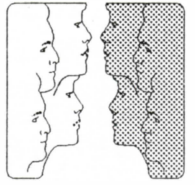


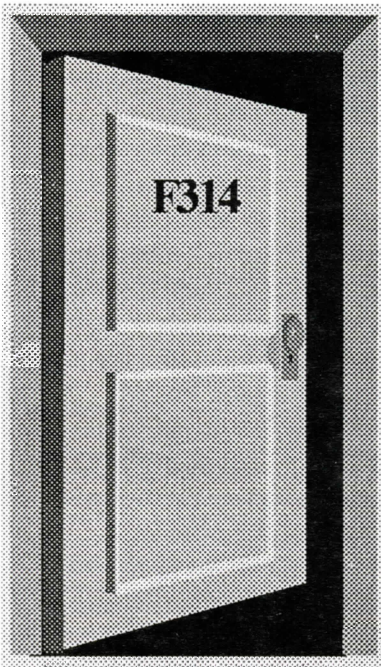
Challenger



A Publication of the Harper College Honors Society

April 1996

Volume 7, No. 2



The Quiet Language

Walk into Room F314 on a Saturday morning and what do you hear? NOTHING! But don't let that stop you from entering. Come inside and watch closely and you will see communication occurring between students. You have entered a world where there is no verbal communication, you have entered Sign Language 101. My first morning of class was to say the least, very interesting, somewhat intimidating, and at times frustrating. When the instructor walked in without a sound and communicated to us through the use of sign, gestures, and writing on the board that no verbal communication would be allowed inside the classroom, several thoughts went through my mind. The first was, "How can I spend 3 hours not talking? Won't that be a record!" Then I thought, "How are we going to be taught if she doesn't "talk" to us?" We have transcended into another world. This class provides a glimpse of life in a deaf community. Dissettling? Yes. Frustrating? At times. For me, it is an amazing adventure.

We are learning American Sign Language (ASL) in this class. ASL is a complete language with its own grammatical rules and syntax. ASL is not a "noisy" language like English or Spanish, it is a quiet language that is very expressive and beautiful. ASL is not short English, code, or pantomime. ASL has developed quite independently from English and continues to evolve. New signs are introduced and old signs are altered or dropped. ASL possess regional variations, slangs, fad expressions, puns, and creative humor. To watch someone sign is to watch a wondrous and beautiful form of communication. ASL's popularity is increasing and some say it is now the third most widely-used language in the United States. Learning sign language is both exhilarating and frustrating. Sometimes my fingers and hands just don't want to work together to make the signs necessary, yet when I am able to get a fellow classmate to understand me, it is a wonderful feeling of accomplishment.

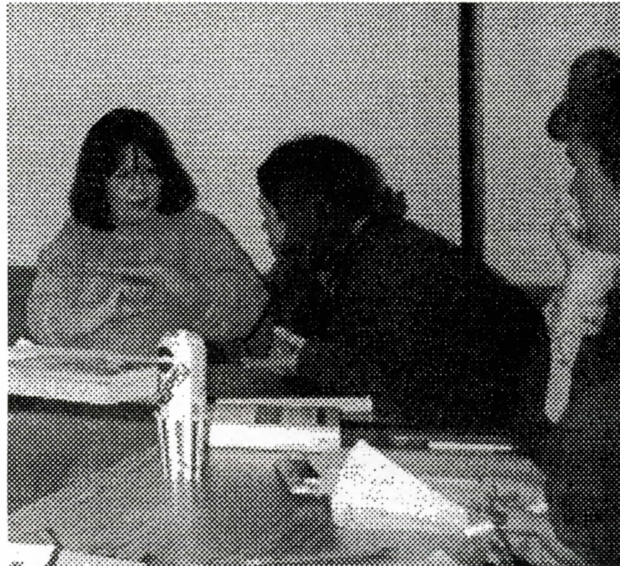
Did you know that . . .

