Aquinas joins Heartside neighborhood in effort for Project PRIDE

by Nathan Peck
Assistant Editor

While most Aquinas College students spent last Saturday morning finishing term papers and polishing presentations (or just sleeping in), a group of over 100 Aquinas students, staff, and faculty members teamed with Calvin College students to work in the Heartside District for Project PRIDE.

The Aquinas and Heartside communities united to clean the inner city neighborhood for the second year in a row. Community Action Volunteers of Aquinas (CAVA) organized the collaborative effort with the Heartside District Association.

The Heartside District is bordered by Fulton, Wealthy, Ionia, and Jefferson Streets.

"It is something that needs to be done," CAVA Coordinator senior Mandy Schneider said. "This is a way to mobilize a large number of people to help."

CAVA Advisor Eric Bridge viewed the collaboration as a chance for students to make a connection with the Grand Rapids community.

"Our original intent was to bring people downtown and to connect with downtown," Bridge said. "We built our teams together so that we integrated Aquinas, Heartside, and Calvin students into work groups."

[The Heartside residents] are enthusiastic about having students come down and help them out and the students like it because they work with the people, not just a number -- it makes things real, to hear people's stories," Schneider said.

Even so, the growing activism of district residents may have an unintended consequence -- it may put Project PRIDE out of a job, so to speak. According to Schneider, Heartside now dispatches a volunteer group to clean the streets monthly.

"Every year there is less and less for us to do. There is a lot of pride in the community now," Schneider said. "We may have to find something else to do next year because the neighborhood is doing things for itself now."

"I would love it if the need to do Project PRIDE wasn't there," Bridge added. "The district's reduced needs illustrate the strength of the Heartside District. It is becoming stronger and more active every year. This is exactly what we want."

According to Bridge, Project PRIDE began as a fundraising event for service organizations in the inner city area. Since then, it has developed partnerships with the community and has shifted its focus so that students make connections with the community. The clean up was identified in a survey of Heartside residents as being a major need.

These partnerships have paid dividends, as Heartside residents spoke at a recent Hunger and Homelessness Week event at Aquinas.

"It makes students aware that there is more to the world than Aquinas," Schneider said. "People are more likely to serve in the future if they have a personal connection, if they can say, 'I helped Anthony [a resident artist] pick up the neighborhood.'"

Campus Compact honors Aquinas students

by Sandy Hines
Contributing Writer

Four students from Aquinas College have been honored for their commitment to service in the community.

The Michigan Campus Compact (MCC) recognizes students who have demonstrated outstanding dedication to community service throughout their educational careers.

Junie Allison Lindemeyer received the Commitment to Service Award for the multiple contributions she has made to Aquinas and the community.

MCC, an organization of college and university presidents from around the state, also recognized juniors Clare Avery and Andrea Covert, as well as senior Mandy Schneider, with the Heart and Soul Award for their time, effort, and personal commitment to the community.

"These four demonstrate how actively involved Aquinas students are in the community," said Eric Bridge, coordinator of service learning at Aquinas.

"They have different ways of being involved. I think that fits into the Dominican tradition very well that in we have students who are actively living out their faith.

"They use their gifts and abilities to make the world a better place," Bridge said.

The recipients are involved in many different programs. Covert works with Project PRIDE, tutors, and visits the sisters of Aquinata Hall. Schneider works with Campus Ministry and plans high school retreats.

Avery coordinates the Sigbee Elementary tutoring program, which she says meshes well with her career plans.

"Avery wants to get into constructive education, teaching challenged children," Bridge said. "Volunteering makes me feel good. At Sigbee the kids are 'at risk' and they really appreciate what we're doing for them," Avery said.

"Every time I go over there five kids will stop me in the hallway, asking when their tutors will be coming."

"I love working with kids, and the kids treat you like a family member," Covert said.

"I've been there for about five hours a day, just running, playing soccer, and kind of becoming kids again ourselves," Lindemeyer said.

"Justo, little Joe, he was the youngest. He's 2 and he was just adorable. We all wanted to take him home with us," Schneider said.

Last year, according to Lindemeyer, the 10 Aquinas students who made the trip to Peru used their service work to earn a trip back this year. Covert said that she was "excited and honored" to receive the MCC award.

"But I do it because I enjoy it. It will impact me for the rest of my life," Covert said.

Avery plans to expand her involvement on campus next year through her efforts to establish a local chapter of the Council for Exceptional Children.

"It's an advocacy group for gifted and special needs kids and it provides a chance for education students to keep up on the latest techniques," Avery said.
Report: U.S. needs to be more open about sex education

Trying to protect kids by keeping them in the dark about sex may actually be hurting them, said a recent report from Population Action International (PAI).

"Too many policymakers subscribe to the curiousity of adolescent menses as mere hormone-driven accidents waiting to happen," James Waggoner, president of Advocates for Youth, told Reuters April 26.

The PAI report lauded the Netherlands for its open approach to sex education, pointing to the fact that Dutch rates of teenage pregnancy and sexually transmitted disease infection are "exceptionally low."

Iran was lauded for its "strong, public health system through which family planning and maternal health services are widely delivered."

"In the United States we are increasingly heared toward a polich that can provide a guanante of medical accuracy ... whereas Iran has developed age-appropriate sex materials that are very accurate and explicit," report co-author Margaret Greene said.

