Dean of Chicago-Kent College of Law runs for Tenth Congressional District of Illinois

**PRESS RELEASE**

Harry P. Pettit, Jr., a Chicago-Kent College of Law at the Illinois Institute of Technology, is a Democratic nominee for Congress from the Tenth Congressional District of Illinois. Illinois’s Tenth Congressional District runs from Wilmette in the south to Waukegan in the north and extends as far west as Arlington Heights.

Announcing his candidacy for Congress in December 2001, Pettit, 56, a Democrat and a Glencoe resident, will challenge the Tenth District’s first term Republican incumbent, Mark Kirk. Kirk was elected in one of the closest congressional campaigns in the country last year with 53% of the vote.

Pettit has served as Vice President and Chief Academic Officer at the Downtown Campus. Dean Pettit has reaffirmed Chicago-Kent’s commitment to excellence, significantly improving student quality, and reinforcing the faculty’s commitment to cutting edge scholarship. He launched major international initiatives in Bosnia, Kosovo, and elsewhere in the Balkans, in Ukraine, in Poland, in China, and in Mexico. He has led efforts to explore the impact of information technology on law, public policy and education while emphasizing the need to tie the academic and practical skills elements of professional education.

When asked why she felt the law school would want to run for Congress, Pettit replies, “I have always taught my students that an effective democracy depends on good people involving themselves in politics. I have always encouraged those who showed any interest in politics to consider becoming candidates themselves. My background and expertise in technology, economic policy, education, health care, international affairs and law equip me to be an effective — and very different — voice for the people of this district in the Congress. When I was asked by leaders of the Democratic Party here to consider becoming a candidate, I concluded that I have something special to offer.”

Beside his academic achievements, Pettit has an extensive record of accomplishment in both government and private industry as well. Prior to becoming Dean, Pettit served as a White House official, a railroad company executive, Deputy Undersecretary at the U.S. Department of Labor and a law professor specializing in technology issues.

Among numerous local and national activities, Pettit serves on the Council of Foreign Relations and as Vice Chairman of the Global Chicago project, sponsored by the MacArthur Foundation and the Chicago Community Trust, which is working to improve Chicago’s position as a global city. An engineer by training, Pettit received undergraduate and business degrees from M.I.T. and a law degree from Georgetown University. Dean Pettit believes that America needs new ideas and that the residents of the Tenth District deserve vigorous representation of their interests. He believes that the Congress of the United States needs members with the capacity to design new approaches to deal effectively with international terrorism. It needs members with a deep understanding of the technologies that are revolutionizing our social interaction, our educational systems, our opportunities for new kinds of health care, our markets, and the World Order.

The Internet, breakthroughs in genetic science, and developments in energy and environmental approaches present challenges to traditional values and put stress on law and policy. They also create new opportunities, removing historical barriers to economic opportunity, to educational education, and to health care. They allow new balances to be struck, accommodating energy needs and environmental protection.

Pettit believes that Congress needs members involved in international affairs, and with broad experience and accomplishments in private and public sectors. His reputation among competing interests, in designing new policy approaches.

Pettit insists in reiterating the public commitment to public school system and to standards of excellence and to a curriculum that teaches young people about technology, about the rest of the world – about the things that they need to know to be effective as participants and leaders in the 21st Century.

He explains, “As an educator, I understand the impact education can have on the future. That’s why I believe in supporting our public schools by increasing federal funding and raising student performance standards. No educational reform can be effective unless it fully engages the expertise and concerns of classroom teachers. We also need a public school system that recognizes that diversity is a source of American strength and not a problem.”

Described by Congressional Quarterly as “one of the most impressively credentialed congressional challengers this year,” he is endorsed by Citizens Action - Illinois, the national AFL-CIO, the Illinois AFL-CIO, the IBEW, the UMW, the ATU, Painters District Council 30, AFT-IFT Teachers Union District 311, Postal Workers Local 97, the UAW, UNITE, PeacePAC/Council for a Livable World, the Campaign for UN Reform.

For more information or volunteering opportunities contact Pettit for Congress, Inc.

22 Green Bay Road, Winnetka, IL 60093.
Phone: (847) 784-8200, Fax: (847) 784-8003.
When he is not teaching, Prof Robert Price is car racing! Although it sounds somewhat unusual for a sociologist, he has been involved in car racing, and as the proud owner of a Mazda Miata and a Porsche 944, he is indeed busy with autotuning and tinkering with cars. He maintains that he is a decent mechanic, again something that is surprising for a college professor.

His interest in fields as diverse as sociology and motor racing that makes him a fantastic teacher. His classes are never boring. He shares his experience from his academic field to add a refreshing twist to sociology. That skill is very valuable at a school like Illinois Tech where most of the students are not sociology majors. Moreover, he does not assume his students are sociology experts! Price teaches in such a manner that any student, no matter what his or her major, will thoroughly enjoy the course.

Price, like any good professor, is thorough in his subject. He uses his vast knowledge not to fascinate but instead to start discussions in his class, making sure every student is involved. In fact, that was one of his primary reasons to come to Illinois Tech. He wanted to teach a small, yet intelligent and aware group of students. Moreover, he was given much freedom in selecting what courses he can teach. He was even able to design his own Illinois Tech students interesting classes, one of which is "Restructuring Transformative Technologies." Unfortunately, Price will not be teaching this class after the current semester as he will be leaving Illinois Tech. The university has removed his classes, and therefore he will be going back to Austin, Texas, a city he describes as a "liberal enclave in the middle of Texas with a bunch of hippies." He says that Austin is the "coolest city" and very progressive minded.

He adds, "Austin is the most over-educated city in the country right now because it's got that big university, and they keep hiring masters and PhDs who refuse to leave, so they deliver pizza and want to talk about Kierkegaard when giving you your pizza!"

When asked about how he chose to pursue sociology, Price answered that it was by chance he took a couple of courses in sociology and had excellent professors. In fact, Price was declared as a physics major and later interested in sociology. Heiple-major in college, along with a teaching degree, and later decided that teaching sociology was the right thing for him.

Price's current research interest is in exploring the relationship between technology and democracy. He wants to find out if the fact that we are using technology differently means that we approach our ideas of citizenship differently. Most people today use a vast amount of quite advanced technologies in their daily life but have no idea how they work. They do know, however, that someone had designed the gadget they are using, and so someone knows how it works. Price is interested in finding out whether this makes people think that the world today is indefensible compared to the past. More importantly, he is interested if this is somehow connected to the fact that people are voting less and not as involved in civic organizations as in the past. Further research questions include it people feel less part of a society since their work is much more specialized now than ever before. Does this affect the democratic society and how people react to democracy compared to the past when everyone was a jack-of-all-trades? These questions merely touch the tip of the iceberg of the topics Price is researching, but gives a glimpse of his work.

When asked about what could be different or improved about Illinois Tech, Price was most emphatic about the architecture. He describes the academic buildings in "Kleenex boxes!" He compares the Commons to building-upon. He calls the architecture an "atrocious, soul-crushing, Soviet-looking nightmarish!" He admits that Mist's work was a worthy modernist undertaking and finds the modularity idea interesting, yet he feels that it is time to move on, especially since every other high school building in America is a Mission style. He adds that if the university had more money and proper landscaping accompanied the architecture, then the building could be workable. Without these amenities, it can be really depressing, as it is now.