- People using ASL can communicate comfortably with each other across a football field—much farther than the loudest shout can carry?
- Sign language is so handy it's used in underwater communication?
- While whispering can be picked up by microscopic "bugging" devices, sign language is bug-proof? (CIA, take notice!)
- Gorillas (and chimpanzees, to some extent) have been taught how to communicate in Sign? (Paradoxically, those who support its use by animals may not favor its use by humans!) (For Hearing People Only, Moore and Levitan) *(Continued on page 2)*

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Another important element of Sign Language 101 is learning about the Deaf community. The Deaf community comprises those deaf and hard of hearing individuals who share a common language (ASL), common experiences and values, and a common way of interacting with each other and with hearing people. Members of the Deaf community must know and use ASL, and ASL serves as the principal identifying characteristic of its members (Stokoe 1970, Woodward 1973). As a hearing person, it is hard for me to relate completely to the needs and rights of the Deaf community. The Deaf don't consider their deafness a medical problem; they believe that the issue is one of a language barrier. One of the long standing issues in the Deaf community is that hearing people are the ones who have been making decisions about their community and lives, especially the schools and programs available for the Deaf. I believe that the Deaf should dictate how they live their lives and agree that communication is the real issue, but because I am a hearing person, my feelings and thoughts also include the knowledge of hearing. I wonder how the Deaf define silent. I am learning that the deaf world is full of life, conversation, feelings, and thoughts, just as in any other world. The difference being the way they communicate, with sign, not spoken words -- a quiet language.



One of the most interesting events in the Deaf culture was the Deaf President Now (DPN) protest at Gallaudet University in March 1988. Gallaudet University is a university for the Deaf in Washington, D.C., and is a central part of the Deaf community. DPN was initiated because the Board of Trustees hired a hearing president who could not sign. Of the three candidates applying for the position, the one chosen was a hearing person and did not know sign language. One of the other candidates, Dr. Jordan, a dean at the university who

is deaf and signs, was not chosen. The Board of Trustees felt that it was not the "time" for a deaf president. The students (and some staff) disagreed and organized a peaceful protest. They believed that the time had come for the university to have a deaf president and in order to get the Board of Trustees to listen, they basically shut down the school. Finally, towards the end of the week, the newly elected president, Zisner, resigned and Dr. Jordan was elected president of Gallaudet

University. DPN brought the plight of the Deaf into the eyes of the world. Many community leaders became involved in the rights of the Deaf.