Second space tourist takes off

Manny could take a man any­where, even to the stars. On April 26, South African millionaire Mark Shuttleworth became the second "space tourist" to blast off in a Russian rocket, with the Interna­tional Space Station his ultimate destination, the Associated Press reported that same day.

Shuttleworth had paid the Russian space program $20 mil­lion and had spent eight months in training for a chance to participate in the 10-day trip. The Russian space program has been struggling for money since the breakdown of the former Soviet Union and has seized upon the "space tourist" idea as a means of funding future missions.

Last year, American Den­nis Tito paid the Russians millions of dollars for a space tour and became the first tourist in space.

Shuttleworth is the first African to reach outer space, ac­cording to the Associated Press.

"It is the most amazing thing that you can ever witness," said his brother, Grant Shuttleworth. "We are so proud of him."

Will an economic recovery be around the corner?

Good news for soon-to-be graduates: the economy has been growing at its fastest rate in more than two years, Reuters reported April 26.

The country's gross domes­tic product -- the total amount of goods and services produced -- in­creased by 5.8 percent in the first three months of this year, one per­cent point higher than what econ­omists had been predicting.

"We are seeing broad-based strength in spending, which will continue to boost production in the future," said Steve Wood, chief econom­ist at FinancialOxygen in Walnut Creek, Calif.

"It suggests that we will get into a self-sustaining economic re­covery."

Staff Writer

Academic Assembly approves proposal to change General Education requirements

Less I & E, no GEM, credit for CD courses in store for students under revised Gen Ed plan

by Joe Boomgaard

After months of debate, Academic Assembly has approved a proposal to adopt new General Education requirements.

Incoming students will not have the same core class require­ments as students have had in pre­vious years.

The newly adopted system features a decrease in the number of classes required to meet the mini­mum General Education require­ments.

Under the new plan, students will have a maximum of 50 credits in order to meet the General Education standard. The cur­rent system required students to earn 67 credits.

"Reducing the number of credits was the goal of this whole process," Provost Ed Balog said. "This new plan will allow students to have more elective choices and to possibly even pick up another minor or a second major."

Several core requirements were cut from the previous Gen­eral Education plan to achieve this goal.

Under the new plan, the two semester-long Inquiry and Expression courses have been combined into a one-semester for­mat.

The Global Explorations and Meanings (GEM) class has been dropped altogether.

"Members of the Commit­tee on Studies decided to realign the Myth, Mind, Body category and the Global Community cat­egory. We now have an Economic Literacy category and a Founda­tion Social Science category, as well as a category where students can choose human geography, communication, or political sci­ence," said Kristin Heine-Cislo, assistant professor of management and chair of the Committee on Studies.

Several other requirements have been reduced. The Career Development program has been shortened from four zero-credit classes to a single one-credit class.

The foreign language re­quirement, which was a maximum of 12 credits under the old plan, can now be met with a maximum of eight credits.

Incoming students will be automatically included under this new plan. However, current stu­dents who are a part of the exist­ing system will have the option to switch.

"Students will be given the option to select the plan they pre­fer. The student will have a form put into his or her advising file that will let future advisors know what plan that particular student falls under," Balog said.

During the upcoming weeks, students should expect a letter from the college informing them of these options.

With new options to choose from, many people are expecting that students will overrule the advising office's capacity. How­ever, that should not be the case, according to Balog.

"A number of students will have to change their course sched­uling for the fall, but much of that work can be done during the nor­mal scheduling process," Balog said.

"In addition, we will have more advisors on hand by next fall with the implementation of fac­ulty advising. With those additions we should have enough advisors to handle the increased advising load."

"I hope that current stu­dents realize every effort will be made to ensure their transi­tion to­ward a degree will continue with­out disruption," Heinz-Ciullo said.

"Students must also realize that if they do change plans, they may have to reevaluate what elec­tives they take, and they may have to take a class they did not antic­i­pate."

The process that reevalu­ated the General Education require­ments is part of the ongoing Pro­gram Review that has been taking place at Aquinas.

"We compared our General Education program to programs at similar colleges and found that ours was heavy in requirements," Balog said.

According to Balog and Heine-Cislo, faculty were given a written survey in which they were encouraged to voice their opinions on changes to be made. Fifty-nine faculty members responded to the survey, Heine-Cislo said.

"A Program Review Com­mittee reviewed the surveys over a number of months. The conclu­sion of their work produced a cur­ricular revision that became known as "Column B."

The plan revised by the Committee on Studies was then brought to the Academic Assem­bly, which approved it during an April 10 meeting.

Spanish profs saying goodbye to Aquinas

by Nathan Peck

Assistant Editor

The last few weeks before graduation are always bittersweet for professors, who watch the seniors they have instructed over the past four (and sometimes five) years prepare for lives beyond Aquinas College. This year's commencement will be a bit more emotional for two instructors, Assistant Professors of Span­ish Brad Ellis and Diane Mulroney, as Ellis prepares to accept a position at St. Norbert College in De Pere, Wis.

"My wife [Mulroney] and I went to graduate school in Madison, [Wis.]," Ellis said. "We have family in Milwaukee and northern Illinois. This is a chance to be closer to our families, yet stay in a setting similar to Aquinas."

The decision was finalized in February and shortly after that Ellis and Mulroney noti­tied students in their classes and students they had accompanied to Spain as part of the Aquinas study abroad program.

Ellis sees Aquinas and St. Norbert as being similar in size and educational philosop­hy -- focusing on service to the community and emphasizing close ties between professor and student.