He also wishes that the university had a place for a professor like him who is more interested in the teaching aspect than the research. It is a pity that Illinois Tech cannot retain such excellent teachers as Price. As a parting note to college students, Price says, "Do not panic about the job market. You are not about to starve to death." He maintains that anybody coming out of Illinois Tech will find a job, but perhaps not the best one for the first year or so. "Eventually, things will work out!"
Announcement

Late Night Keating A Success

Subdivision

Union Board and Techmate hosted the annual "Keating Late Night" at Keating Sports Center on Friday, April 19th, from 10 pm to 2 am. The event was well attended by over 175 students. A series of tournaments including basketball, volleyball, and soccer as well as open swim and weightlifting competitions were held. Nine teams participated in the double-elimination basketball tournament. Illinois Tech's Finest defeated Bean's in the championship game. Ill-Tech's finest team members were: Chris Osinski, Jon Cirano, Tarek Gallajasevic, Je Pereza and Haka Ozmen. Members of the Bean's team were: Aroki Dami Aluko, Eric Bango and Omo Elewa. For more information check our website at http://www.ilt.edu/alumni/callout_at_x73486.

Calendar

Monday May 6
No Events Scheduled

Tuesday May 7
9:20 p SLC Meeting

Wednesday May 8
4:30 p ENVE Seminar Series: Tom Swift and his Energy Mother: Where is she going? By Said Al-Hallaj. IIT Rice Campus Room 114 andersonsg@iit.edu

9:30 p Greek Council Meeting

Thursday May 9
7:00 p ASA Movie: Women From the Lake of Scented Souls
7:00 p UB Movie (2 Shows):
10:00 p Ocean's Eleven
11:30 p BSO-Nite: Triple Shows

Friday May 10
12:00 p Annual Techmate BBQ South Morton Park techmate@iit.edu

Saturday May 11
Classes End!
7:00 p UB Movie (2 Show)
10:00 p Ocean's Eleven

Sunday May 12
Mother's Day
3:00 p UB Movie (1 Show) Ocean's Eleven

ACM-IIT hosts programming contest

Soham D'Souza
TechNews Writer

Every spring, the Association for Computing Machinery chapter at Illinois Tech hosts the ACM-IIT Programming Competition League's Intercolligate Contest. With student teams from colleges around Chicago competing in a war of code source for five full uninterrupted hours, all hoping to win attractive prizes. This has historically been one of ACM-IIT's most high-profile events. This year saw the participation of five teams of enthusiastic students furiously sketching out flowcharts, scribbling algorithms, and blasting across the keyboard.

At 12:45 pm, on Saturday, April 27th, the teams were each handed an identical set of seven non-trivial computing problems, and given a deadline of 5:45 pm to solve as many of them as they possibly could. The nature and goal of the problems' solution programs range from compressing a gigabyte-sized image file in the most efficient manner, to parsing a biological archaeological site using an ASCII map, to predicting the mutation rate of a given population of exotic micro-organisms. As the clock ticked away, solutions continued to pour in rapidly.

The contest is based on the international programming contest hosted every year by ACM-IIT's international parent organization, ACM. ACM-IIT has sent a team to this contest every year, and even hosted a Midwest Regional for the contest in the year 2000. In fact, this year it has now become the subject of a special project, CS-397, course taught by Dr. Grail Callenceas at Illinois Tech's Computer Science Department, devoted to preparing students for such contests and generally engange problems of the non-trivial variety.

The teams were given the choice of using C, C++, or Pascal to code their programs on the computer stations in the Engineering I basement lab. They were ranked in the order of the number of problems solved, with the time taken to solve the problems used as a tiebreaker, and a 20-minute penalty for every rejected submission of a solved problem. The evaluator listed on the board the number of teams that had solved each of the problems, as well as the rankings of the teams.

This year, as with many years past, the Software Technolo- gies Group (STG), one of Chicago's leading technology companies and ACM's long-time corporate benefac- tons, sponsored the prizes for the contest. Since a team can consist of a maximum of three persons, each prize set consists of three items.

The first prize was a revolutionary versatile gaming device called "SpeedPad" from one of Belkin Nostromo's latest product lines. The second prize was a set of three computer games, including "Myst III: Ex- ile, Rogue Spear: Black Thorn, and American McGee's Alice." The third prize was a set of spotty head- phone from Sony's stylish "head" collection.

By 5:45 pm, fourteen correct solutions had been registered, and of the seven problems, six had been solved. Team "Math Dork" (Nickolay Thchervenski and Hart Williams) bagged the first prize with six accepted programs, Team "Yankovik" (Adam Boyers and Joshua Thron) came second with four correct answers, and Team "S3" (Sterling Stuart Stein) took third place with three problems solved. Of notable mention also were the efforts of Team "Indus Warriors" and Team "Code- Crackers". At the end of the event, the President of ACM-IIT, Sohan D'Souza, handed the prizes over to the winning teams, and all the attendees received a complimentary STG company T-shirt.

Also, during ACM-IIT's Robotwar Contest on April 18th, R. Ryan Driscoll's ingenious "SCAN2A" bot won a tournament against three other bots in Alex Kallend's bot combat arena "ROBOTWARS." The prize for this event was an exclusive T-shirt with the image of the Robotwar mascot "Dalek" emblazoned on the front.

During the recent elections, a new core executive board was elected, with Steve Beitzel at the helm as the new President. A number of new positions were also created and filled, including a full-time Web Developer, a Communications Officer, and a Project Administrator. With a new host of capable officials, and more great activities planned for the next year, ACM-IIT looks to a bright future ahead.
COMMENTARY

US Foreign Policy Towards Israel and Palestine:
Part 2 - Administrations and Policies

Feroos Al-Farouque
Staff Writer

The first instance of US involvement in the issue of the right of Jews in what we know today as Israel was when, in 1917, the US approved the Balfour declaration. The Balfour declaration was a long sentence in the form of a letter from the British Foreign Secretary Balfour to Lord Rothschild who was the representative of the Zionist movement at that time. It stated the British Government's approval for the creation of a national home for Jews in Palestine. The declaration was issued in the hope that it would influence Russian Jews to keep their country in the First World War (WWI), to gain the support of American Jews whose support for the war was fading, to get support of Jews from other countries, and also to counter an expected similar declaration by the Germans. However, the British found it important to make sure their allies approved of the declaration before it went through, thus America's approval was vital. President Wilson during that time didn't put much emphasis on the issue and was persuaded by his Zionist friend and advisor Louis D. Brandeis to support the issue. However, after the war was over and when the issue of what to do with Palestine was brought up, Wilson was considering a Palestine and Syria without taking the Balfour Declaration into account. Oil companies, anti-Zionist Jews and missionaries in the region tried to persuade the President to adopt a plan to create a united Arab world under American tutelage. However, after Brandeis and his supporters began to pressure the President to follow the declaration, he confirmed his initial support for it.