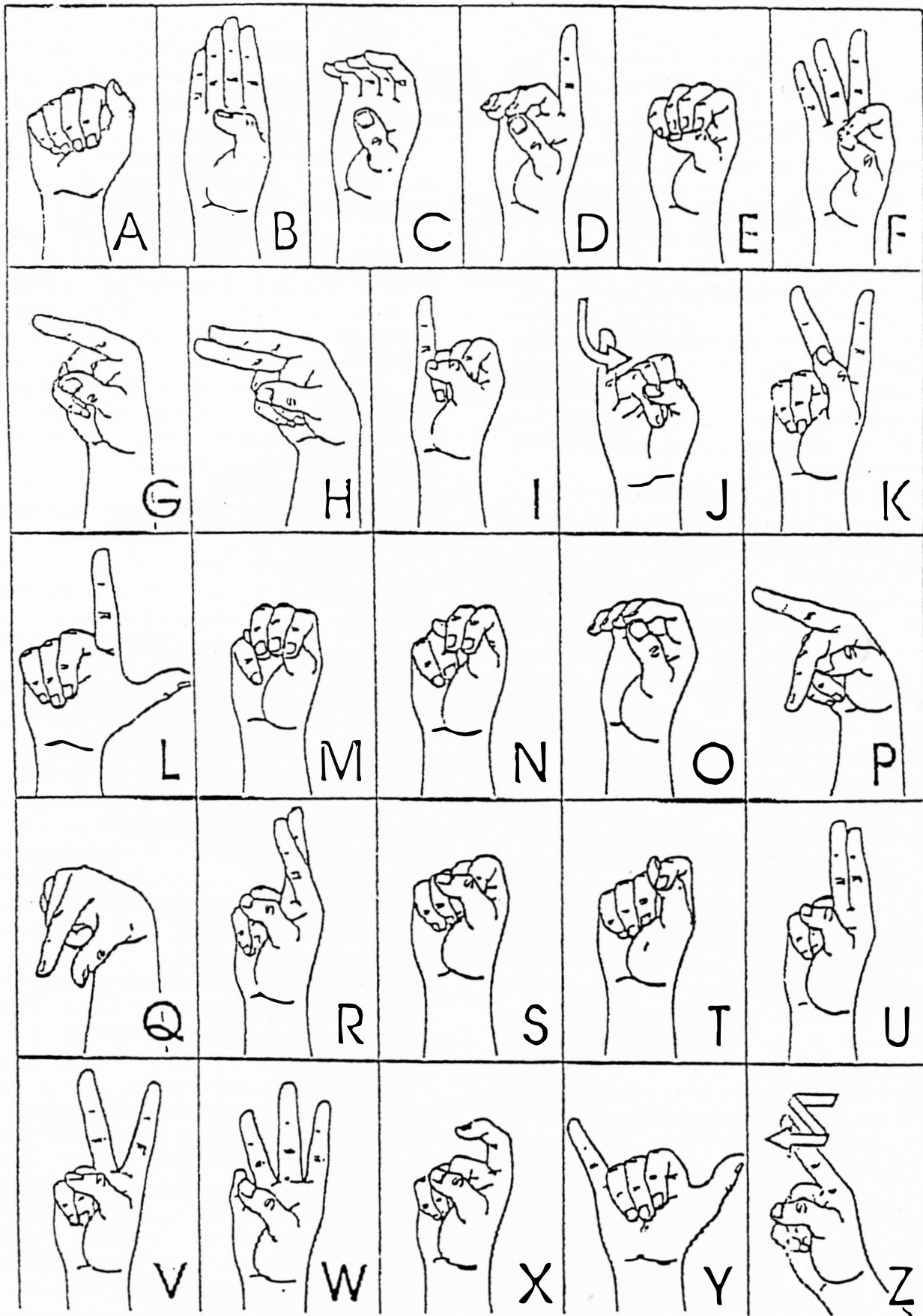
Learning a new language is fun and challenging. Studying a new culture, such as the Deaf culture, offers many insights not only regarding the Deaf community, but regarding all people. The Deaf world is not "silent." It is full of life, conversation, feelings, and thoughts.

- Cheryl Vaccarello

It is wise to keep
in mind that no success or failure
is necessarily final.

- Unknown

The Manual Alphabet





Looking Backward/Looking Forward: A Delicate Balance

I've been asked to address the Phi Theta Kappa study topic for the year, "Rights, Privileges & Responsibilities in an Indelicate Balance," but I'm not too sure what is implied by the indelicate balance part, so I will restrict myself to the rights, privileges, and responsibilities part.

I'd like to start with the responsibilities first, because that sounds like the least fun--and then we can save the rights and privileges for dessert.

Back in antiquity, before I started teaching at Harper, I was a graduate student and teaching assistant at Loyola University while I worked on my master's degree and doctorate. This was in the late sixties and early seventies, a particularly interesting period to me, especially when I hear educational reformers refer to it as a kind of "golden

age of yore," when students were better disciplined. That's not exactly my recollection or impression of the era, especially when I think of the Democratic convention in Chicago in the summer of 1968 when fires were set in Ida B. Wells High School on the West Side of Chicago, or when I recall that we had to shut down classes a week early in the spring of 1970 and assign grades without final exams because of the shooting and killing of four student protesters on the campus of Kent State University in Ohio in fear that our relatively quiet and undemonstrative campus might break out in violence.

I took many jobs to supplement my modest stipend for teaching, so I could support both myself and my children. The best paying by far was substitute teaching in the public schools. It may not seem like much these days, but back then the \$40 per day paid to substitute teachers was a fortune compared to the typical remuneration of other part time work. We called it "hazardous duty pay,"

however, because the schools were so unruly, and the substitute teacher was fair game for disgruntled students. But I was needy, so I arranged my teaching schedule at Loyola for Tuesday and Thursday mornings and took my own classes on those afternoons or in the evenings or Saturdays, and each Monday, Wednesday and Friday morning at the crack of dawn I waited for a call to tell me which school needed me.

