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The IUPUI Sagamore

OPINION	
■ Sagamore editors speak out about Vice President Quayle's comments on family values during a recent speech.	
Do the media affect our morality or do they illustrate changing beliefs?	PAGE 4

MONDAY • June 1, 1992 • Vol. 22 • No. 4 The weekly newspaper of Indiana University-Purdue University at Indianapolis

Administrator: Our goal is one computer for every 30 students

■ Restructured technology fee requires freshmen to pay \$75 per semester beginning with the 1992-93 school year.

By **DARIN CRONE**
Sagamore Staff Writer

Incoming freshmen will find themselves digging deeper into their pockets this fall to pay the mandatory technology fee under a new plan approved by the IU Board of Trustees. Incoming freshmen will pay \$75 per semester under the new plan. How will the money, an estimated 15 million dollars that will be collected during the 1992-93 academic school year, be used? This year, all campus support services

using technology have been combined to ensure that technological equipment can be used to meet the specific objective of using technology to meet the students' needs. The technologies will be controlled by the Office of Integrated Technologies. "We are spending the money on things that are visible to the students," said Kristin Froehke, director of services for the Office of Integrated Technologies. The computer clusters are one area where the money has been used in

the past. In the 1988-89 school year, there were 200 microcomputers available to students, or one computer per 124 students. Now there are 475 microcomputers, or one computer per 57 students. "Our goal is one computer per 30 students," said Froehke. There are currently 14 computer clusters around campus. Plans for a computer cluster in the new library are underway. The technology fee will also be given to individual schools. The money will be used for technologies that are closely related to each school's educational objectives. "Each individual school is preparing

a plan on how to use the money to incorporate technology into each school's curriculum," said Froehke. For example, the English department uses computers to teach writing classes. Current technology can accommodate only half of the beginning writing sections. The money generated by the technology fee will allow the department to buy more computers for classroom use, said Froehke. Although only individual schools will receive money, it will benefit all areas of the University, said Robert Mendelsohn, associate director of the Undergraduate Education Center (UEC). "Our job is to help students begin

in the system," said Mendelsohn. "The technology will allow us better access to the system." "The funding will be used for the courses the student takes," said Scott Evenbeck, associate vice chancellor of the UEC. The Undergraduate Student Association will form a student committee to review each school's plan in addition to the Integrated Technologies Advisory Committee. The student committee will also receive reports on how the technology fee has been applied to meet the needs of the students. "The technology fee will allow the instructor to be more creative in the classroom," said Froehke.

"Instructors will be able to use different methods to teach," she added. "Although the technology fee will benefit the student, some students do not agree with it. "It's just more money in the universities pocket," said Vallie Davis, junior. "I can see them increasing it by a reasonable fee, but \$75 is ridiculous," she added. Under the new plan, students taking three or fewer hours will pay \$25 per semester. Students taking three to six hours will pay \$50 per semester. Undergraduate students currently enrolled will follow the same schedule now in place. All students will pay \$75 after three years.

Defining philanthropy proves lucrative for 8 university professors

■ IU Center on Philanthropy wants professors to explore effects of charity organizations.

By **AMY MAY**
Sagamore Staff Writer

Webster's Unabridged Dictionary defines "philanthropy" as a desire to help mankind as indicated by acts of charity. Edmund Byrne, professor of philosophy, defines it as "organized institutional fundraising." "You try to do good, take care of things and help people through organizations like the Red Cross or the Children's Defense Fund," he added. Finding the definition of philanthropy, why it exists, and how it affects American society is the challenge that 18 people from various academic communities were charged with by the IU Center on Philanthropy at IUPUI. The center has awarded grants to help further the field of philanthropy.

The recipients will receive up to \$5,000 each to try to explore the answers to these questions and present them to the public in a book. Byrne, for example, has chosen to address philanthropy's relationship to liberalism. Theoretically, a liberal way of thinking affects the spirit of giving, said Byrne. "Liberalism is individualism, which means I can give my money to whom I want," he added. Byrne believes his book will be completed in less than two years. "We want to research, influence and enhance the practice of philanthropy," said Dwight Boringhame, associate director of research and academic programs at the IU Center on Philanthropy. One way to do this is to have professors study it and how it relates to their own areas of expertise, he added. The professors who have received grants to study philanthropy are:

Please see **GRANTS** Page 2

Law school grads face uphill battle to reach courtroom

■ Recession is blamed for the inability of recent graduates to find work in law firms.

By **TAMMY DEAN**

Applications to the IU School of Law at Indianapolis have risen from 1200 during the 1991-92 school year to this year's total of 1450. "The applications increased by over 200, but we can only accept about 255 students each year," said Rhonda Thomas, of the Admissions Office. More applications are being taken and less jobs are being offered. The recession is a deciding factor in the hiring practices of law firms. Ice-Miller, the largest law firm in Indianapolis, is cautious when hiring. "We recruit 24 months in advance, so we have to project what our need will be ahead of time," said Mary Ann Storm, recruiter for Ice-Miller. While many law students feel the chances of finding a job are better with a law degree, it is still difficult to find employment with increasing

competition. "I think the terrible job market is just one more factor influencing people to come to law school," said Tom Scifres, who will be a third year law student. He added that because of the recession, many people can not find the jobs they have a degree for so they enter law school to make their resume look more appealing. "As a result of the increase in students, the competition is better and it is harder to find a job in such a saturated market," added Scifres. Many students are hopeful that, by the time they complete law school, the market will be better. "What we are finding is that since the economy is so bad for students just graduating and finding jobs is more difficult, they tend to want to further their education and then hopefully by the time they are done with the three-year law program, the economy is better," said Shannon Williams, career service coordinator for the IU School of Law, Indianapolis. "The competition is going to be tough," said Brian Lamar, third year law student.