After WWI, Jews from Europe and America began to slowly move into the region. However, it wasn't as strong an influx as Zionists had hoped and at certain times Jews leaving the region exceeded Jews coming in, such as between the period of 1927-1928. This changed dramatically in the thirties when Hitler took total power in Germany, and especially after the Second World War (WWII). At this point, the Jews had great sympathy from the American Public and Administration. However, the Truman administration put up an arms embargo to Israel and the Arab states in fear of involving itself in the conflict until 1949. When Israel's War of Independence was being waged in 1948, the Israeli administration had to look towards the former Czechoslovakia for arms. After winning, the war thanks to superior arms, and with the Israeli armed force desperate, the US began to provide Israel with military aid that amounted to $200 million by 1961 under the Eisenhowers administration. In comparison, the US provided $137.1 million dollars worth of arms to Lebanon, Syria, Jordan, and Egypt. The situation soon changed with the Kennedy and Johnson administrations when the US sought to keep a balance of power in the Middle East by allowing the sales of sophisticated but strictly defensive weapons to Israel. The Johnson administration soon changed their policy again when in 1965 they approved a US-Israeli tank deal, and later with the sales of Skyhawk and Phantom aircraft to Israel. Then, during the Nixon administration, military aid to Israel increased quite a bit, which resulted in a total of $4 billion to Israel during Nixon's tenure. During Carter's administration, Israel was given a total of $7.4 billion dollars in military aid.

The military aid to Israel has steadily risen since the Carter administration and amounts to several billion a year. It should be noted that there is also military aid to the Arabs, and especially Egypt, which also receives military aid in the billions, but none of them match Israel. As with all the previous administrations, support for Israel was very high during the beginning of the Reagan administration, but public support for Israel dropped due to Israel's involvement with Lebanon in 1982. However, by the end of Reagan's tenure, the public support for Israel rose again due to deteriorations in US-Iran relations.

The Clinton administration by 1999 showed itself to be the most active in trying to bring peace in the Middle East. The last meeting at Camp David held between Israeli Prime Minister Ehud Barak and Palestinian leader Yasir Arafat, mediated by Clinton was the closest the two sides had ever come to achieving peace. At the meeting Barak gave Palestinians the right to East Jerusalem, but not the right of refugees to return to their homes in Israel. The success of the Clinton administration can be seen by the fact that in four years (during Clinton's second presidency), Clinton rose from being the eighth best American president in foreign policy to first in public opinion polls. However, since the end of Clinton's term, the Arab-Israeli conflict has spiraled down to what we see today.
The present Bush administration has probably the most unpredictable and spontaneous policy towards the Arab-Israeli conflict. Bush considers the acts of terrorism in the Middle East as parallel to the attacks of terrorists on 9-11 and has criticized Clinton for being too active in the Middle East peace process.

The reason the Bush administration has been so unpredictable and spontaneous is due to the fact that there are two factions in the Bush administration: the hardliners and the moderates. The hardliners led by Donald Rumsfeld and Dick Cheney are extremely pro-Israeli, yet isolationist. They trust only countries that work with the US, and consider everyone else as enemies. In fact, discussions regarding the Palestinian leader Yasser Arafat’s role in the crisis, Cheney has been quoted by the Israeli defense minister Ben Elizer as stating “You can even hang Arafat.” Elizer had to give a formal apology for his remarks, but the comment was never denied. The moderates on the other hand are more active and believe that the US needs to mediate the conflict in the Middle East. It was due to the clash of the hardliners and the moderates that it took the present administration so long to make any comments after the recent intifada spiraled to its lowest in decades.

Recently, Cheney has been pushing the President to act in Iraq, but Secretary of State Powell has opposed it. Finally, deciding to act in some way, Bush sent Cheney to the Middle East to muster up support from the Arabs to attack Iraq. The Arabs told him that the only way to Baghdad was through Jerusalem, meaning that they would not support US actions on Iraq unless the Israeli/Palestinian issue was resolved. Thus when Cheney came back, he became more moderate and has pushed for a quick resolve to the issue, so that the US can go ahead and attack Saddam Hussein.

Conclusions:
Where does US foreign policy lead to at the moment is anybody’s ballgame. The Arab-Israeli conflict has been an issue for over fifty years. Presidents have come and gone, but policies have virtually remained the same when it comes to the support of Israel. The difference is the way the policies were implemented. The present administration has kept the same traditional policy of support for Israel, but has become inconsistent in their implementation.

For those of you who have watched the recent Spiderman movie the quote “With great power comes great responsibility” may be familiar. The US is undoubtedly the most powerful country in the world, and thus the world looks upon it to act responsibly. It is tough to choose a side in a conflict, and try to mediate unless at the same time. Yet that is exactly what the US is trying to do in the Arab-Israeli conflict.

Personally I believe that the military aid to all parties in the Middle East should cease immediately, and there should be a UN peacekeeping force in place in the region. Furthermore, the UN Security Council needs to guarantee peace to both Israel and Palestine, meaning that if any of the Arab states were to invade Israel, the UN would ally with Israel in fighting them, and vice versa. Then the US needs to bring all parties to where they were at Camp David, and restart negotiations from there. There needs to be a time set for implementations of any agreements made; that was a major error of the Oslo accords, and should be a lesson for future dealings. Eventually, when any sort of agreement is reached, it should be passed through and guaranteed by the UN. The bottom line is that the US government needs to take more responsibility in what goes on in the Middle East. It can’t keep its eyes shut to the pictures of Palestinian humiliation, and Israel’s daily struggle with retaliatory terrorism, nor the sounds of guns ablaze and mother and fathers in tears. It was high time to act yesterday; today it’s almost too late.
Union Board Presents:

As the Swirl Turns

Tonight is the big night! The Union Board end of the year Bog Party! It all started off nice enough...

THE BOG: "Jim and Allison, recovering from relationships with psychotics, have found true love."

I love you, Allison.
I love YOU, Jim.

THE BOG: "Some days seem to be getting along great with Bob's brother Timmy..."

Bob, you're brother Robby.
D, you are going out with AE, not my brother!

This band RULES. Who is it?

Rico: You are "such" a loser! I'm outta here.

Do you have a "problem" with that BOBO?

Triple Process

...Do you have a problem? Do you want to me you psycho?..."

Get away from me you psycho!

ARGH!!!

That psycho stalker, Rico, is here!

Hey! Maybe this is all going to work out, after all. "If we all" trust in the balancing power of the Union Board SWIRL, like these folks did...

I STILL love you, Allison, even though you're not an MBB anymore...

"Weep!" Why won't you just go away?

D?:

Bob?:

Karen?:

Jim?:

D: What are you doing with those matches?

...or maybe not.

BOG: Anyone got a .22-caliber lowers?

The End!

Union Board Presents:

End of the Year Party in the Bog

Featured Band: ☻ ☻ ☻

Thursday, May 9th
10p - 1a in the HUB Bog

Girls Get In FREE!

You want it? UB does it!
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Features
The next step

Our Vision
All IPROs offer a great opportunity to apply real-world knowledge and concepts from the classroom to a real-world setting. Students gain practical experience. They also gain insight into processes and protocols in their industries.

All IPROs must foster team building. Students must actively refine their interpersonal skills to become more effective team members and leaders. In this refinement process, students should gain a firm understanding of intrinsic motivation, positive delegation, and project planning.

Most of all, students must communicate effectively. Students must clearly convey ideas to all audiences, including members of other professions.

However, effective communication alone is not sufficient for interprofessionalism. Students must also value the perspectives and expertise of other disciplines. They must engage in dialogue to discover and appreciate the values and perspectives of others rather than become occupied in debate.

IPROs also offer the opportunity to learn how to think effectively, holistically, independently, collectively. Most importantly, they offer a medium for self-exploration that could serve as inspiration for lifelong learning.