If it was a school I hadn't been to before, I'd get out my CTA map and figure out how to get there, sometimes taking two or three buses, as well as maybe an el. More often than not I'd arrive late and be handed a schedule to teach anything from geography to physics, or woodworking to biology--but practically never English. Seldom were there any lesson plans provided. If I was lucky there was a film to show. Most of the time I was left to dream up a way to get through six fifty-minute periods in a subject I wasn't qualified to teach, even if I had any idea where in the curriculum the students were supposed to be studying.

Friends of mine who were also subbing advised me to relax. No one expected me to teach. Just try to maintain some order. But this bothered my sense of personal responsibility. I was being paid to teach. I should at least try to teach.

It didn't take me many days to decide that if I were going to teach anything at all, it would have to be English, no matter what the subject was supposed to be. I rationalized that writing, logical thinking, and critical analysis were skills that would help every student, no matter what he or she did for a living in the future. I began developing a repertoire of writing topics to engage the students in a class discussion; then I'd turn them loose on the topic.
(Continued on the next page)

"Rights, Privileges and Responsibilities ..."

One of the most successful ones of those days was the topic "school is a prison." After some discussion, students would write about both their frustrated hopes and their anger at the system, and I'd try to help them with their grammar, spelling, and punctuation, as well as their logic, clarity, organization, and development with evidence to persuade. On the rare occasion that I'd get the same class twice in the same semester, I'd introduce the premise, "we get the government we deserve." We'd start talking about the system of elections in the Soviet Union, where everyone was forced to vote and there was only one party to vote for. Did the Soviet people deserve the system they had? Before long the students would turn to their own observations of the American system. Inevitably they would protest that they were not responsible for their system since they were too young to vote. Then we'd talk about what kinds of actions people who are not in positions of power can take to change what they don't like about their social environment. I like to imagine that some of the students whose lives I touched are those who have become community leaders trying to make a difference and solve the problems that plague the Chicago public school system today. And I know that I have been shaped in part by reading the essays these teenagers wrote and the effort I made to try to help them to express their own ideas effectively. So much for responsibilities.

Now, let's turn to rights and privileges. I group these two together, because it's sometimes difficult to tell them apart. As a working definition, let's call the freedoms that are guaranteed under our constitution or insured by legislation our rights. For example, the Constitution of the United States, along with the Bill of Rights and other amendments, guarantees certain inalienable rights: that all men are equal before the law, that we have the right to pursue liberty and that we are entitled to fairness and justice from our government. Our Illinois State Constitution even goes further and has guaranteed equal rights to women since it was revised in 1977. Here we can observe an irony--Illinois was among the states whose legislature refused during that same era to ratify the federal Equal Rights Amendment. We have many other legal rights that vary from location to location in the United States, according to state and local authorities, and some of them are just as paradoxical as the Illinois attitude toward women's rights.

Other rights which we value might be separation of church and state so that each person is free to worship or not in any way he sees fit; political

freedom to protest actions of the government at any level; the freedom to move our residence, to quit a job and seek employment in any occupation for which we are prepared, to change career choice in midlife; freedom to marry the persons we ourselves mutually choose; and the freedom to work hard and benefit from the fruits of our labor, even passing along any surplus to our children or to a charity of our own choosing.

Turning now to privileges: although it is nowhere guaranteed by constitution or law, most Americans enjoy the privilege of having enough nutritious food to eat. It might be peanut butter and jelly on whole wheat bread with milk; pasta faggiolo and beer; or rice and beans and coke; or chicken and dumplings, coleslaw, and wine; or steak, baked potatoes, green salad, chocolate pudding and seltzer; or rack of lamb, steamed veggies, wild rice, creme brulee, and champagne; or even lobster de jongh, artichokes, and whatever exotic and expensive desserts and beverages one can imagine. In a world that does not have enough food for everyone in each country, we are lucky indeed. Perhaps adequate food should be a right, but we should remember that many regard sufficient food as a privilege, not a right, at least at this time in our history.