"It is a chance for me to do the same type of work I have been doing at Aquinas. For those reasons, leaving is bittersweet. I am ex­cited to work with the students there, but my experiences here have been great," Ellis said.

Ellis said that the reduction in the num­ber of foreign language credit hours brought about by implementation of the new General Education requirements will have no adverse effect on the foreign language department. In fact, Ellis argued that the reduced teaching load will free up departmental resources.

See Profs page 3

Check Out The Aquinas Times online! http://www.aquinas.edu/aqtimes/
Terrestial, Ellis said. “I realize how the community has shaped who I have become and who I will become in the future.”

“I appreciate all the work they’ve done,” Mulroney said. “The collegiality of the faculty has been great — one six years ago, and the French program keeps growing.”

“I came here in 1996, we had only 10 Spanish majors. This year we have 50,” Ellis said.

“We want to be there,” Ellis said. “It has always been difficult for us to cover all of the courses and now we will be filled by new professors. In addition, the Spanish 201 classes will be composed of students who all take German 301. This is really a major problem.”

“Since I am holding down two jobs and working on my Masters, every minute of my life is accounted for. I dislike the idea of giving any of these precious minutes to MDOT,” McMaster said. “I am very happy to have the chance to get away to see a movie. I love it.”

“Life is great, but it was especially so then,” re­

Profs continued from page 2

The number of full-time faculty will not change. The two vacancies that have been created will be filled by new professors. In addition, the Spanish 201 classes will be composed of students who all want to be there,” Ellis said. “It has always been difficult for us to cover all of the courses and now we can reduce the number of adjunct professors we will need.”

Ellis is optimistic about the foreign language department’s prospects for future growth. “Every¬thing is pretty healthy. I am really pleased with the number of majors we have been graduating. When I came here in 1996, we had only 10 Spanish majors. This year we have 50,” Ellis said.

“Other languages have grown as well. The German department will graduate 10 majors, up from one six years ago, and the French program grows every year,” Ellis said.

“Sixth grade is a very rewarding.”

“I don’t love everything I see, but even so I’m sure the faculty is doing great work. The French language and literature is the program I am most interested in,” Ellis said.

“To reach the goal enrollment of 325 freshmen, the Admissions Department has been keeping in touch with prospective students. Admissions workers are accelerating their contact efforts by making phone calls to potential students and by encouraging them to make additional campus visits. “We continue to keep our relations with students. We have called prospective students within the past year, and this year we will be more focused on following up with them,” Meehan said. “We are making sure they are aware of Aquinas and the opportunities it has to offer.”

“Movies say something about all of us.”

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“Movies say something about all of us.”

“Aquinas is a great community.”

“The hardest thing to do will be to leave the students, faculty, and staff — they’ve been remark¬

able,” Ellis said.

“Leaving is difficult and bizarre in a way. I’ve been able to do so many things at Aquinas,” Ellis said. “I realize how the community has shaped who I have become and I will become in the future.”
By faith alone

We've all seen brochures touting Aquinas College as a school that adheres to the Dominican tradition of "Open Mind, Open Heart" - emphasis on life-long education and service to the community. Yet does the school live up to that promise? Is Aquinas the embodiment of the Catholic virtues it professes devotion to, or have secular influences crept in? Is that necessarily a bad thing? The answers are as complicated as the 2,000 years of Church history they are built upon.

Does Aquinas College uphold its Catholic identity?

Yes. Aquinas is a school in the Dominican tradition. It focuses on teaching and service to the community. Aquinas enjoints these two ideals in its various service learning projects. Aquinas has taken an active role in defense of human rights, a charge that Mother Church has long championed. Aquinas students participate in protests at the School of the Americas, volunteer countless hours with organizations such as Habitat for Humanity, and have condemned U.N. sanctions against Iraq in Community Senate. Some may argue that this makes Aquinas too liberal, but social justice has been a cornerstone of the papacy of John Paul II. Additionally, the pope has condemned abortion as a violation of the sanctity of life and here Aquinas also toes the Church's line. Students for Life works annually to raise the Aquinas community's awareness of abortion issues. Aquinas sponsors speakers to inform and enlighten - from both the left and the right. Listening to a speaker whose views conflict with one's own should not be looked upon as a challenge. It should be looked upon as a means of broadening one's understanding.

No, unless one means in name only. Even though this college takes the name of one of the greatest doctors of the Church - Saint Thomas Aquinas - it fails in its efforts to present an identity that is specifically Catholic. Aquinas College fails in its practice and promotion of authentic Church teaching by embracing a feminist, humanistic, and universal-secularist agenda. This liberal agenda is destroying the school's orthodox Catholic identity and is leading the college to have little religious affiliation at all. The slant of this college is visible through its guest speakers, who have included pro-abortion activist Attorney General Jennifer Granholm, in events such as "Loveline," and in the ability of students to learn about the means of contraception in the nurse's office. It would be safe to say that, at best, Aquinas College tolerates what is identified as Catholic. The only Catholic identity present at Aquinas College is found in a small handful of students and faculty and it is their duty to evangelize and to defend authentic Church teaching and to not remain indifferent about the matter.

Should professors refrain from promoting Church teaching in the classroom?