Leading Way

Women in science continue to fight stereotypes in previously male-dominated fields

By **PATRICE HARTMANN**
Sagamore Staff Writer

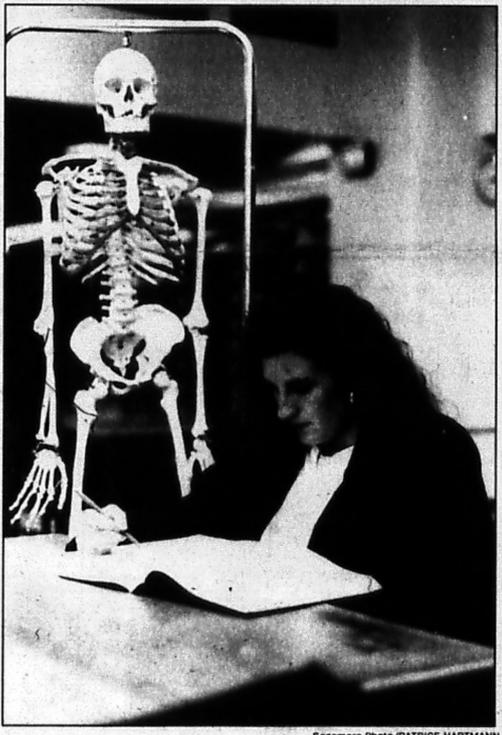
a pediatrician, a lab scientist, a cell biologist and an electronics engineer pondered ways to foster young girls' interest in science last week. All five of them were

women. While that fact may not be remarkable, what was surprising were the revelations the women had regarding the challenges they have faced throughout their careers. Challenges like sexual stereotyping, lack of support or encouragement during school years, and continuing challenges on the job even in recent years.

The women had the chance to discuss these issues at the monthly meeting of the Association of Women in Science last Tuesday at the school of medicine library. At the meeting, Mary Henehan of Girls Inc. presented the topic "Girls like Science Too." Henehan is director of Operation SMART (Science, Math, and Relevant Technology), a program which educates girls ages 6-14 about careers in science.

"We try to expose girls to a lot of different career options," said Henehan, a former biology teacher. "It's exciting to see their eyes light up when they see new career possibilities." Even though the topic of the meeting centered on children, the conversation quickly turned to other subjects, like sexual stereotypes in the workplace.

Dr. Jean Lafuse, a pediatrician at Riley Hospital for Children, recalled a time several years ago when, after she had performed surgery, a relative of the patient mistook her for a nurse. "A person gave me a note and said, 'Would you give this to the doctor?'" Lafuse remembered. "I said, 'I am the doctor.'" Another example of stereotyping came from Linda Jacobsen, a research investigator for Boehringer Mannheim Corporation.



Sagamore Photo/PATRICE HARTMANN
Carolyn Socha, a senior at the University of Michigan, keeps up with her studies at the library at the IU Medical Center. Socha is specializing microbiology/immunology with a major in behavioral neuroscience.

Several years ago, when Jacobson's daughter, then two, was hospitalized, nurses came around to distribute doctor's kits for the boys and nurse's kits for the girls. "I asked for a doctor's kit for my daughter, and one nurse was actually offended," she recalled.

Examples such as these show that society's message to women needs to be changed, said Lafuse. "We have to educate society to teach women

Please see **LEADING** Page 2

Seniors and recent graduates express dissatisfaction with job market; search for work

■ Recession to blame for the lack of entry level positions available for recent college graduates; seniors feelings of hopelessness.

By **TAMMY DEAN**

When this year's seniors entered college, the job market and their future looked much brighter than it does today. "When I started college, I thought jobs would be knocking on my door," said Carl Borosody, a Science and Engineer major who graduated last month.

"However, the closer graduation came, the more I was doing the knocking." According to the U.S. Education Department, competition for jobs is still because of an overabundance of graduates from four-year colleges. Students faced with such competition compounded by one of the worst job markets ever are feeling a sense of fear as they are completing their final year in college.

"I was very hopeful when I started school, but the closer I get to graduating the more I realize I need as much experience before hand as possible," said David Merrill, senior in liberal arts. Internships, preparing resumes in advance and networking are all very important steps in preparing for life after graduation. "I'm an education major and I think I have to sell myself on my own merit; I can't necessarily count on friends and people I know in the profession anymore with the recession," said Roger Hardig,

"When I started college, I thought jobs would be knocking on my door."
Carl Borosody IUPUI '92 senior in School of Education. "Education should be one of most important goals, but with the recession facing us, I'm afraid that programs

like education and social work will suffer and thus creating even fewer jobs." Although there are some areas in which jobs still exceed the labor supply, like business and science, Borosody is one graduate who got lucky and managed to find a job. "I was relieved to find a job so quickly with such a tough market right now. The closer I got to graduation the more worried I was," said Borosody. Borosody landed a job in engineering and sales with Rejer Energy Systems, just two weeks after graduation.

Good fortunes come to few though and most seniors are doing everything possible to have better chances at having a job when they graduate. "I graduate in December, but I'm finishing up my resume and getting started now," said Lori Reynolds, senior public affairs major. "I'm looking into internships, talking to everyone I know and hoping my advisor can lead me in the right directions." Reynolds added that she is hoping that the Career and Employment Office can help her.



Sagamore Photo/PATRICE HARTMANN

The new orientation leaders for this summer include (from left): Scott Correll, Teresa Baer, Norman Jolliffe, Clayton Jordan III, Jason Kaufman, Gloria Quroz, Kim Stewart, Tabitha Mickelson, Lanita L. McCauley, and Sang Lee. The orientation leaders will help acclimate more than 3,000 new students to the campus this month.

Leaders getting set to roll out welcome mat

By PATRICE HARTMANN
Sagamore Staff Writer

New students who take the plunge of attending college for the first time will be able to get by with a little help from nine new orientation leaders.

The student leaders will help more than 3,500 new students make a smooth transition to college, said Teresa Baer, student director and former orientation leader.

The leaders undergo a four-week training

period, which will include half days of training, as well as workshops, retreats and tours of the campus to familiarize themselves with the different schools and departments.

"We picked the best students we could find," Baer said. "They are all good team leaders and good communicators."

One of those students, Sang Lee, a political science senior, said he didn't have someone to show him around when he started school at IUPUI.

"I was pretty much a self-learner, but I have found, through talking to others, that I'm an exception to the rule," Lee said. "Coming to IUPUI can be a culture shock to some students."

"It is very important to make them aware of the immense resources that we have here," he said.

Baer said that 80 to 90 percent of all new students will go through the orientation program this summer, which includes day-long sessions beginning June 15 and continuing until Aug. 15.

Briefly Noted

Compiled by Kim Klukowski

University honors Herman B Wells on 90th birthday

Herman B Wells, chancellor of IU since 1962, will be honored Saturday in Bloomington in celebration of his 90th birthday.

"An Evening with Herman B Wells" will include the presentation of the Herman B Wells Scholars Program Endowment, a series of tributes and a musical program featuring performing artists, professors, as well as students, from the School of Music.