Our Considerations
All IPROs are not created equal. Some IPROs have a primary focus on practical experience. Some focus on leadership, while others focus on interprofessionalism. Some IPROs have three people. Some have nine, while others have 16. IPROs differ in significant ways that affect both the approach to project management and the efficacy of a structured framework.

Project
Differences in project goal should not significantly affect the organization of a team. Although a service-based IPRO could be successful with a much looser organizational structure than an ENPRO, we believe both could benefit from the same project management strategies. Projects also vary by size and status. However, large projects can span over multiple semesters and become comparable to other projects.

Some projects are ongoing while others are new. New projects will require more planning and management, but continuing projects can benefit from these as well. Despite project differences, we believe all projects can benefit from these IPRO strategies.

Team
The effectiveness of a team plays the largest factor in the success of an IPRO. Teams vary not only in technical and communication ability, but also in team size. If the team is small, little organizational effort is required. In fact, organizational structure can impose a burden on creativity and spontaneity. Small teams of five members or less are known to self-organize, self-motivate, and self-regulate. If however the team is large, it will tend not to self-organize. Larger teams are also much harder to lead and require a much larger communication and organizational overture.

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DODGE
GRAB LIFE BY THE HORNS

Begins May 1st

DUDE, HERE'S YOUR CAR.

<table>
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<tr>
<th>STANDARD FEATURES</th>
<th>Dodge Neon SXT Sedan</th>
<th>Ford Focus SE Sedan</th>
<th>Honda Civic LX Sedan</th>
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<tr>
<td>4,000 College Grad Bonus Cash*</td>
<td>Yes</td>
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On Assumptions

Student Knowledge & Competence

Professors must not expect students to have prior specialized knowledge about the project unless it is a requirement to enroll in the class. As an interdisciplinary project, students will come from varying disciplines. Having such an expectation with students who already divide their time among courses with those with specialized knowledge that can contribute and those without knowledge that can contribute is unwise. Assign students from unrelated departments who should not be required to contribute a technical component, related majors can easily adjust their mode of thinking. Enforcing a specialized knowledge requirement will preclude initiative and motivation from non-specialty students. More importantly, it will preclude any benefit from the interdisciplinary model.

Professors must not have any expectations of student knowledge other than a reasonable understanding of the student's respective field of study. Professors should instead be pleasantly surprised if there is anyone with specialized knowledge. All students should participate in the IPRO at the level they can function and contribute to the whole.

In a recent ECE IPRO project, the first time IPRO professor required students to have highly specialized knowledge to lead or participate in the technical aspect of the project. However, by the time he went around the room of dozens of students, not one fulfilled his criteria even though there were technically proficient programmers and could have coded the software to detect obstructions using CMOS cameras. From day one, this professor effectively split the group between those with knowledge and those without. Unfortunately, everyone ended up in the latter and felt inadequate because their potential contributions as individuals and programmers was ignored. A technical lead was eventually selected, but he spent the rest of the semester defending his qualification for the position, rather than concentrating on the task at hand.

If specialized knowledge is necessary for the project, the professor should actively recruit the types of students that they want for the project. This will ensure there are enough students with expertise in the project. It also makes sense to restrict enrollment into an IPRO by major rather than by total number. This will ensure that vital majors are represented and students experience an interprofessional environment.

Student Initiative & Motivation

Professors must not hold any prejudice toward student motivation or initiative. Individuality is an important part of our identity as workers. Prejudices only deny us of this individuality. Negative prejudices toward motivation and initiative quite often are self-fulfilling prophecies. It is important to regulate cynicism. Most isolated projects are a result of mismanagement, rather than lack of motivation.

Faculty Knowledge & Leadership

Students should expect the professor to have some knowledge in the field of the project. Although speciality knowledge in the field could be useful, it is not necessary and in fact could be harmful. Professors must have practical experience in successfully leading student groups or have completed some prior training in facilitating projects. Students can then expect a certain level of organizational ability.

Defining "Iae Problem"

Many man-hours are spent defining the task at hand, "The Problem." Although the professor could define the task before the IPRO begins, the students would miss the opportunity to experience this grueling, yet essential part of project planning as a team. There is also the possibility professors could incorrectly define the problem.

In an ECE IPRO, the professor insisted that he had defined the problem. Therefore, it was difficult for students to pose the important question: "Are we developing the right product?" Weeks later upon meeting with the customer, the problem had to be completely redefined. Defining the problem early without the consultation of students does not only rob students of this experience, but can easily mislead them. The definition of any problem must always include the customer with the needs of the end consumer in mind.

Time & Work Commitment

Professors should expect some time commitment for IPROs. However, this expectation of commitment should not exceed the commitment in a standard course. Extra work should be applauded, but not expected or required.

In a current ECE IPRO, the professor expected students to make an unreasonable weekly commitment to the development of the project, a minimum of 10 – 15 hours. The expectation far exceeded that of a standard course and adversely affected the academic status of some members. An IPRO should never impose an undue academic burden on any participant.

On Motivation

Extrinsic Motivation

Grades & Extra Credit

In industry, salary, raises and promotions are used as extrinsic motivation factors. Unfortunately in academia, there is little money or status to gain. Instead, professors use grades and extra credit to persuade students. However, extrinsic motivators can often discourage students rather than encourage them. Extrinsic motivators such as grades and extra credit force rather than foster student initiative.

Jobs & Benefits

Some IPROs hint at the opportunity of jobs, pay and other benefits upon successful completion of an IPRO. Although this could be true, the disillusionment when benefits are not received far outweighs any benefit from such a proposition. Students might not realize this until the end of an IPRO, but they will be sored for any future IPROs and will surely impact their views on their peers.

Recognition & Validation

Recognition and validation are probably the most useful extrinsic motivators. Students are not only recognized for their achievements, but instilled with a sense of accomplishment and progress.

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*This program provides a $1,000 bonus cash allowance in addition to the $4,000 national college graduate cash allowance for a total $5,000 cash allowance for recent college graduates, adult college seniors, and masters and doctoral programs enrolled on the purchase or lease of eligible 2005 Chrysler 300 vehicles (eligible titles are Chrysler 300 Concorde, Convertible, Sedan, PT Cruiser, Jeep Liberty, and Jeep Wrangler). Must take retail delivery by 7/24/05. Residency restrictions apply. Please see your dealer for eligibility requirements and program details. Jeep is a registered trademark of Chrysler LLC.
Intrinsic Motivation

Building a sense of meaningfulness

Students must believe that they are working towards a common goal that is meaningful. Part of this is defining a common goal and uncovering associated tasks. Students should be allowed to choose tasks that are meaningful to them.

Building a sense of choice

Students must be given a sense of choice. Before choice can be attempted, an environment conducive to the free exchange of ideas is necessary. If such an environment exists, students must be given an opportunity to present their version of the best light. Decisions should then be made on the merits of opposing views, rather than on personal or external feelings. However, when two or more equal, priority should be given to the existing view to ensure continuity. Choice and analysis should only be invoked if the process is large in the project. Change impact must have no bearing on it.

Building a sense of competence

Students are only free to engage in creativity, spontaneity and learning activities if they feel that they are competent. Care must be taken to ensure no team member is ever deprived of his feeling of competence. Planning future meetings that coincide with their interests and skills can foster a sense of competence.

Building a sense of progress

Students need to feel a sense of progress. This can be accomplished by defining and accomplishing milestones. However, this only tracks long term progress. It is also important to track short-term progress. Agendas and meeting minutes may bridge this gap.