Yes. The role of a professor is to teach, not to proselytize. While the majority of Aquinas students are Catholic, many are not. The college should not ignore their beliefs by turning the classroom experience into a conversion. Religion has a place at Aquinas - the theology courses that are a part of the General Education program requirements are all taught with Catholicism in mind, as well they should. It is only natural that theology professors at Catholic schools teach courses from a Catholic point of view. Yet spreading this point of view across the curricula may be harmful to the promotion of a broad array of educational opportunities. Imagine any science course taught with only the Church's stance on the origin of man: creationism. Could a science professor toss out Darwin's Theory on the Origin of Species and still give students a quality education? I think not.

No. Any employee of Aquinas College is part of the official teaching tool of Holy Mother Church. Therefore, each professor is responsible for upholding and promoting orthodox Catholic teachings in relation to his or her field. This is especially important among those in the theology department. In 1999, the Pope issued Ex Corde Ecclesiae, a document that states those among college theology departments are responsible for teaching in full accordance with the Magisterial teachings of the Church. Yet it is my opinion that Calvinistic and Congregational tendencies are occasionally creeping into classes at Aquinas College. Now, unfortunately, it sometimes seems to be a rare occurrence to hear a professor, no matter what field he or she teaches in, speak of the Church without having a bone to pick; or some sort of complaint about his or her experience with it.

The Aquinas Times...voice of Aquinas' student body for 21 years
Lessons learned

Some Aquinas graduates are hoping to head back to school... on the other side of the desk. Is the Education Department preparing them for lives as teachers?

If you ask education teachers, you will never say that prospective schools look at Aquinas graduates as excellent choices. These students have completed numerous lesson and unit plans. They are exposed to the latest developments in education philosophy. They are made to think about and incorporate their teaching multiple intelligences, differentiated learning styles, "multiculturalization," Piaget's stage theory of development, Glasser's approach to discipline -- in theory, they should be the best teachers possible upon obtaining their certifica­tion. In a perfect classroom, they would be. But we live in a far-from-perfect world where there is no such thing as the perfect classroom, filled with perfect students. Aquinas graduates would most likely excel as teachers in schools like East Grand Rapids, Forest Hills, or Catholic schools, that have produced the majority of Aquinas' student body.

But what about Creston High School? Congress Middle School? Hall Elementary? These are some of the more at-risk schools in the Grand Rapids Public School System. The problems their students face while growing up are of a much different nature than what most Rockford kids experience. They are, for the most part, inner-city kids struggling with so many issues outside of school -- be they familial, cultural, social, personal, emotional, racial, or other -- that education is not a priority.

Sure, here at Aquinas a "Multicultural Issues in Education" class is offered, but it's not required. And the class itself falls a bit short: there's little field work to it, and while students may think about some topics they haven't before -- such as what it means to be multicultural and how that changes the dynamics of a classroom -- it's all just reading and talking. That isn't even to give future teachers much experience in dealing with multicultural students and schools. This area of education must receive more attention and more complete instruction than what is currently offered. This is especially true because of our school's mission and association with community service. As a school that places such emphasis on providing assistance to people and communities in need, Aquinas students must be prepared to teach effec­tively in the schools that most need them.

This is not to say that the schools of EGR and other suburbs don't deserve the best teachers. But these schools will always be sought by gifted teachers, and they will always be able to fill their positions with qualified individuals.

The inner-city schools, on the other hand, struggle to find enough teachers, period. Take into account the severe problems with funding, overcrowpopolation, and students who don't want to be in the classroom and the pool of applicants decreases even more. It's a disillu­sioning and discouraging situation for even the most experienced of teachers.

So what about the recent Aquinas grad who may know how to teach youth literature for the audio, visual, and kinesthetic learner but who has little experience dealing with a newborn of 28 6-year-olds who have backgrounds, families, and communities completely foreign to those of the teacher? This can create intense communication, discipline, and re­lationship problems between teachers, students, and parents unless the teacher has resources and the knowledge of what to do in those types of situations.

That can only be Remedied by working in these classrooms and with the teachers who are faced with real-world conditions. Surely, here at Aquinas the School of Education does provide its students with many professors who bring knowledge of the field, and it does provide an extensive background of teaching styles and theories. But for all its positive features, it is failing in preparing students to become effective teachers in the classrooms of schools that need them most.

And you can Quote me on that How well do education courses prepare students to teach?

"I think the classes are preparing us for the real world. I especially enjoy the field placement, but I do think we need more methods courses. A lot of what we're taught is theory, and we need to learn more about how to teach specific types of students."

Jamie Semeyn, sophomore

"I believe that the education classes offered here do have a lot to do with the real world and with the issues that arise in the classroom. We have classes that deal with multicultural issues and diversity, and I am being prepared for what is to come."

Kevin Hennessy, sophomore

"I think it is a shame we have to take three math education classes but we don't have to take any science or social studies courses. There is only one science class for elementary teachers and that is offered in the summer. I would like to see a more balanced approach to the curriculum."- Abby Paterka, junior

"Overall, I feel as though I have a good foundation to begin my life as a teacher. I don't know where I'd be without [Assistant Professor of English] Pamela Waterbury's Youth Literature and Teaching Writing practicum courses. The scary thing is that I was not required to take these courses."

Brian Wallis, Senior

"Aquinas' education classes have a tremendous amount of field experience, which helps students get a better feel for the way classrooms operate. Many of our education classes are taught by teachers coming straight from public schools, and they can provide a better perspective on real world classroom situations than cranky professors like me can."