Artists will include cellist Janos Starker, soprano Angela Brown, dancers Natalie Cook and Michael Barisnik, and violinist Joshua Bell.

A gala celebration in the Fine Arts Plaza will follow the performance.

Admission is free for the evening's events, which will begin at 8 p.m.

Nature lovers wanted to dance, paint, draw, teach

Eagle Creek Park is seeking instructors for summer activity classes at the Visitors Center.

The proposed classes include nature photography and painting, bonsai tree sculpting, square dancing, and landscape drawing and painting.

Other courses may be offered if instructors express a desire to teach them.

For more information, call Lynne Johnson at 327-7144.

State conference explores dangers of lead poisoning

On June 11-12, health care professionals and environmental health professionals will meet for a state training conference at the Government Building Conference Center to learn about the dangers of lead poisoning to children.

"Perspectives on Primary Prevention" is part of the Indiana Childhood Lead Poisoning Prevention Program.

Attendees will learn about the potential sources of lead poisoning and how to effectively provide screening, treatment and assistance to affected members of the community.

The conference is sponsored by the Indiana State Department of Health, the Marion County Health

Department and the Indiana L.E.A.D. Task Force.

Continuing education credits may be available for some participants. For more information, call 633-0809.

Party with Planned Parenthood at Indiana Roof

The Indiana Roof Ballroom will be the site of the Planned Parenthood 60th anniversary celebration on June 11.

The featured speaker will be Alexander Sanger, executive director and CEO of Planned Parenthood of New York City and grandson of Planned Parenthood founder Margaret Sanger.

Amos Brown, station manager of WTLG radio, will be honorary master of ceremonies. Cocktails will begin at 5:30 p.m., followed by a brief program and dinner.

Admission is \$60 per person, with all funds going toward the Friends Health Fund.

Call Planned Parenthood at 926-4662 for more information or to reserve a seat for the evening.

Inmate program looking for math, reading tutors

Offender Aid and Restoration (OAR), a program that helps Marion County Jail inmates better themselves, is seeking volunteers for its tutoring program.

OAR is the only human service provider working inside the jail on a daily basis. The program offers substance abuse therapy, job readiness classes, women's support groups and general counselors in addition to the tutoring program. Volunteers must be at least 21 years old and have a high school diploma or equivalent.

For more information, call Tom Livers at 635-4973.

Student says attack did not happen at IUPUI

A female student who reported being attacked the evening of May 18 in Lot 20 was apparently mistaken about the location of the incident.

According to IUPUI police, the attack took place on West 16th Street, not on campus property.

Leading

Continued from Page 1

to stand up for themselves," she said. "They should get in there and stand up for what they believe in."

That's where Operation SMART comes in, Henehan said. The objective is to get the attention of young girls at a critical time in their development.

"When a girl hits junior high, she doesn't want to be perceived as smart, because she doesn't want to run off the boys," Henehan said.

Ellen Chernoff, associate biology professor, agreed.

Chernoff was involved in the Futures Unlimited program this year, a day-long science, math and technology career conference.

"It seems like something nasty happens to girls around sixth grade; they need somebody to encourage them to keep up with this," she said. "It's important to encourage them to keep all their options open."

But even today, some die-hard images of women refuse to die. For instance, at the meeting the remarks of one woman drew laughter from the rest of the group.

Deborah Place, a supervisor in the Department of Pathology, said her young daughter came home from school one day and told her mother she had decided what she wanted to be

THE FEMALE WORKFORCE

Here's a look at some statistics on female workers in general and women in professional and technical jobs.

Family: 3.7% of all families nationally are considered "triple-income" families in which the husband is the primary earner and the wife is not working outside the home.

Employment: Women make up 46.8% of the U.S. workforce. In 1990, 6% of women were in the top 10 percent of earners.

Education: 25% of women are mechanics. 10% of women are in the top 10 percent of earners. 8% of women are in the top 10 percent of earners.

Income: 25% of women age 25-54 are working by the year 2000.

Source: GIRLS INC. Sagamore Graphic/MIKE PERKINS

when she grew up. A scientist? Wrong. "I want to be a princess," the little girl told her mother.

Grants

Continued from Page 1

Edmund Byrne, professor of philosophy, will analyze the relationship between liberalism and philanthropy.

Walter Buchanan, assistant professor of electrical engineering, will study predictor variables of alumni donations using a "phonathon" in the School of Engineering and Technology.

Barbara Jackson, associate professor of anthropology, and Linda Haas, associate professor of sociology, will work together to study the impact of a women's appointment collaboration group whose goal is to increase the amount of women serving on municipal boards and commissions in Indianapolis.

Kathy McDonell, IU Center on Philanthropy, will study the care of the poor before 1915.

Kevin Robbins, IU Center on Philanthropy, will address patterns of French charity.

Phillip Scarpino, assistant professor of history, will look at the Social Health Association of Central Indiana.

Philanthropy includes much more than charity, said Burlingame.

"Any organization that works to put pressure on the government or bring change is a philanthropic organization."

This includes organizations that would seem to be adversaries, such as Planned Parenthood and Operation Rescue.

Some of the earliest philanthropic groups were the civil rights and women's suffrage advocates.

"Groups such as these had an important role in the development of this country and our democracy," said Burlingame.

Today, there are more than one million organizations that fall under "501(c)(3)" qualification, which means the IRS has filed them as a nonprofit organization. The industry employs more than 80 million people in the United States.

It is also an industry that very few people know about or understand.

"We think philanthropy is understudied," said Burlingame.

He hopes the grants will help bring an understanding to the concept and practice of philanthropy.

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ICPA Division II Newspaper of the Year: 1985-92
ICPA Division II Advertising of the Year: 1989, '92
NSPA/ACP All American: 1988-91; CSPA Medalist: 1991
CSPA Silver Crown Winner: 1992

Co-Editors in Chief: Patrice Hartmann, Amy May
Copy Editor: Kim Klukowski
Opinion Editor: Deanna Gaswoda
Perspectives Editor: Elisha McCulloh
Advertising Director: Leanna Woodley

Staff Photographers: Laura Richardson, Chris Taylor
Staff Writers: Darin Crone, Penny Zielinski, Darren Jackson
Publisher: Dennis Cripe
Technical Adviser: Dale Law

The Sagamore is an auxiliary enterprise of IUPUI, and is published weekly during the regular school year. The Sagamore is not an official publication of the university, and does not reflect its views. Letters must be received at least three IUPUI credit hours each semester. Staff are paid through the paper's advertising revenue. Readers may submit letters of any length and on any topic, although preference will be given to those less than 500 words which are related to matters of interest to the IUPUI community. Letters must include the writer's name, address and phone number, and must be dated and signed by the writer for verification purposes. Addresses and phone numbers will be withheld upon request. Anonymous letters will not be printed. Letters may be edited for clarity and brevity. Those deemed potentially libelous, obscene, defamatory or in poor

Music lab attracting visitors from across nation

■ The second annual Computer Music Technology Conference and Workshop is set to begin June 15.