On Organization

Professors as Facilitators

Not a Learner

Professors should not treat an IPRO project as a lecture class. Unlike lectures, students gain value from IPRO projects not from what the professor teaches, but from their experiences and struggles.

Not any sort of Dictator

Part of being a facilitator is to learn how to think independently and collectively. However, this is not possible if a dictatorial leadership style. Freethinking requires a certain amount of breathing space for spontaneity and creativity. Dictatorial styles presume that there is one right answer and that the professor knows it. However, I believe IPROs are more about experiencing the process of finding the answer rather than the answer itself. Dictatorial styles also assume infallibility. In a culture which demands democracy in every facet of human experience, it seems it is important for students to learn how to be proactive within a democratic environment and take advantage of the many things democracy has to offer such as a free exchange of ideas. Promoting most important, dictatorial styles rob students of the intrinsic motivator of being able to control one’s actions and effecting positive change.

Not hands-off

Professors should not be completely hands off. Otherwise, we would not need them at all. It seems that they would be useless in any role to play. The extent of their involvement depends on the size of the group. A large group of people might be appropriate for a small group of five but inadequate for a larger group.

Organized & Focused

Professors must have a set agenda of what they’re trying to say. They must enforce just enough structure to keep the group and discussion focused within the boundaries of the project. This must speak briefly and to the point, making efficient use of valuable class time. They should be very organized and have good organization know-how.

Resource Finder

A professor’s major role is to find resources for students. This includes meeting space, materials, tools, research, expertise, etc. A professor who offers accommodations without the resources to follow through delays the process of finding alternatives resources themselves.

Trained

IPRO professors are highly qualified teachers, but not all are highly qualified IPRO facilitators. Many IPRO professors have had little experience advising student groups outside of the classroom and are unaware of the many difficulties faced by students. Instead, they rely on rumor and myth and do not necessarily have the proper background or training. We hope that this document will better prepare first time professors for the difficulties of IPROs.

We hope it will also reinforce the concern views of successful veteran IPRO professors.

Student Advocate

Last semester, a group of highly motivated students took the proactive stance to create a CS IPRO to develop a Linux-based video game. However, these students met with much resistance from faculty and were unable to find a professor to sponsor the project. As a group of highly motivated students should have never have difficulty finding faculty sponsorship within any department. IPRO professors should act as facilitators and therefore require little overhead. Professors should not hesitate from IPRO sponsorship. IPROs can be a enriching experience for professors as well as students.

On Project Management

Planning Meetings

Who

In an ENVE IPRO, the group scheduled meetings that was inconvenient for everyone so only one person could make it to the weekly meetings. That one person then came to only a few of the meetings. However, since the meetings had been scheduled for him, students were late to classes afterwards at least half of the weeks of the semester.

Meetings should be planned and scheduled collectively by all participants. They should be made as many accommodations as possible. If sacrifices need to be made, the student leaders must be the first to volunteer to sacrifice another obligation.

How

Meetings should never be planned all at once. They must be planned ahead of time to allow for students to plan around these meetings. Students must not be expected to change existing plans to accommodate the late planning of leaders.

Using Time Effectively

A student’s time should be considered sacred. All meetings should be set time effectively and only used for project concerns. If students perceive that their time is being wasted, hostility will develop.

In a current ECE IPRO, the teacher incorrectly believed it was his responsibility to add value to the project. The majority of class time was wasted listening to anecdotes about can openers, beta taps and a variety of topics unrelated to garage doors or image processing. Consequently, there was little motivation during official meeting times to accomplish meeting goals. Unfortunately, official meeting times are often the only time when all participants can meet. Meeting time must be used effectively towards the project goal.

Agenda to stay focused

Every meeting should have a set agenda. The agenda must be set and distributed in advance of the meeting. The agenda should also be distributed at the beginning of the meeting. The agenda provides an elegant and non-intrusive way of keeping a group focused and working toward a specific goal.

Intrinsic Motivation

Commit to a Meaningful Work Purpose

An employee takes personal responsibility for performance by engaging in various job tasks that they enjoy. Now, I keep my motivation by picking a day job where I can learn something new, move forward and continue adding value to my life. "Even if it isn’t going where my real passion lies." Choose Tasks That Accomplish a Worker’s Sense of Purpose

The ability to choose just tasks shows for personal responsibility for achieving meaningful success. This freedom of thought has become a source of workplace innovation and improvement, as long as the employee does not abuse his autonomy publicly. Within "When it comes to using a freedom," head advisors. Remember what your main purpose is for working there.

Monitor Yourself for Job Competence and Progress

There are two ways of employees self-evaluation: 1) How well am employee performs job duties, and 2) How well the employee communicates his job purpose, monitoring ones tasks unique discipline. But, it’s the only way a worker continuously be a self-starter.

Intelligently

Delegate Authority

To fully experience the ability to choose, workers hired to have a clear delegation from above. Slight clear of micromanagement, which will just make employees dependent — when they should be developing.

Demonstrate Trust

Once a manager delegates, it’s important for the him not to hover nearby. Team members need to trust that they will have the power to make decisions on their own, and that they can their own judgment and development of self-initiation.

Provide Security and Allow Honest Mistakes

These involves making workers feel safe and comfortable, adopt or innovate. Encourage trail-and-error learning and avoid the "zero-defects mentality" which discourages new ideas. Employees trying to catch mistakes and fewer employees rather than cultivating progress.

Provide a Clear Purpose

Team members need to understand what duties success or a task before they can decide what path to take to get there. Then manager and learn shared of clear understanding of long term purposes and goals.

Provide Information

Team members make good choices when they have access to all relevant information. If a leader is truly building a sense of choice in employees, they will significantly talk about what they know and much about what the team needs to know.

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On Dialogue and Debate

Dialogue v. Debate

In the Magic of Dialogue, Daniel Yankelovich shares valuable insight into the role of dialogue in the free exchange of ideas. We will briefly summarize his ideas. Dialogue assumes that many people have pieces of the answer and that together they craft a new solution by discovering new options and searching for strengths and value in other’s positions. Participants work together toward common understanding. Dialogue is about finding truth, not making a decision. The two are incompatible. Decision-making must be done after dialogue has concluded. When dialogue occurs, ideas are exchanged freely and all gain a deeper understanding of the project.

Dialogue, however, rarely occurs. Most discussions result in debate and are seen as combative. Instead of trying to gain a better understanding of other’s views, participants defend their own views against the views of others and attempt to prove the other side wrong. Participants assume that there is a right answer and that they have it. They do not listen to understand, but rather listen to find flaws and make counter-arguments. They seek a vote to ratify their position.

Core Requirements for Dialogue

Unless all participants are well trained in dialogue, it will not happen spontaneously. Dialogue must be facilitated. According to Yankelovich, the core requirements of dialogue are equality, empathy and openness. All dialogue should be initiated through an act of empathy. The dialogue must focus on common interests; not the divisive ones. Decision-making must be separate from dialogue. Participants should offer their own assumptions first before speculating on others’ assumptions. It is important to clarify assumptions that lead to subculture distortions. Subculture refers to the cultures of different academic disciplines, religions or other personal affiliations. Specific cases should be used to raise general issues. Conflicts should center on values systems, not persons. Encourage relationships in order to humanize transactions. Minimize the level of mistrust before pursuing practical objectives.

