just as she wants to be there for her family, they want to be there for her. To identify her biggest challenge, Wire says, “Keeping my energy level up and taking time out for myself. I need to take care of myself.”



# Parent-turned-student offers survival tips

by Bridget Brown

Universities across the country are experiencing a rise in the number of "non-traditional" enrollments.

According to numbers from the registrar's office, there are 2,304 non-traditional students representing 27.8 percent of the current total enrollment at the University of Southern Indiana alone.

Whether this percentage is a result of a nation that places a higher value on education, competitive world markets, advanced technology or a desire for self-improvement, the result is an influx of students with multiple roles to fill. Some have careers. Some have volunteer commitments.

Perhaps the student with the most stressful and diverse role is the parent/student. Many of them work. Some are spouses. They also are nurturers, protectors, providers, short-order cooks, housekeepers, lawn servicers, launderers, chauffeurs, companions, confidants, amateur psychologists, decision-makers, tutors, coaches, cheerleaders, and during bouts of sibling rivalry, judges and referees. And, they are probably "expert" time managers.

Now they can add "student" to the list.

The decision to pursue a college degree is one of the most exciting and one of the most daunting decisions a parent can make. Like parenthood, it can be a rewarding experience; it can also be a nightmare. What makes the

difference? Basically, attitude, time management, setting priorities and organization can ensure the success of most parents in the academic world. To that end, a list of tips is provided for all of those parents who are venturing into academe.

## **BEGIN WITH A HEALTHY ATTITUDE**

1. *Prepare your family.* The decision to return to school will affect your family, so be sure to discuss it with them before your return. Let them know they are still important, but you also value education. Once they understand it is important to you, they will support the inevitable inconveniences.

2. *Set yourself up for success.* In the beginning take classes you know you will enjoy. Chances are you will be more enthusiastic and successful, which equate to increased confidence, which equates to incentive to continue. Later on you can branch into those classes that are more challenging.

3. *Develop a healthy level of communication with your adviser.* Let your adviser know your goals. Also share with him or her your priorities at home and your strengths and weaknesses. The adviser wants you to be successful academically and, armed with the best information, can help to steer you in the right direction.

4. *Network with fellow non-traditional students.* Exchange names and telephone numbers on the first day of class. They are probably as serious about education as you are, so when you miss class because little Joseph has chicken pox, they will appreciate your request to copy their lecture

notes. Also, other non-traditional students may have already completed the course and can offer helpful advice or emotional support.

5. *Be positive.* You are in school because you want to be, right? Then why not act like it? A positive attitude can mean the difference between enjoying and dreading your education, between how much you do or do not learn, or whether or not you earn the respect of your professors. Besides, a positive attitude will make life more enjoyable for the people you love most—your family—as well as your professors and fellow students.

6. *Celebrate your successes.* When you successfully complete a difficult course, give yourself a pat on the back. Proudly post that report card so the whole family can share in your success—in their own way they helped you earn it. Show your kids that you are a living example of how hard work pays off!

## **DEVELOP TIME MANAGEMENT SKILLS**

1. *Simplify your life.* Your education will consume every spare moment of time, and then some. Although you do not want your college career to deny your spouse the attention he or she deserves or your children any of the opportunities they would otherwise have (like playing ball or taking music lessons), you can remove yourself from the voluntary responsibilities associated with their activities, church or profession.

If it is not necessary, do not do it. As Nancy Reagan so aptly said, "Just say 'no'" when the school calls you to pop popcorn, or when the church wants you to organize a committee. They will understand your commitment to education, and be as-

sure they will find someone else to head the committee.

2. *Keep a detailed calendar.* Life provides enough surprises along the way. You do not need to be caught in a pinch because you forgot Billy's baseball game on the same night you plan to write a big paper. Besides, a detailed calendar can provide a much needed reality check—know your limits (see item #2 under Priorities).

3. *Stay current with daily or weekly assignments.* It is much more difficult and stressful to play catch up once you are behind schedule. Reduce your stress by staying on top of things. You never know when the unexpected may crop up at home. Besides, checking an item off the syllabus can give you a feeling of accomplishment.

4. *Teach your kids to do their homework in unlikely places.* How many hours do parents spend chauffeuring their kids to music lessons and sporting events? While one child participates, the others sit in the car and play or fight. Teaching kids to do their homework (or at least part of it) in the car accomplishes two goals: they complete their homework earlier, and you get some much needed quiet time in which to work on the assigned reading. It converts non-productive time into productive time.

Try keeping a quilt and a lawn chair in the trunk of the car so Suzie can do her homework while Billy plays baseball, and you can jot down an outline for the paper due next week.

#### **SET PRIORITIES**

1. *Give your education a high priority level.* Your family and career are unquestionably the highest priorities. Assigning your education a high level of impor-

tance makes some everyday decisions much easier. For example, finishing a paper is more important than cleaning the garage.

2. *Know your limit.* Many students start out with an unrealistic schedule. If they can cram a degree in four years, that means the family will suffer for only four years. The best answer could be to stretch your education out to eight years, reducing family stress and your own. Sometimes slow and steady means you can still enjoy your family and your education.

3. *Know your habits.* Do you absorb what you read after 8 p.m., or are you at your most productive before lunch? If you know your body's limitations, then it is easier to plan for the rigors of academic life. Some students can read and absorb information all night long. On the other hand, some students do better when they get up at 4 a.m. to read or finish a paper.

4. *Reconcile yourself to dirt and do physical chores during your least productive time.* Accept the fact that the pursuit of an education translates into increased dirt. Something must give, and chances are it will be in the form of weeds, dirty cars and dirty house. Your family cannot live without clean clothes, but it can live with a dirty kitchen floor for a couple of days. However, if you cannot concentrate because of the kitchen floor, then save it until your least productive time. It may be difficult to concentrate on a textbook at 11 p.m., but it does not require concentration to sweep a floor late at night.

5. *Be flexible.* No amount of organization can prepare you for the unexpected. Sometime during each semester you will have to deal with events like a family illness or a professor who does not

stick to the syllabus. These occasions naturally will raise your stress level, and, therefore, the family's stress level. Flexibility is essential to your ability to cope.

#### **GET ORGANIZED**

1. *Plan ahead.* At work it is assumed you will take a business trip into account when a report is due the day of your return. Adopt the same assumption with respect to school. Note all important dates—upcoming business trips or Suzie's soccer matches—in the margin of your syllabus. Let your professors know you need to anticipate any particular assignments that conflict with these commitments so that they can share special instructions or details that are important to its successful completion.

2. *Be organized at home.* Organization is key to finding adequate study time when you have a family, too. Obviously, one trip to the grocery store takes less time than four trips a week. A little organization in the form of meal planning can equate to increased study time. Maybe your spouse can pick up the dry cleaning on the way to or from work.

3. *Teach your kids to be responsible.* Post a grocery list in a common area. Tell Suzie that she must anticipate her need for more shampoo and write it on the list. Make Billy be responsible for gathering his baseball equipment and getting it to the car. Tell your kids that, if at all possible, they need to anticipate their needs to do research at the library and give you advance warning so that you can work it into the schedule. (Also tell them that these are good study skills to develop for the future.) ❧