By PATRICE HARTMANN

Taped to the wooden door of Rm. 130 in the Mary Cable building is a hand-made sign with big, crooked letters. The child-like scrawls, done in crayon, read:

Dear Dr. Smith and Dr. McCullough: Thank you for the Snoopy song. Thank you for the flute. Thank you for the music. We love you. Come back and play your music for us.

The 'thank you card' was presented to Doug Smith and L.E. McCullough, members of the School of Music faculty, from the children of the IUPUI Child Care Center.

Two four-day sessions of beginning and advanced level classes are scheduled, sessions which will center on how the technology can be applied to educational settings, such as in high school or college.



"We took some instruments over there one day and put on a music program for them," said McCullough, assistant to the director. "They loved it."

Being located right across the hall from the yells and child-like exuberance of a day care center might be an questionable prospect for some people.

But not for the staff of the School of Music. The three full time faculty members, which include Darrell Bailey, director, Smith, director of instrumental music, and McCullough, say they don't mind the distractions.

Later this month, Bailey, Smith and McCullough will have their hands full with a much bigger distraction.

From June 15-22, educators and experts in the music field from as far away as Honolulu, Hawaii will travel to IUPUI for the Computer Music Technology Conference and Workshop.

A national showcase

At the second annual event, staff members will show off what they proclaim to be the largest fully-networked computer music lab in the nation.

"Though there are a lot of computer music conferences going on throughout the country, the advantage we have is that we can accommodate the most people," said Bailey.

"We also have 90 percent of the software in the industry," he added.



(Above) Doug Smith, director of instrumental music, helps out 'Wild Todd', a junior majoring in elementary education. Todd is one of several students in Smith's computer music class this summer.

(Left) L.E. McCullough, assistant to the director, demonstrates the use of the IBM PS/2 computer music system.

Sagamore Photos/PATRICE HARTMANN

The seminar will feature new trends and the latest innovations in home and classroom computer music-making.

Two four-day sessions of beginning and advanced level classes are scheduled, sessions which will center on how the technology can be applied to educational settings, such as in high school or college.

About 60 people are expected to attend each session, McCullough said.

Lecturers will include G. David Peters of the University of Illinois, Don Muro of Korg USA and Keyboard and International Musician magazines, and IBM multi-media pioneer Douglas D. Short.

The laboratory

Visitors will get the chance to gain hands-on experience with one of 21 computer work stations at the school. Each

station is equipped with a synthesizer and an IBM-PS/2 computer.

A Macintosh computer lab in the Education/Social Work building will be available to participants as well.

Even people with little music background can use the music school equipment, McCullough said. It is specifically designed by the manufacturers to be user-friendly, he added.

"They're not doing this for an elite group of people," he said. "They want to make this accessible. If you can type, you can do this."

In addition to lab work, participants will attend lectures and workshops. Some of those workshop sessions will include: new trends in multi-media applications, music printing and notation, grant writing and external funding sources for computer labs.

Trade show open to public

Although prior registration with a fee of \$225 is required, those people who may not be able to attend the event can still take part in the Exhibitor Trade Show on Thursday, June 18th at the ballroom of the University Place Conference Center.

On that day, visitors can mix with representatives from Roland, Korg, IBM, Apple, Cannon IV and others. Computer music hardware and software will be on display.

"Anyone can come and attend the Trade Show," McCullough said.

Bailey said many high school and university educators contact him to find out kind of lab to purchase, or the kind of software to purchase, for their schools.

"What we recommend is that they come to the conference and get those questions answered," he said.

For further information about the conference or about the school, contact the IUPUI music program at (317) 274-4000.

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Opinion

The IUPUI

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Murphy Brown isn't the bad guy

Politicians should be more concerned with economic issues than with fictional single parents

Sex, drugs, and dysfunctional families - did the media create these problems or are they reflecting problems that already exist? Government officials, most notably Vice President Dan Quayle, have recently spoken out against the media in the name of morality and the sanctity of family values. They argue that our nation's declining morals and values directly result from adverse media influence.

Unquestionably, the media do have an impact on our beliefs and values, but we cannot ignore the fact that the media also serve as a reflection of what is already there. Journalists don't make up drug busts or statistics about unwed teenage mothers.

In a recent national speech, Quayle blamed the television program "Murphy Brown" for contributing to the declining morals of America's youth. He said the show's central character, an unwed middle-aged television reporter, giving birth to a child was not something to which young people should be exposed. He claimed media portrayal of such immorality was a bad example to a country that has already experienced a drastic decline in family values.

Maybe we don't like what we see when we turn on the television or radio, but that doesn't make it go away. Nor will our social problems go away if the media is censored.

Perhaps politicians who endorse so-called "family values" should be censored instead.

It would have been nice to have grown up in a family like the Huxtables or the Cleavers, but that is not reality. Situations such as these and Candice Bergen's unwed Murphy Brown are entertainment, not reality. It insults our intelligence when Quayle implies that Americans can't distinguish between fact and fiction.

Family values begin with the family, and it is not the job of the government to dictate personal morals. Why don't they balance the budget, curb poverty or eliminate organized crime if they want to help the public - and leave the moral lessons to the parents?

If a woman decides to have a baby and she can properly care for the child, why should the government be concerned? Perhaps instead of teaching that every baby should grow up in a two-parent family, we should teach that every baby is entitled to at least one loving and caring parent, whether it be the natural mother or father or an adoptive parent.

Not every child is lucky enough to be born into a healthy, nurturing, two-parent family. Does that mean that children of single parents are somehow less moral or less worthy than those who come from a "traditional" family?

Instead of blaming single mothers and the media, maybe the government and Quayle should blame themselves. Our bleak economic situation poses more of a threat to our families than a fictional television character who chooses single parenthood. When a country allows children to go hungry and homeless while legislators in Washington D.C. indulge in the luxuries of an aristocratic lifestyle at taxpayers' expense - this is a true poverty of values.