Decision Making

After successful dialogue has occurred, many truths are revealed. However, a decision has not yet been made. The decision making process must be fair and equitable. It must also foster future dialogue. Students, not the professor, must initiate all decision making. Decision-making can be made in a democratic process or by a benevolent dictator. Both methods have their merits. The method chosen should reflect the nature of the group and leader.

Democracy

Decision-making can be made democratically. However, care must be taken to avoid groupthink. When coalescing, individuality is lost once groupthink is achieved. Groupthink is the tendency to pursue a consensus even when the consensus is incorrect. Groupthink is one of the most common mistakes that people make when making decisions. It is important to avoid groupthink and to ensure that the decision made is the best possible decision.

Benevolent Dictator

Decision-making can also be made by a benevolent dictator. The student leader can serve as judge, choosing a decision that best reflects the group's values and interests. Participants should be viewed as advisors, not mere subjects. A benevolent dictator strategy is important when a democratic process reaches deadlock. Although deadlock in a democratic process will result in a stalemate, time lost and hostile feelings could develop.

On IPRO Seminars

The IPRO program should never sing its own praises during an IPRO seminar. Because of the diverse experience of students, there will be students who are disillusioned by the things IPRO promises to accomplish. The IPRO program only reinforces these negative views and encourages students to trust their views on their views on their views. The job of professors and participants is to discover the value of IPRO's independently.

Vocational

IPRO programs should not be vocational. The current IPRO seminars focused on rudimentary skills such as writing, public speaking, public speaking, public speaking, public speaking. Many advanced students will feel their time is being wasted, especially if the student has already taken an IPRO in the past.

Leadership Training

In past IPRO seminars, leadership training was a large part of the IPRO program. Although it is a very valuable skill, many students found the lectures did not address their current concerns.

Interpersonal Skill Coaching & Conflict Management

IPRO seminars should focus on interpersonal skill coaching and conflict management. Many current programs such as Residence Life, Leadership Academy and others around campus have had success implementing small interpersonal groups facilitating teamwork. However, this strategy only works if the groups are small which would require large numbers trained facilitators.

Mediated Dialogues

IPRO seminars should not focus on hypothetical conflicts or team dynamics. All seminars should contribute tangible progress to the project.

Finding a V & V Statement (Vision & Values)

One of the first steps in the project should be establishing a vision and values statement. IPRO seminars could use this as an opportunity to introduce students to the importance of dialogue by coaching the establishment of a V & V statement that addresses the values, concerns and hopes of all team members.

Project Planning

Another IPRO seminar could focus on project planning. Facilitators could help students identify milestones and help students develop skills to resolve conflicts and initiate dialogue.

Project Workshops

IPRO should offer management workshops on group dynamics, configuration management and project planning. Although this was attempted a few semesters ago, workshops were presented by psychology professors or other people from academia. Engineers are a very interesting people. They only trust people that have a considerable amount of experience about what they are talking about. They require people to back up points with substantial experience from industry.
On Grading

Attendance

Attendance to general meetings must be made a mandatory component. Teamwork, dialogue, collective thinking and collaborative decision making can not exist if all team members are not present. However, this is not to be enforced if a common meeting time is not possible.

Syllabus

A syllabus must be rigorously defined with sufficient input from students. When a syllabus has been established, it should be formally and publicly distributed. Care should be taken not to change the syllabus after this point. If a change is required, it is important to again seek input from students and promulgate it publicly and formally.

No Competitive Grading

Students must not be graded competitively. Any competitive grading will prejudice trust among team members that is necessary for dialogue and cooperation. Professors must not grade on a curve. If students are pitted against each other, there will be no trust.

Students must also not be graded on placement in the IPRO curriculum. If students are so interested in winning the competition, they'll overlook important skills along the way. Students will also be motivated to choose IPRO for their chance of winning rather than their interest in the particular IPRO.

In a current ECE IPRO, the professor regularly suggested that grades were dependent on IPRO placement. Whether or not this was true, students who did not take this into account were at a disadvantage.

Pass / Fail

Students should be graded on a pass/ fail basis. In the present work environment, projects are completed in a team environment, which requires specific skills. The IPRO process serves as a beneficial simulation of this environment. Therefore, the motivation to succeed should be intrinsic, not extrinsic.

No Knowledge Criteria

Students should never be graded on specialized knowledge gained in an IPRO. Participants come with different academic backgrounds. They must not be expected to gain specialized knowledge that is completely outside their field. Doing so requires all participants to work on a technical aspect of the project that becomes a burden, to all participants.

Knowledge criteria can be in the form of a final exam, quiz, paper or oral exam. All the activities draw time away from the aim of IPRO. The purpose of IPRO is to learn skills, not about proving specialized knowledge. Otherwise, IPROs would be lecture classes.

No Peer Grading

Students must not be graded by their peers. Peer grading creates a competitive environment that is not conducive to a cooperative environment. Peer evaluation may be beneficial, but it must not have any on a student's grade.

Grades should be determined solely by the professor. However, certain IPROs are blessed to be self-organizing. Therefore, professors know very little about individual contributions. Peer evaluations have an important role in autonomous groups. In these situations, professors should use peer evaluations to determine individual contribution and individual grades.

Dialogue v. Debate

Debate

1. Assuming that there is a right answer, and that you have it
2. Combative; participants attempt to prove the other side wrong
3. About winning
4. Listening to flaws and make counter-arguments
5. Defending assumptions as truth
6. Critiquing the other side's position
7. Defending one's own views against those of others
8. Searching for flaws and weaknesses
9. Seeking a conclusion or vote that ratifies your position

Dialogue

1. Assuming that many people have pieces of the answer and that together they can build a new solution
2. Collaborative, participants work together toward common understanding
3. About exploring common ground
4. Listening to understand, find meaning and agreement
5. Revealing assumptions for re-evaluation
6. Re-examining all positions
7. Admitting that others thinking can improve one's own
8. Searching for strengths and value in others' positions
9. Discovering new options, not seeking closure

Strategies for Successful Dialogue

Here in compressed summary form is a checklist of strategies for successful dialogue:

1. Check for the presence of all three core requirements of debate — equality, empathy, openness — and learn how to introduce missing ones. This is the bedrock strategy. Without it, you do not have dialogue.
2. Focus on common interests, not the divisive ones.
3. Keep dialogue and decision-making separate and compartmentalized.
4. Clarify assumptions that lead to subcultural distortions.
5. Offer your own assumptions before specifying on those of others.
6. Use specific cases to raise general issues.
7. Focus on conflicts between value systems, not persons.
8. When appropriate, express the emotions that accompany highly valued values.
10. Be sure trust exists before addressing transferable distortions.
11. Where applicable, identify mistrust as the root source of misunderstanding.
12. Er on the side of including people who disagree.
13. Encourage relationships in order to humanize transactions.
14. Expose old scripts to a reality check.
15. Minimize the level of mistrust before pursuing practical objectives.

On Competition and Celebration

IPRO competitions are much like children's competitions. On one hand, we want to recognize the most successful IPRO teams. On the other hand, we want everyone to feel successful. We want everyone to be winners.

The two ideas are incompatible or mutually exclusive. Both can be implemented simultaneously in the IPRO program.

Last year, the IPRO program deprived many groups of the recognition and validation they deserved because of the number and types of awards given out. The measure of an award is determined in three parts: the reputation of the issuing organization, the caliber of past recipients and the level of current competition.