Tim Bennett, Associate Professor of Education

The Aquinas Times has worked diligently for the past 21 years to produce an informative, entertaining and journalismically-correct student publication. The Aquinas Times is distributed by students at Aquinas College, 1407 Robinson Road SE, Grand Rapids, MI 49506. Our goal is to continue to provide a forum for the ideas, views and concerns of the Aquinas communi­ty.

Signed editorials reflect the opinion of the writer and not necessarily that of The Aquinas Times. "The Times View" represents the view of the editorial board and does not necessarily reflect the views of Aquinas Col­lege.

"Letters to the Editor" are accepted Thursdays by noon in The Aquinas Times office, located in lower Wege Center. All letters must be signed. The Aquinas Times reserves the right to edit. Get out those pens, people, and let's get real.


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by Rhiannon Kritzman
Business Manager

Uh-oh. School is almost over and you spent way too much money this year. A few bucks here, a new shirt there, dinner out with the friends. Who knew all that fun would deplete your savings account? So what do you do now? There seems to be only one answer: the dreaded summer job. But you can take control of your summer and find a job that you love and one that looks good on a resume. Here it is, folks: Summer Jobs 101.

STEP 1
Find something you are interested in. Just because you don’t have a major yet doesn’t mean you can’t find something you like to do. Summer jobs are part of the fine-tuning process that college brings to us all, so take advantage of it. The main thing to remember? Make sure you can take a skill you learned on the job with you to the next job.

STEP 2
Research the field you are interested in. If you don’t know for sure what you want to get into, look up all kinds of jobs. Grab the classifieds, search the web. The summer brings out all kinds of different jobs, so you will see tons of areas open up really quickly. Check out some of the websites listed in the sidebar: they all provide tips and information on places to start searching for a summer job.

STEP 3
Your resume. While most summer jobs won’t require a resume, one can never hurt. Being able to produce a well-put-together resume will show future employers you are serious about wanting a job and will also save some of the hassle of having to fill out applications everywhere you apply. A great resource for resume writing tips and keywords can be found at http://7step-resumesampler.com/.

STEP 4
Now it’s time to prepare for interviews. While most summer jobs won’t require interviews, if one is offered to you, consider yourself lucky! You have just won another chance to reiterate why the employer should hire you. Be prepared to explain how past experiences might qualify you for the job, and be able to relate them to the job at hand. Employers aren’t going to assume that you know everything about the company, so make sure you have a few questions in the back of your mind. Questions show interest, and the employer will pick up on that one.

STEP 5
If you are one of the lucky ones who actually get an interview, ask how long until you will know about the job. If it is within a few days, a nice touch is to follow up with a thank you note. This conveys the message that you want the job, and anything that helps to distinguish you from other candidates will greatly increase your chances of getting it. Make the note short and sincere.

STEP 6
Go to work! Of course, remember all that your mom and dad taught you...be on time, clean, awake, and ready to work hard for your money! Piece of cake, right?

Wow. Just as easy as that, huh? Unfortunately, not all summer jobs are as easy to come by. The size of the town you live in and the economic conditions surrounding the job market can also have a big effect.

So, do you think you need some additional help? Here are two more options to consider when looking for summer employment.

The Temporary Agency
You have heard the term before, but what does it really mean? A temporary agency is there for employers who don’t want to hire permanent full-time employees. What does this mean to you? It means lots of temporary part-time and full-time jobs are available. The best part is that the agency finds the job for you!

The easiest way to find the nearest temp agency in your town is to pick up the phone book and look in the Yellow Pages. Most temp agencies will ask you to come in and perform a series of tests to find out what you are good at. After this, the agency will begin matching you up with potential employers. All you have to do is show up to work and do the job.

In some cases, a full-time permanent job will open up and you will have first pick, but as far as summer jobs go, this is a great alternative when you live in a small town and the job market is down. Even better, bigger towns have more jobs to choose from, so you can get up to $10 an hour for temp work! What could be better?

Internship/Volunteering
If you have exhausted your job options but don’t want to whither away on a beach all summer, maybe you should consider doing an internship or volunteering for something you care about. Internships and volunteer work can look great on a resume because they show you care about more than money, and most of the time, you can take away skills useful later in life.

Opportunities for summer internships abound in big companies and places overseas. All you have to do is find them. Again, check some of the websites in the sidebar.

If you still need money, consider volunteering somewhere (the YMCA, the Red Cross, your church...) and picking up a part-time job somewhere to bring in money.

Both internships and volunteer work can be very fulfilling, and as you grow older, you will find that when you feel fulfilled in what you do, you are happier and do a better job at it.

So how did you score in Summer Jobs 101? The key is to actually get up and do something. Don’t just sit there. Finding a job is the hardest part.

The difference between flunking and succeeding begins when you stop reading this article and start looking for your summer dream job.
**What is your dream job?**

"Being paid money to enjoy life— I haven't quite found that job yet."

Alex Lentine, sophomore

"Something that lets me travel everywhere and see the world."

Teri Tomanica, freshman

"Photographer for National Geographic magazine."

Megan Lapinski, freshman

"A job in social work that actually pays well."

Mailiery Johnson, freshman

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**What is the worst summer job you've had?**

"Babysitting. I hate children."

Liz Szewczyk, sophomore

"Babysitting for an ADHD 5-year old who never takes naps."

Ragan Savara, senior

"Working in a factory."

Dave Bertram, freshman

"Bailing hay."

Wes Braun, junior
Making it count
by Elizabeth Wagenschutz
Entertainment Editor

It's the last issue! We're almost done!

Do you think you've done your best?