The *Sagamore* urges all students to register and to vote. Through the democratic process, maybe we can elect government officials who will spend less time moralizing and more time analyzing the real problems in our society.

Columns and letters now being accepted

The *Sagamore* is searching for writers who are interested in writing opinion columns about a variety of subjects including minority concerns, child care, environmental issues and education.

Readers are invited to submit letters to the editor of any length and on any topic, although preference will be given to those less than 500 words which are related to matters of interest to the IUPUI community.

The deadline for submitting columns for possible publication is the following Monday at 2 p.m. each Tuesday. Letters must include the writer's signature, address, telephone number and class standing.

Names can be kept confidential upon request, but must be included with the letter.

Those interested should contact: Opinion Editor, *The Sagamore*, 425 University Blvd., Indianapolis, IN 46202, or call 274-4008.

THOMAS BAILEY

Going home again... and making it work

Those who rebound to their parents' nest should follow some simple rules

They've been given the name "boomerang kids," young single adults who've left the nest and who later move back to live with mom and dad.

At last count, the U.S. Census Bureau reported that there are over 20 million boomerangers between the ages of 18 and 34 - a figure that has doubled since 1970, and one that census officials predict will continue to increase throughout the next decade.

How it happens

The reasons? For new college graduates, the most telling reasons include the difficulties in finding jobs or affordable housing just after graduation.

There's also the 24 percent inflation rate over the last 20 years, which makes it difficult for young people with lower-level

"I wasn't a suitcase kind of person who came home every weekend. So I only came home on breaks and during the summer."

Andrea Fransson Boomeranger

salaries to get started on their own. Or, if the child is still in school at Faraway U., Mom and Dad might simply invite the kid back home during the summer.

Whatever the reasons, boomerangers have discovered they have choices that weren't readily available to the generations before them.

They've learned that their lives and careers don't have to be established by the time they're 25 or 26 years old, and that they don't have to be parents before they turn 30.

They've also learned that in addition to leaving home and moving back, they have other options like beginning college, stopping, and then picking up their studies again later when they're ready.

And the survey says

As Martha Farnsworth Riche, national editor of *American Demographics*, once wrote in *USA Today*: "The boomerangers have seen that you can postpone marriage and have a successful marriage. They've seen that you can drop out of school and go back later. They've watched both the failures and the successes of the age group in front of them, and I think they're making some good decisions."

But because of this newfound flexibility that boomerangers have discovered, the decisions they make are often viewed as temporary ones. Especially when moving back home.

Returning for the off-season

Offentimes, when parents put out the welcome mat, the occupancy lists only until the fall semester begins or until Junior saves enough money to afford a place of his own. Other times the stay may be longer, depending on the situation.

And yet, despite its recent acceptance by society and its popularity among today's young adults, boomeranging is nothing new.

Andrea Fransson, 34, graduated in 1979 from Indiana State University with a degree in elementary education and completed her master's work at IUPUI in

1981. For four years during her undergraduate studies, Fransson made the 100-mile trip home to Indianapolis to take up residence during the summer months in the house where she grew up.

"I wasn't a suitcase kind of person who came home every weekend," she said. "So I only came home on breaks and during the summer."

Feelings of displacement

Making the adjustment from her dorm room to her old bedroom during those short stays at home was sometimes difficult, according to Fransson. "Every time I came back from school, I never felt like it was my room again," she said in looking back. "I was there such a short time that it just never seemed like my old room anymore."

And although her parents made her feel at home between semesters, the temporary nature of living at home was just that - a temporary relocation.

"When I first moved all of my belongings to college, I basically took everything with me. And in the summer, I just put everything in the basement until I went away again," she said.

Fransson, who now teaches in Indianapolis and keeps her belongings in her own apartment, also moved back with her parents during the two years she took to finish her master's program. "I didn't move out again until I got my master's because I couldn't make car payments and school payments and still meet my living expenses," she said.

How it happened to me

I moved home myself two years ago at the age of 32 because I wanted to complete my undergraduate work at IUPUI. And after 14 years on my own, it wasn't an easy move.

But because I wised up and realized the importance of an education, it meant that my apartment had to go if I wanted to be able to afford student fees and school books.

And the deal? I pay rent. I also pay for everything else while my retired parents travel six months a year.

I cook and I help with maintenance and I don't pfooch.

I do my own laundry.

And, I can stay as long as I'm working and in school.

But - and this can be a big issue - financial problems and the feelings of sometimes being a "temporary" guest are only two concerns a boomeranger might have to worry about.

Parental relationships

Depending on the personal relationship between the boomeranger and his or her parents, differences of opinion might become evident that never seemed to exist before.

As young people become adults, they discover that their beliefs can sometimes vary from those of their parents.

Boomerangers may also find that, even though they might be financially dependent on Mom and Dad for a short while, it's likely they won't be as emotionally dependent on them as they once were.

So whether you re-enter a positive relationship with your parents in a boomeranging situation, or find a few cracks in the foundation upon your return home, once you leave it's rarely the same should you ever take up residence in your old

room again. Nevertheless, moving back to the homestead can be a successful move...with a little cooperation from both sides.

A bit of advice

Here's what I've learned about how to make living with your parents work the second time around:

- Keep the lines of communication open. Be honest when telling your parents how you feel about certain situations or disagreements. Also remember to listen to what your parents say, and be willing to compromise when necessary.
- Respect each other as adults. This should be easy since you've known your parents as adults all your life - but it might sometimes be hard for your parents to realize that you also are now an adult.
- Formulate a contract. As Phyllis Jackson Stegall, psychotherapist and co-author of "Boomerang Kids," is a how-to book for young adults moving back home, suggests, draw up a contract between parties - even if it's only a verbal agreement. Establish payments for rent, utilities, groceries and other expenses when possible. Or, if both parties agree, trade extra household chores for living costs.
- Earn your keep. Even if you are paying your share of the rent, don't expect Mom to clean up after you like she did when you were younger. Do your share of the cleaning.
- Set goals for moving out. Family psychologist John Rosemond proposes that goals should be established for the boomeranger's eventual departure. "Sit down and set goals, a specific plan of action and a time line for reaching these goals,"

"I wouldn't have traded my summers at home for anything. Even though it was uncomfortable at times, my parents helped me through tough times, emotionally and financially."