The reputation of an organization is determined by the organization's integrity. A reputable organization will be known to judge fairly and consistently.

If a competition is known to have vigorous competition in the past, it is highly likely that there will be vigorous competition in the present and in the future. When competitions make no distinction between mediocre competitors and truly stellar ones, the level of competition will only be seen as mediocre. Mediocre competition will do nothing to inspire students to be competitive, a trait necessary to succeed in industry.

Generally, an award comes with some form of proof. Proof of recognition matters itself in the form of trophies, plaques or certificates. The IPRO awards carried no such proof, thereby further diminishing the idea that any real award or recognition was given to any group.

The only tangible proof of recognition handed out was in the form of prizes, which included one of the following: An IIT T-shirt, a Motorola duffle bag, and a pair of White Sox tickets. Since anyone can buy these products, none of them can be considered proof of the award.

On Milestones

Whether a milestone is accomplished or the project concluded, it is important to celebrate accomplishments.

Celebration not only produces a sense of accomplishment and progress, but also reenergizes a group to tackle future tasks and projects. It is the responsibility of all IPROs to ensure all participants leave an IPRO with a sense of meaningfulness, competence, progress and choice.
UBS Warburg is pleased to welcome the best and brightest who’ve decided where they belong.

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Celebrating its fifth anniversary this year, Anime Central 2002 had a successful running. Boasting as one of the largest Japanese animation conventions in the Midwest, Anime Central was fortunately held in the Hyatt Regency O'Hare from April 19th through the 21st. For those who are not familiar with Japanese animation, it's been rapidly gaining prominence and cultural influence here in America since the rise of Japan's comic book and animation industry. Now, Japanese animation, commonly called "anime," and its comic book culture can be seen in television networks around the country; one example is the series Dragon Ball Z on Cartoon Network. The wave of success of Japanese animation is due to its explosive contents, appealing characters, and quality animation.

Just like other large comic book conventions, Anime Central offered great programs and dealers around the Midwest. Programming included several workshops, guest panels, exhibitions, and shows. There were also several video rooms where one could watch endless hours of the latest and classic animations. An arcade room was also set up with the best gaming systems straight from Japan, offering games like DDR (Dance Dance Revolution) and Tekken 4. Finally, the dealer's room offered the latest videos, DVDs, toys, and music CDs on sale.

Primary guests this year included Ken Akamatsu, the creator and manga (Japanese comic book) artist of Love Hina, Toshihiro Kawamoto, best known for character designs on Cowboy Bebop, Golden Boy, Gundam 0083, and 08 MS Team, Hidenori Matsubara, character designer and animation director for Oh My Goddess and Sakura Wars, and Tetsuya Aoki, designer for Bandai character merchandise and designer for Takara/Transformers line of toys. Other guests were American voice actors/actresses and some independent artists.

Like many other comic book conventions, Anime Central was filled with devoted fans who dressed up as their favorite characters. Although some of the attempts to look alike turned out to be more of a freak show, some of the amazing costumes went far beyond the amateur look. Besides the overpopulated walking sailor scouts and other characters, the convention was very organized and well planned.

Despite a failed attempt to receive an autograph from Ken Akamatsu (due to a never-ending long line), I was satisfied even for just getting a glimpse of the popular artist during his panel. With great programs, friendly atmosphere, and with walking distance from the blue line, Anime Central was a great success, and is bound to expand and bring more excitement in 2003. For those interested in attending next year's Anime Central visit www.acen.org.
Spider Man:
A Movie That Actually Lives Up To Its Name

Edwin Georgias
TechNews Writer

Reporting breaking records with its box office opening, Spider-Man was obviously well hyped, but did the movie measure up to all the anticipation? The answer is: it depends.

Sitting in the cramped little theater, I could feel the anticipation in the air. It was one of those rare moments when you know that everyone in the theater is thinking the same thing. "Get on with the previews, already." Apparently because of Spider-Man's obvious popularity, every movie that will open in the next year wanted a spot as a preview on this film. After nearly half an hour of previews, none of which I can currently recall, the theater finally hushed as the theme song began to play.

The film opens with dialogue from Tobey Maguire, the actor playing Peter Parker, aka Spider-Man. We are soon introduced to the nerdy-looking Peter as he cums to catch his school bus. I was immediately taken by how well casted this film was. When Maguire was first introduced as the slurred Spiderman, there was a bit of an uproar as fans questioned if he could pull off a superhero role. What those fans forget, however, is how quiet and unassuming the character of Peter Parker was. Kirsten Dunst as Mary Jane Watson was an obvious choice. The chemistry between her and Maguire is amazing. She easily pulled off the sweet yet confused MJ. Willem Dafoe, with his strange, bony, almost evil features, fits perfectly into the role of the Green Goblin.

If the casting of Toby Maguire was surprising, then the pick of Sam Raimi as director was a downright shock. Raimi, whose work on The Evil Dead and other gore-jerking action films was truly amazing, does not necessarily lend himself to a blockbuster mainstream attraction. Yet, the producers made an excellent choice in Raimi. I was truly impressed with how well the character seemed to fit into his environment. It would be very easy for the city to reject the spandex-outfit-clad Spider, but instead he seems right at home. Without making the city look unreal or mythical, as in the Batman series, Raimi created an environment in which both superhero and nemesis felt right at home. What would a Sam Raimi film be, however, without making action sequences? It was amazing how well designed the web-slinging and glider-riding sequences were, even if physics did occasionally take a day off to go to the beach. There was nothing missing from the action, nothing I could see that could be improved. On the contrary, I don't think anyone could have done it better than Sam Raimi.

What impressed me most about the movie was the amazing musical score. Not since Batman have we had such inspiring, clearly superhero music. Danny Elfman did an amazing job of creating an atmosphere in which a superhero could inhabit. Throughout most of the film, I forget the music was there. It blended into the scenery, action, and plot with such seamless ease. Only all the composers knew how to produce a score that fits the movie so well.

Fans will all be impressed with the "facialness" of the storyline. The movie follows the beginnings of Spider-Man, nearly scene for scene from the original comic books and cartoon. The only major change was the controversial decision by Raimi to adopt James Cameron's idea that Spidey's web no longer be an invention of his own, supplied by cartridges, but rather a genetic mutation. The story, as described by Raimi, has not been altered, but updated. Instead of being bitten by a radioactive spider, Parker is grazed on by a genetically enhanced spider. I felt this change added to the authenticity of the plot, and gave a more modern feel. Many fans, however, disagree. While the script did stay true to the original storyline, it is this very quality that caused sentimental scene to turn into corny, meaning less dialogue.

Mary Jane turns to Peter. Here eyes are brimming with tears. They stand in a cemetery, over the grave of Peter's uncle. "You make me feel like I could be more than I ever thought I could be, Peter Parker. That I can just be, and that's ok." They me be paraphrased, the inherent silliness of the line has been preserved. Every quiet moment in the movie was filled with flat, meaninglessly, semi-inspirational dialogue. The over-dramatic soap opera like moments left the audience giggling through every scene intended to bring a tear to the eye. Normally, this would mean death to a film. One would think that perhaps the producers hired a team of monkeys to write the script. I, however, disagree. Thinking back to the days long ago when I watched the original Spider-Man cartoon, I seem to remember dialogue such as this. I seem to remember corny, dramatic plot lines and conversations. Could it be that Raimi was simply holding true to the original storyline and characters? I wholeheartedly believe it to be true.