But it also means that, sadly, this is the end of this magazine and all the fun and games we've had this past year.

So, good luck to everyone, have a great summer. And remember, the entertainment section will be back in the fall.

A behind-the-scenes look at Pixar
by Stephanie Pierce
Contributing Writer

Everyone knows Pixar as the birthplace of some of their favorite movies: Toy Story, Toy Story 2, and Monsters, Inc. for example. It's a place of full of color, goofy energy, and the famous line, "If you're not at least 90 percent nuts, you're not in the room." And like many other successful companies, they have their own mascot: Mr. Incredible.

But what many people don't know is that Pixar is also home to some of the most talented animators in the world. From the first Pixar film, Toy Story, to the upcoming release of Finding Nemo, the quality of animation never ceases to amaze. And with the recent success of Ratatouille, it's safe to say that Pixar is still at the top of its game.

Each story begins with the writers, who together come up with ideas for the movie. Then, animators work on turning these ideas into reality, using a mix of hand-drawn and computer-generated animation.

In the "mirror room," the actors record their lines, allowing the animators to see what their characters look like in motion. This is crucial for making sure that each scene looks as realistic as possible.

After the basic animation is finished, each scene moves on to a different group of animators, who fill in the blanks of the storyboards, making sure that the final product is as close to the original vision as possible.

In short, Pixar is a place where creativity and hard work come together to create some of the most amazing films in the history of animation. And as long as they continue to push the boundaries of what's possible, we can expect to see even more amazing things from them in the future.
The cardigans. They have that sound is super-sugar-indie — which can, after awhile, get annoying if you're not in the mood. But really that's only the possible drawback. Everything else about the music stands strong. The songs might not be life-changing anthems for a generation, but they're not forgettable, meaning-less, here-today-gone-tomorrow songs either. The music is fun (I need a new adjective). It's sing-along-able and makes you smile. And that's what the icicles are trying to achieve.

"To make people smile — that's far better than making them sad, which is what most music does today," said Daniel. "[The goal is just] to have a lot of fun."

This is especially apparent in the band's live show. It played at The Intersection April 23, and if you weren't there, you definitely recommend you kick yourself pretty hard.

So the icicles live is exactly what most concerts should be: it's about hearing good music and having fun. It's obvious who people love what they're doing. Everyone has fun.

Daniel on the band's live show and what members hope to achieve during it: "To quote Wayne's World, 'I just like to play."'

Korrie on Daniel's statement: "I can't believe you just quoted Wayne's World."

But really that is just what they like to do: all four members love music and have been involved with it in some form or another for years. That's all they want from the band, too: to play music (and have fun, of course). Getting on WGRD is not what the band is hoping for in the future. "A major record deal is not the goal," said Crossings market sometime soon, take a stroll through the most paradoxical store in America, Hot Topic. The walls are lined with T-shirts with Rainbow Bright, the Care Bears, My Little Pony, and Mr. Rogers screened onto the floor. They even have signs of the long-forgotten Garbage Pail Kids.

Bands such as The Strokes are considered to be fashionable by rocking out the Miami Vice "T-shirt-and-sport-coat" style. Lo-reproduses uses theTransformer logos and figures on their T-shirts and in their album design, and they also publish their songs under the copyright name "Gooner Never Say Die." Both of these groups' members are in their early 20s, making them participants in a 1980s childhood.

Tears on the EP are all definitely worth your money to the right. It can be annoying to see a version of this 80s classic? Let me know: vognies@asianpsx.edu

As you can see, the "kid culture" from the 80s is all the rage. It can be annoying to see a version of this 80s classic? Let me know: vognies@asianpsx.edu

And it still is.
TV? Boring. Movies? Pass. So get off the couch and check out some of these unique ways to enjoy three full months of break

by Tonya Schafer  Editor in Chief

Lines are already forming outside movie theaters like one of Jabba the Hut's tents, so it's pretty easy to see what the summer's top entertainment draw will be: Attack of the Clones and may the force be with it.

But the latest episode in the Star Wars saga opens May 16. What are we supposed to do when our tolerance for Anakin and friends reaches the critical point? Maybe enjoy some of the warm weather we've been waiting all frigid winter for? Yeah, I thought so. The opportunities for outdoor entertainment this summer are endless. Read on.

Amusement Parks

Both Cedar Point in Sandusky, Ohio and Six Flags Great America in Gurnee, Ill (just a hop, skip, and jump from Chicago) are treating brand-new roller coaster "with a twist" Cedar Point's "Wicked Twister" has a lame name, but it blasts riders out of the station, reaching 72 miles per hour in less than three seconds. Ouch. Over at Great America, "Vertical Velocity" twists riders up and down two towers at speeds of up to 70 miles per hour. Cedar Point opens May 5 while gates at Great America open May 4.

Check out www.cedarpoint.com and www.sixflags.com for more information.

For stomach-churning entertainment that's a little closer to home, try Michigan's Adventure. The amusement/park near Muskegon was purchased last year by Cedar Fair, L.P. (the same folks who bring us Cedar Point) and has undergone over $5 million worth of renovations since then, including the addition of a "hydroflume raft slide" (I don't know what that is, but it sounds kind of painful), six new rides, and a PEANUTS-themed gift shop ("It's the only Snoopy Boutique in Michigan," notes the park's website). Hopefully some of that five mil was also spent on a few inspectors to make sure everything is up to code after last summer's collapsing ride debacle. The park opens its gates on May 23. Visit www.miadventure.com

Festivals/Events

Like beer? Nobody brews it better than the Germans but that doesn't stop everyone else from trying. Those 21 and older will want to head to Frankenmuth May 17 and 18 for the World Expo of Beer (W.E.B.). Breweries around the world will feature their best concoctions while local eateries offer a variety of "Frankenmuth specialties." There's also a "World of Wine" (W.O.W.) expo for those of us who prefer red and white to hops and barley. Purchase your tickets before May 4 and get a free glass mug. Admission is $10 for 10 samples; call 800-386-3378 for more information.