Andrea Fransson Boomeranger

Rosemond says. "Such an approach eventually will benefit both the child and the parents."

"Finally, never take your parents for granted. If you are fortunate enough to go home again to cohabitate with your parents, try to realize just how lucky you are. Many young adults never get the opportunity. As Fransson said in recalling her boomeranging days, "I wouldn't have traded my summers at home for anything. Even though it was uncomfortable at times, my parents helped me through some tough times, emotionally and financially."

Words of wisdom to those returning home

And what advice would she give to the boomerangers of today? "Enjoy your time with your parents, but don't get too dependent on living with them for the rest of your life," she said. "Because the time may come when you decide to have a family of your own...and that's hard to do if you're still living at home."

Thomas Bailey is a senior majoring in English.

IN YOUR OPINION

Do the media influence people's beliefs?

GWYNETH FOX
Senior
Business



"I guess the media does affect them, but it would be opening up alternatives to my usual way of looking at something."

GINA TOPPING
Junior
Allied Health



"Not at all. I make my own decisions based upon my own beliefs."

JOEL BRUNS
Freshman
Education



"Not much at all. I really don't pay attention to what the media has to say. I base my values on my own experiences and what I learn."

JOHN HIRSCHMAN
General Assistant
Liberal Arts



"It depends on how you react to the media. I am sure I am personally influenced by the media, but I also try to question the information the media feeds me."

Sports

Lifeguarding students get their feet wet

■ Students learn that it takes more to be a lifeguard than just being a good swimmer; it takes control and preparation.

By **DARIN CRONE**
Sagamore Staff Writer

You can do it, I told myself, while holding a 10-pound brick with both hands and treading water for one minute.

One thousand fifty seconds, 1,051 seconds, 1,052 seconds, you're almost done, I said, trying to encourage myself to continue. By that time, however, the 10-pound brick felt more like 50 pounds.

Sixteen students, including myself, took the lifeguard certification course during the first week of Summer Session I at the IU Natatorium.

While most students took the class to be qualified to apply for a summer job, I signed up so I could do more outdoor activities with the handicapped kids I work with.

My legs moved faster attempting to keep my head out of the water, but that did not seem to be doing the trick.

One thousand fifty-three — you can do it, I kept counting to myself.

Visions of Betty Evenbeck, the lifeguard safety instructor, rescuing me raced through my mind. In my mind, she was fishing out of the pool and giving me CPR.

I began to sink. In a desperate attempt to surface and keep from being a real-life "victim," the brick dropped from my hands and plummeted toward the bottom of the pool.

Grasping onto the side of the pool, I felt a little relief that I was safe. I saw Evenbeck raise her hand, though, to notify the other wanna-be lifeguards that they had successfully fulfilled the requirement. I knew I would have to go back into the 12.5 foot pool with the brick again.

"Who wants to try it again," said Evenbeck, holding a watch.

With a deep breath, I picked up the plastic brick.

"Is it worth it?" I thought. It took me three attempts before I mastered the requirement.

Treading water with a brick for one minute is just one of the requirements

in the lifeguard certification class that is offered by the Department of Physical Education.

The course is one week long, seven hours a day and is worth one credit hour.

"The course (time) is designed so students can look for jobs before aquatic facilities open on Memorial Day," said Evenbeck.

Students are provided the opportunity to earn the American Red Cross Lifeguard certification in addition to the Standard First Aid and Adult CPR certifications.

In order to receive the lifeguard certification, however, students must pass the first aid and CPR segments of the class.

"Because unexpected events occur around pools, it is important for lifeguards to be prepared," said Evenbeck.

"Because unexpected events happen around pools, it is important for lifeguards to be prepared."

Betty Evenbeck, Lifeguard Safety Instructor IU Natatorium

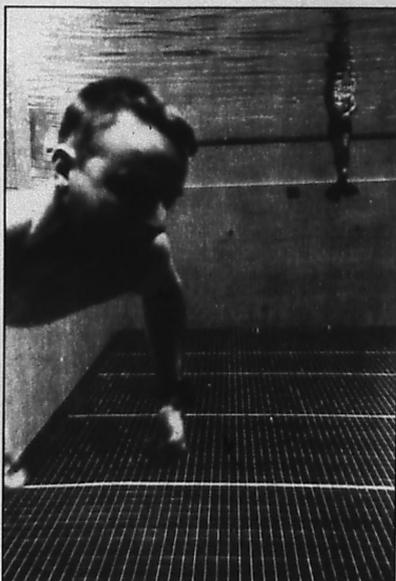
"There is definitely a need for lifeguards in the community," she added.

The class teaches the different rescue skills that are required to be a lifeguard.

For example, a simulation of a spinal injury is performed. While a student floats in the middle of the pool face down, several lifeguards must work together to rescue the victim. It is important to remember not to move the head and neck.

The "victim" is placed on a backboard, which is a hard, wooden stretcher, strapped down to prevent movement, and removed from the water.

Conditioning is another important aspect of the class.



Sagamore Photo/CHRIS TAYLOR

Brett Hart, a junior majoring in criminal justice, swims under the natatorium water. Students wanting lifeguard certification must know at least four swimming styles.

A 500-yard swim is done on the first day of class to test skills.

Students must swim using the front crawl, breast stroke, elementary backstroke, and the side stroke.

"If a lifeguard is not in very good physical shape, that lifeguard might have a hard time rescuing someone stranded in the water," said Evenbeck.

Other skills learned in the lifeguard certification course include snorkeling, surfboard rescues, scuba rescues and overturned boat rescues.

Besides monitoring the pool, lifeguards have a number of other duties. Lifeguards might be responsible for the general maintenance of the pool and grounds, as well as paperwork.

The lifeguard course began at IUPUI in 1983, and is offered every other semester and is open to all students.

"There are a number of jobs for lifeguards in the community," said Evenbeck. "Since it is a seasonal job, college students are perfect."



Sagamore Photo/CHRIS TAYLOR

Wendy Weigert, sophomore in liberal arts, on the lifeguard chair. Besides supervising pool activities, lifeguards must learn basic first aid and CPR.

Women's tennis ends on high note

■ Senior Marcy West and freshman Cheryl Cooper compete in nationals.

By **AMY WEIDNER**

After only three years of existence, the women's tennis team wrapped up its season on a high note, with two members competing in the NALA National Tournament in Kansas City, Mo.

Senior Marcy West and freshman Cheryl Cooper qualified for the tournament by winning the doubles competition in the Metro's district tournament.