Those who are not fans of Spidey, however, would have nothing with which to compare the movie. They would have no clue. The answer is: this movie is simply not made for them. This movie was designed, written, and produced for the Spidey fans who have been patiently waiting and tolerating the seemingly endless rumors of production and scripts. Should non-Spidey fans skip the film? Not at all. Spider-Man is a must-see. Just be prepared for the corny dialogue and let the rules of physics take a vacation. Sit back, relax, and become a kid again as you enjoy the adventures of your friendly neighborhood Spider-Man.
Summer Fun: Events You Shouldn’t Miss

Restaurant Review
Jalipur Palace

Summer is fast approaching, even if the weather indicates otherwise. Summer often brings us to the windy city, courtesy of the Park District and different organizers. From the big events downtown, to fairs and festivals all throughout the city, to summer fests, there are plenty to do for the young, or the young at heart. So if you are those few students whom are fortunate (or unfortunate) enough to remain in Chicago, either working or studying during the summer, here are some highlights of the summer. Some are free while others require a minimal fee, but don’t miss out on it.

Ravinia Festival
Located at 6500 N. Shore Drive, 1 mile north of Lake-Cook Road, Highland Park, Ravinia boasts the poshest picnic spot in the Chicago area. Bring the kids, flowers in hand, and enjoy the view. Now that spring has really brought the woods, the right thing Ravinia brings the works, down to the candles and fresh flowers for the table. On the musical stage, everything is available, but the schedule always includes plenty of pop, rock, folk and jazz. Collaboration and fun can get in free or pay a discount fee for a box seat.

Theater On the Lake
June-August
Set on the shores of the bountiful lake, the towering trees of Lincoln Park, Theater on the Lake offers a great view of Lake Michigan and low ticket prices. Since its debut in the summer of 1942, the nearly 400-seat Theater on the Lake has evolved into a showcase of amateur community theater to the summer home of some of the city’s most outstanding professionals, such as Steppenwolf, The Second City, and Chicago Theatre Company. Upcoming events include The Addams Family and Nine, the Six, 2, Beautiful Thing, Lone Child, Ah Wilderness, and Promises, Promises, Price: $12.

Summer Solstice Celebration
June 21-22
The Museum of Contemporary Art hosts its seventh annual 24-hour festival, featuring art, music, dance and family activities. This year’s event is free and features the opening of the Andrea Gursky photographic retrospective.

Teatro Zucca
June 28 - July 7
Have you ever wanted to try an appetizer from all of Chicago restaurants? Well, the luck of the draw for you is the open-air Teatro Zucca, the Neue Gerycky photography retrospective.

Grant Park Fireworks
July 3
There’s nothing better than barbecuing and watching fireworks during Independence Day. But nothing can be compared to watching fireworks on the Chicago Lakefront with more than a million spectators. Once you have finished with Taste of the Quad, come on out to see one of the country’s most spectacular fireworks displays, complete with an accompanying concerto by the Chicago Symphony. The concert will feature Tchaikovsky’s 1812 Overture.

Chicago Outdoor Film Festival
Grant Park
June 16 - Aug 27
Watch an afternoon screening of Park Or Forest for a picnic. Why not watch a movie while you are at it? Grab a blanket, pack a picnic and spend Tuesday afternoon watching classic movies for free under the stars. Films include Some Like It Hot, A Hard Day’s Night, Home, Forgets, Vertigo, and West Side Story.

Chicago Air & Water Show August 16-18
Come out and see the oldest and largest air show of its kind featuring the United States Navy Blue Angels and the Canadian Forces Snowbirds. A Dress Rehearsals: 11 a.m. - 4 p.m. Friday. See many of the performances take place and enjoy the fireworks to celebrate the weekend crowds.

Viva! Chicago Latin Music Festival
August 24-25
Latin Music? Want to add some spice to your La Vida Loca? Come out to Grant Park and listen to the sounds of cumbia, merengue, salsa and more at this year’s festival of Latin music from around the world. El Gran Combo and Mariana Vergara & Trío headline the excellent performing acts.

Chicago Jazz Festival
August 29 - October 1
Come to Grant Park and see the city’s longest running lakefront music festival featuring jazz performances by local, national and international performers on several stages. All events are subject to change so be sure to check it out before you go. Metromix.com has your Calendar and Performance Schedule. You can find information about these activities and even purchase tickets online. Obviously this is a one time deal, so be sure to get your tickets early, but you won’t want to miss it! Get out the couch and get your groove on!
Athlete of the Week
JONATHAN ROACH

Jonathan Roach is a freshman at Illinois Tech in the Mechanical Engineering Department. He studies here on a part Athletic scholarship (for baseball) and part academic scholarship (Heald scholarship). He is the shortstop on the Scarlet Hawks Baseball team and fields ground balls in the infield. Roach grew up in Oak Lawn, IL and started playing baseball at the age of four on various Little League teams. He comes from a family where baseball is a tradition. Both his older brothers played baseball in high school and his father played for the "Ole Miss" team when he was in college. Roach grew up from Richards High School, and has many fond baseball memories from high school. He was named to the All Conference team during his junior and senior years of high school. He captained the baseball team in his senior year. Roach came to Illinois Tech because of its good baseball and engineering reputations. He says that his freshman year has been rather difficult, but has been worth all the effort he's had to put in. When asked about the team's performance this season, he said that the Hawks had a good season overall, but he was disappointed with the finish. He is hopeful for next year though because the team is very young and has a strong core.

Roach will be playing on a wooden bat league this summer. He enjoys golfing in his free time, and plans to continue his free time as well.

Roach would like to work in the automotive industry after he graduates. He plans to keep his passion for baseball alive by coaching a team. He hopes to have his own company someday which specializes in modifications on cars.

Hawks Finish Fourth in Conference

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RHA Sponsored Volleyball Tournament

Athletes from various universities competed in the RHA (Residence Halls Association) Volleyball Tournament. The tournament was scheduled to take place at the volleyball court in the MSV courtyard, but due to the rain, the tournament was moved to the Keating Sports Center. The organizers did a fantastic job in getting the volleyball courts ready with such short notice. The tournament got under way with seven teams (five players per team) registered to play in this double elimination tournament. Three games were played in the initial round with Florida. They beat every team in the conference at least once with the exception of St. Xavier who was the conference champion. They had a notable victory against St. Francis on the 22nd of April when they won 5-1. St Francis finished second in the conference. They beat Olivet Nazarene, who came in third place, twice this season. Overall, the Hawks had 15 wins and 19 losses this season. The Hawks made it to the playoffs by beating Trinity Christian on April 30th. Jon Roach hit the winning homerun, which enabled the Hawks to qualify for the playoffs. However, the Hawks lost both games on May 2nd, which eliminated them from the playoffs. They lost the first game to Judson 6-9 and later on the same day lost the second game to Robert Morris 10-6. When asked to comment on the team's season performance, Coach Jim Darrah said that the team did exceptionally well despite a bad start in Florida. Most of the team consists of freshman players who are very young. The team will be losing two of its key players, Tyler Wickenberg (center fielder) and Nick Bauer (catcher) who will be graduating in May. Coach Darrah hopes to recruit new players who will bring depth to the team's game next year. He said that they had a good season overall, and that he has a great group of talented young men to work with. They had a lot of fun together and are looking forward to a better season next year.

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