Festival of the Arts, held in downtown Grand Rapids June 7, 8, and 9, will be a weekend-long celebration of art, community, and most importantly, food! For a 33rd year, organizations from across the area will get together to show off their musical and artistic talents and to raise money by selling a variety of traditional and ethnic cuisine. Try souvlaki at the Holy Trinity Greek Orthodox booth, tandoori chicken at the Islamic Center of Grand Rapids, or, even just some Ben & Jerry's ice cream at the Catholic Human Development booth. www.festivalofthearts.org

Other events in Michigan this summer include the Arm Arbor Summer Festival, June 14 to July 7 (artists, free music, and movies on The University of Michigan central campus) and the Michigan Renaissance Festival in Holly Aug. 17 to Sept. 29 (old-fashioned medieval fun courtesy of Pepsi and Miller Lite).

Local Fare

Good old Grand Rapids offers plenty of outdoor entertainment bang for your buck. Have you tried a West Michigan Whitecaps game? The city's own minor league team plays at Old Kent...er, I mean Fifth Third... Park in Comstock Park. Home games are coming up May 2 through May 5 against Lansing (free S.A.D.D. T-shirts on May 2) and May 10 and May 11 against Fort Wayne (fireworks and Wolverine World Wide mugs on May 11). Just ignore the Cap's scary mascot, Freddie the Swimmer Pig, and you'll be fine. Call 1-800-CAPS-WIN.

You probably know what Heritage Hill is...all those old houses you pass on your way from Aquinas to the downtown bars, right? Well, those old houses have some interesting stories behind them. The Heritage Hill Association website offers a self-guided walking tour map and descriptions of the 76 buildings located in Grand Rapids' very own historic district. Check out the Phelps T. Fuller House on Lafayette Street, built in 1860 and saved from demolition 117 years later. Or the Sanford House on Cherry Street, built in 1847 when, as the website points out, "Grand Rapids was still a village." Good stuff. Log on to www.heritagehill.gen.mi.us

There's a mini renegades in the heart of Grand Rapids at John Ball Zoo, 1,300 W. Fulton Street. The park has expanded to 140 acres and features over 1,000 animals, an aquarium, and a new chimpanzee exhibit. Starting mid-May the zoo is open from 10:00 a.m. to 6:00 p.m. Admission sets you back only $3.50. Call 336-4301.

As always, miniature golf courses, go kart tracks, swimming pools, and batting cages abound. Check out that stuff in the yellow pages.

And, of course, what would summer be without a trip to the beach? When exams are over and the weather starts warm longer than three consecutive days head to Holland or Grand Haven armed with a towel, a pair of sunglasses, a beachy book, and the realization that school is done for another year and that three full months of summer fun await.

Unless you're graduating like me, and then you'll be spending the upcoming dog days huddled over a computer doing one of two things: working at a "real" job, no less) or cranking out resumes in the hopes of getting a "real" job. Happy summer.
Dan Wilkerson

Wilkerson took home first place prizes from the Outdoor WHAC Championship. In the 3,000-meter steeplechase he ran a 9:46.5, and in the 5,000-meter he ran 15:34.01. Wilkerson is a junior from Marysville.

Shandy Atwood

Atwood won the javelin throw for the Saints at the Outdoor WHAC Championship with a throw of 119 feet, 1 inch. She placed second in the discus throw and fourth in shot put. Atwood is a junior from Kalkaska.

Angling for meaning

by Joe Boomgaard

Staff Writer

Over the many years I've spent on the water, I've noticed that many terms specific to river fishing might seem, to the non-fishing public, somewhat odd, if not downright weird.

So as a service to the legions of people who don't partake of piscatorial pursuits in flowing waters, I felt compelled to dispel the mystery of Riverspeak. Here are a few select terms that, when used in the proper situation, will allow even the most callow drylander sound like a seasoned river pro.

Attorney Fly - This is a pseudonym for a very effective fly, used for salmon and steelhead, that is called the Egg Sucking Leech. Evidently some people who didn't think too highly of lawyers, came up with this moniker as yet another jab at the money-grabbing, backstabbing, low-life raper. I, personally, refer to them as state, or down-trodden attorneys.

Bed Watcher - A bed watcher is a sort of “Peeping Tom” in the sense that such an angler can be found peering into the river around gravel bars, scanning for fish that are of “Peeping Tom” in the sense that such an angler can be found peering into the river around gravel bars, scanning for fish that are not a Volkswagen, but a name for a popular ripper. Many also tend to be rippers and putters.

Giving the fin - A fish to give the fin to an angler is a derogatory gesture akin to “flipping the bird.” A fish that gives the fin is usually one that is very large and has just broken an angler’s line. A fish that jumps repeatedly just to spite the disappointed angler gives the fin to the fisherman. Many anglers have been known to keep profusely when given the fin by an exceptionally large fish. In addition, anglers often be heard mumbling countless unprintable phrases regarding the fish’s parentage and breeding habits.