Men's basketball coach Bob Lovell said their participation was quite an accomplishment for such a young program.

"I think it's incredibly significant for the program," said Lovell. "Not only did they qualify for the tournament, but they won a match as well. We're proud of them."

The Metro trophy came in doubles competition with the team from Baker University, Kan. on May 19. Head coach Debbie Perick said the ladies' 6-4, 6-3 win was largely due to intelligent play.

"I think the team they beat was actually a little better than them, but Marcy and Cheryl just played very well and very, very smart," said Perick.

West and Cooper met up with a team of sisters from West Mount College, Calif. in their next match and lost 6-1, 6-1 to end their tournament run.

"It was a really neat experience. I enjoyed it," said West, a physical education major.

The two Metros also participated in the journey's singles competition on May 18.

Cooper, a medical records administration major, won her first match 6-1, 6-2, then lost her second by the same score. West lost her singles match in the third set.

"My part-time job is a lot more than just work."

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I was speechless! But then they went on talking about my promotion opportunities. They even said I could pick my own hours: mornings or evenings — whichever I wanted. Plenty of time to study, and I can have my weekends free.

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Perspectives

R&B artist Stacy Earl soars to success

Her hypnotic performances

thrill Earl's audiences as she realizes her childhood dream.

By PENNY LANE ZIELINSKI
Sagamore Staff Writer

Seductively swooping in a slow rhythmic dance, R&B artist Stacy Earl glides across the stage like an eagle soaring high in the sky toward its prey.

The crowd watches her every move as Earl's crisp voice floats through the air. Flashing a wink and a smile, she shows the world she's exactly where she wants to be.

During a typical Earl concert, it's unclear who is more excited - Earl or the audience.

"I loved to perform ever since I was a little kid," said Earl. "Now I've got the shot I worked half my life for. It's just a natural reaction. You have the opportunity and you go for it. That's how I feel on stage."

Early influence

At an early age, Earl was influenced by Motown artists such as Michael Jackson and Gladys Knight and the Pips as well as Barbra Streisand and Dinah Washington. "There were all types of music in my house, from classical to swing to jazz to pop and rock," remembered Earl. "Everything was there."

Her love for entertaining emerged early, when Earl would put on a show for her family using a coffee table as a stage and a banana for a microphone.

"I used to pretend I was Michael Jackson," she recalled.

By the age of 15, she was in the studio doing session work with Andy Mendelson, who wrote the song for Earl's debut release, "Can't Go On This Way."

"We worked together for three or four years and put down tons of material on paper," she said.

Weenie Squeech Music

While still in high school Earl formed her own song publishing company, which she named Weenie Squeech Music after a nickname given to her by her mother.

"It's just one of those silly things," said Earl. "I think she called me 'weenie squeech' because I was a little small-boned kid. I would kind of hum around the house like... hm, hm, hm. I used to squeal a



Stacy Earl, with backup singers Troy, left and Carleton, belts out a song at WZPL Star Party 2.

lot," she added. Shortly after Earl graduated from high school, she realized her future lay somewhere in the arts while briefly attending college in the Big Apple. "New York has so much creative energy, I wanted to be part of it," said Earl.

In the studio

She spent every spare moment pursuing her musical dreams. In the studio once again, Earl concentrated on writing and recording songs and then it all clicked when Earl met her future management through a mutual friend.

"They (management) shopped a deal for me," said Earl. One of her demos, which happened to include Mendelson's single, reached RCA records and a record deal was finally struck.

Then the real work began. "Getting signed is hard enough, but once you're signed, all the elements like the recording, promotion, marketing and advertising come into play," said Earl. "Between my management and myself we have a great routine and we all work very well together." The chemistry this team creates

produces startling effects. Just ask anyone who attended the WZPL Star Party 2, where Earl pumped up the house.

"I really loved it," said Earl. "Radio events give you a chance to meet the listeners. It feels great to do those things."

Swooping, soaring and gliding with her trademark smile, not missing a beat, Earl made everyone want to stand up and dance.

"I was never formally trained in dance," said Earl. "I learned to dance from going out to the clubs. I've also worked with several choreographers to help with videos and stage performances."

Choreographic technique

The choreographers helped Earl coordinate her movement with the dancers and pointed out camera techniques to her.

"Of course I always forget the routine because I get so overwhelmed with the people," she said.

Her live performances have a dazzling spontaneity with her two "seasoned" dancers, Carlton and Troy.

"Carlton danced on the Blond Ambition tour, and Troy co-

choreographed Whitney Houston's tour and danced with Cher," said Earl. "They really helped boost my confidence."

Earl's music conveys positive messages. "Sho' nuf a Star" is an example. "Don't let no one bring you around/Y-O-U is who you got."

"This is one of my favorite songs because the message is so powerful; I love it," exclaimed Earl.

"The message is trusting your instincts, having the courage of your convictions and not getting discouraged. I try to live my life by that," she said.

In love with Indy

Earl said she expects to return to Indianapolis in the future.

"I've had a tremendous amount of support from Indianapolis," said Earl. "It's one of my larger markets for sales. I'm definitely coming back to Indy. I love Indy."

This summer Earl will be working on her second album in Los Angeles to top her self-titled debut, which is tearing up the charts in Japan - second only to Michael Jackson's "Dangerous."

"It's really like a dream for me and I still feel like I'm in it," said Earl.

Irreverent film a festival of silliness

"The Favor, the Watch and the Very Big Fish" rides the edge of sanity.

By ELISHA McCULLOUGH
Sagamore Staff Writer

"The Favor, the Watch and the Very Big Fish" is a festival of disrespectful silliness, using everything from the mentally ill to religion as fuel for its slapstick humor.

In just one of many scenes profaning biblical events for the sake of crass humor, a drunken goat tries to copulate with St. Francis of Assisi in a photography studio that specializes in biblical scenes. Later, actors portraying the Last Supper snort cocaine, moments before Louis (Bob Hoskins), the photographer, takes pictures.

Later, Louis ponders his faith. "Cast thy bread upon the water and it shall be returned to thee 1,000 fold," he quotes. "But what can you do with 1,000 loaves of wet bread?"

Louis lives with his mentally imbalanced sister, who prepares meals by shoving food into an oversized food processor. Menu items include canaries and a "very big fish," served in colorful gooey globs and eaten with a spoon.