The Jerk - No, this is not in reference to the once-popular dance. The jerk, which may also be called the twitch, or, more specifically, the Tippin’ Tom, describes the motion used to illegally snag fish by some unscrupulous anglers. A snagged fish is often difficult to catch, and used as a 100 horsepower squirt gun.

Putting the wood to ‘em - This expression is used when an angler has hooked a fish and attempts to reel it in. To put the wood to a fish means to excite the fish to move, or tax one’s equipment to the max in the hopes of landing the fish. The angler who gives the fish to another angler is called the “putter.” The expression “I can hear the banjos playing now” is often used to indicate that the angler is just about “done.”

A fish that gives the fin to another angler is often referred to as a “raper.” An angler who kills as many spawning fish as possible, who is interested in how a fish is landed, is called a “raper.” Rapers should be prosecuted for their shameful actions.

Rippers - People classified as rippers are usually also rippers who attempt to illegally snag fish using tern nets or “jerk.” Rippers have easily identifiable characteristics. Many do the jerk with relatives and commonly sport mullet haircuts, even during daylight hours. Often rippers look like extras from the set of the movie Deliverance. I can hear the banjos playing now.

Standing water, I’ve noticed that many terms specific to river fishing might seem, to the non-fishing public, somewhat odd, if not downright weird.

Softball team looks ahead

by Shaun Markwart

Contributing Writer

The Aquinas softball team came away with one win and two losses during its three-game match and is now looking ahead to WHAC tournament play next week.

On April 24, Aquinas took out its frustrations on Sienna Heights in Adrian. The Saint offense put up 15 runs on 15 hits in a dominating 15-3 victory. Sophomore Lindsey Schab and junior Randi Blain had three hits apiece.

Schab and Bush had three RBIs, while Gragg knocked in four. The second game saw Sienna Heights win as Aquinas blew a 3-1 lead in the final inning but then won it in extras innings on a two-out, two-run homer by Mullay, which wrapped up the series.

“Let’s play two.”

Our bats got hot and our defense was working at the same time,” sophomore Summer Rice said of the team’s stellar play that Wednesday.

Chicago Cub Hall of Famer Ernie Banks was famous for saying, “Let’s play two.”

Well, on April 25 Aquinas and Cornerstone were saying, “Let’s play three,” or at least “two and a half.” AQ had to put the finishing touches on a 5-1 victory in a game that was started and postponed April 1.

The next game was a pitching duel between Gragg and Cornerstone’s Tarrah Brown, who sported an eye-popping 2.22 ERA. Gragg walked in two runs in both the third and fourth innings, and it looked like two runs more were in the offing. But Brown shafted the visitors by slamming a home run off Bush in the first inning. However, the Saints could not get the tying run on base and fell 2-1.

The final game did not go much better for Aquinas, as Cornerstone scored the winning run on an 8-7 AQ win. The Saints ended up with a 3-4 mark over the critical seven game stretch, and finished the season in fourth place.

“It’s disappointing that we lost, but we were playing better,” sophomore Lexi Tompkins said.

Next up for the Saints is the WHAC conference tournament, which will get underway next week.

SPORTS

Junior Casia Gragg winds up for a pitch during the Saints’ April 25 game against Cornerstone University. The Aquinas softball team came away with one win and two losses during its three-game match and is now looking ahead to WHAC tournament play next week.
Hot seasons for men’s and women’s tennis

by Andrew Kill
Contributing Writer

The Aquinas men’s tennis team has plenty to be proud of: a conference championship, a 22-3 record, and a possible berth in the NAIA national tournament. As impressive as those numbers are, they come as no surprise to Head Coach Jerry Hendrick.

"This season’s strength was highlighted during a 21-match winning streak, which was ended April 19 by Kalamazoo College. Although the loss to Kalamazoo was tough, Hendrick chooses to focus on the big picture.

"That loss was a heartbreaker, but it doesn’t take away from all the good we’ve done this season," Hendrick said.

Two seasons for the Saints’ stand out senior Kurt Brunsmilt and sophomore Nate Price. Brunsmilt has more than 500 aces this year.

"Kurt’s played extremely well all season, he’s theSaints’14-2 WHAC record. If Aquinas is taking the WHAC title, it will have to go through Indiana Tech. After two games the Warhawks were postponed April 27 and 28, the Saints will face Tech three times before the NAIA Great Lakes Regional Tournament.

The reduced dates for the games were not available as of press time.

Aquinas’ bats have been busy, leading the conference with a 3.30 batting average and a .439 on-base percentage. Aquinas seniors Greg Skiba and Jason Ladd slugged their way to lead the conference with .247 and .427 batting averages, respectively.

The Saints have maintained a strong pitching staff this year as well. Senior pitcher Brandon Bailey has racked up an impressive 6-2 record with a second-place 2.29 ERA.

Senior Adam Jareggi pitched the game one win and sophomore Shawn Hambelton picked up the game two win and sophomore Dave Boglelitch pitched a one-hitter and picked up a win in game two. The Saints had early leads in both games that the Concordia Cardinals couldn’t overcome.

"It’s been great working with such a close group of girls," Ferguson underscored her coach’s comments, noting, “It’s been really fun playing with such a tight-knit bunch.”

"We're doing really well," Hendrick pointed out. "They're great players, but they’re also a special group of seniors. "It’s been really fun playing with such a tight-knit bunch."