And speaking of mental illness, Jeff Goldblum, with his magnificent dark eyes, exudes melancholy in his brooding role as a grieving nameless pianist-turned criminal-turned psychotic Jesus-impersonator.

Goldblum's passion for Sybil (Natascha Richardson) reaches volcanic proportion as he longs for her promised affections. She uses menstruation as an excuse for abstinence, promising her new acquaintance she will make herself available after four days. At first

MOVIE REVIEW

Film: The Favor, the Watch and the Very Big Fish.

Starring: Bob Hoskins, Jeff Goldblum and Natascha Richardson

Opening: now playing

Recommendation: Don't waste your mind on this one.

his strong desire is displaced into his music, causing his piano playing to improve remarkably.

But before Sybil fulfills her promise to Goldblum, a violin-playing stranger seduces her with his performance in the middle of a restaurant while the jealous pianist watches in anguish, provoking him to commit aggravated assault.

Sybil also fulfills her sexuality viciously through her acting job. Short, balding, reserved Louis meets her while filling in for a sick friend as a favor, not knowing the job involves dubbing voiceovers for a pornography film.

He manages, uncomfortably, to fulfill his obligation, and Sybil tells him afterward, "It's never been like this with anyone before."

The film's suggestion of vicarious intercourse may very well be a harbinger for a coming trend in our society, prompted by the "new" idea of abstinence. But it is treated as a joke, and as an idea that leads to crime, insanity, and even death.

It's as if the film makers are suggesting that this is what will happen to men if women say "No."

This film is unpredictable and fast-paced, but unfortunately it is loaded with cheap, irreverent humor which takes hostages. The laughs are all at someone's expense. And the ending slapped me in the face, leaving me questioning the integrity of my own sense of humor.

Got a "garage band"? *The Sagamore* wants to hear from you. We are interested in receiving entertainment information related to local bands and concerts.

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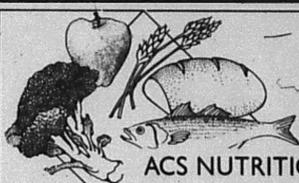
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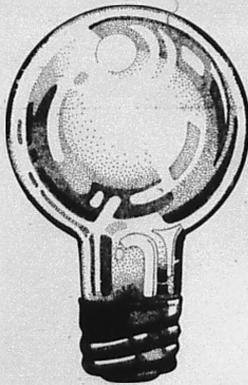
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Focus

Visiting the the Indianapolis Zoo
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LEARNING TO USE

the ZOO

The zoo can be informative as well as fun. Exhibits, such as this dolphin tank can be educational tools.

By AMY MAY
Sagamore Staff Writer

Anybody who went to grade school probably remembers field trips. After getting the permission slip signed by your parents, you were loaded on the bus and taken to the sewage plant, an apple orchard, or the zoo. Lunch was eaten out of a paper sack that was packed by the cafeteria, and general unruliness and disorder prevailed.

Whether anything was actually learned on these field trips is not known.

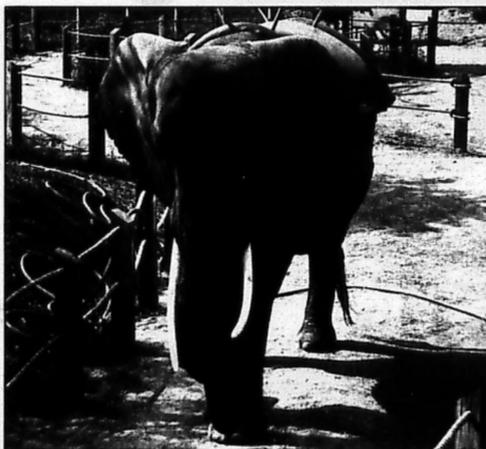
Charles Barman, associate professor in the School of Education, is working to assure that elementary school teachers who will soon enter the job market know how to maximize the field trip experience as a tool for teaching. In the 1989-90 school year, more than 58 percent of Indianapolis classrooms visited the zoo at least once.

"Zoos are a highly motivational learning environment. You don't have to do too much to get kids excited about going to the zoo," he said.

"But we need to help teachers use informal learning experiences, like a trip to the zoo, more effectively," he added.

Through a grant from the Indiana Commission of Higher Education, Barman and colleagues from IU-Bloomington are teaching classes at the Indianapolis Zoo to help future teachers use field trips there more effectively.

The goals of the project are to produce instructional materials for science and math classes in conjunction with the zoo and to develop a network of teachers who are interested in using the informal educational



The African elephant could serve as a visual in a lesson about the problems of extinction, African population, geography or ecology. When the children see the displays, they are more open to the lesson, said a zoo official.

setting of the zoo to enhance learning for grade-school students.

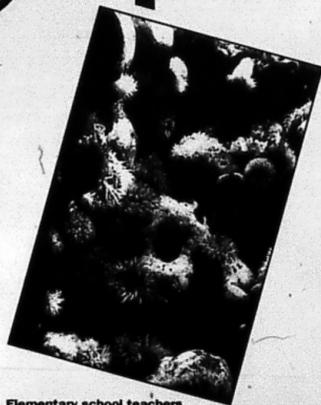
The course will be taught to specially selected elementary school teachers for a master's credit. Barry Lessow, assistant director of the project and a lecturer from IU-Bloomington will teach the course.

"The zoo can bring life to many subjects," said Shelley Mitchell, director of education at the zoo.

"Teachers can use the zoo to emphasize the importance of our impact as human beings on our environment," she added.

An example of this is the Australian outback exhibit at the Indianapolis Zoo. Teachers can take their students to this section, where they will see animals and plants that are native to Australia.

Upon returning to the classroom, Mitchell said the teacher can use this exhibit to



Elementary school teachers can now take a class at the Indianapolis Zoo to learn how to use displays, such as this coral reef, as lesson plans.

illustrate the need for conservation of endangered species, the geography and history of Australia, and the principal exports of the island continent.

Education can also be incorporated in the dolphin exhibit. The students see an enjoyable show, and the teacher would pick up from there by teaching them about other forms of ocean life, the tidal system, or how pollution disturbs the ecological system.

"However the teacher decides to use the experience, the field trip is not isolated. It becomes part of the curriculum," said Mitchell.

"As the zoo, we are very pleased to be working with IUPUI and IU-Bloomington. It is an enriching partnership to help educate in an informal manner," she added.

The polar bear is one of the most popular exhibits at the Indianapolis Zoo. Teachers can teach their class in front of this exhibit, and students return with vivid memories.