Another example is our attitude toward higher education. Although our national constitution leaves most of the decisions of education at all levels to the local and state authorities, it is one of the privileges we enjoy--and one that we could lose if we do not diligently defend it. We currently are among the best educated people in the world. We may trash our system for not producing students who will score at the top of math or science exams, but by and large we can see that students come to America from all over the world to our colleges and universities because they recognize that the odds of their receiving excellent teaching are better here than almost anywhere else. Scores on exams obviously don't tell the whole story.

Even in our own country there are those who believe that many of the students in higher education do not belong in college. About a month ago I had the opportunity to debate a candidate for U.S. Representative in the 7th Congressional District, Les "Cut Your Taxes" Goldin. Professor Goldin teaches Astronomy at the University of Illinois at Chicago. He claimed that he had plenty of students in his classes that really shouldn't be in college. They should, he said, be in job training, to make them good producers and consumers. But because they were either so dumb or so poorly prepared, they

couldn't grasp the concepts he wanted to teach them. I, of course, told him that that was the difference between the elitist university mentality and the community college orientation: we teach the students we have rather than the ones we wish we had. And if our students lack the skills or knowledge they need to learn what we want them to know, the faculty takes the responsibility to fill the gaps. Moreover, I said, every voter needs to be science literate in order to vote in their own best interests. If democracy is to work properly and we are to preserve planet Earth, higher education is imperative in our technological age. Even though most of his students would not become astronomers or even scientists in some other field, each person needs to know the difference between astronomy and astrology, or we will elect people who think it's an option to consult an astrologer to decide our affairs of state, as it seems Nancy Reagan did when she was First Lady.

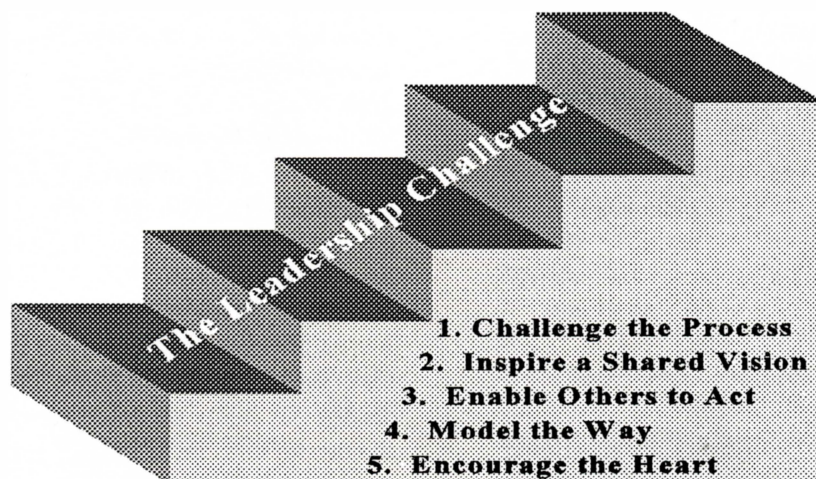
So education is a privilege, one that we enjoy and take for granted, though it is not a guarantee, either in the next century or even for the balance of this one. Higher education, particularly, may be threatened by the short-sighted budget-cutting processes that are going on in Washington. Looking back in history, and looking around the world at the present time, we can see plainly that governments do not always grant the privilege of education to all their citizens. A non-democratic government may prefer a job-trained rather than an educated public--it's easier to manipulate and control a people who haven't been taught to think for themselves. Democracy is a slow and messy process--and it relies on a delicate balance of responsibilities, rights, and privileges.

Regarding universal access to health care, we are in a transition period now. It is still a privilege in America, not guaranteed by law or constitution, and we are not the world's leaders in this concept--in fact, we are lagging far behind other industrialized nations. Perhaps in our lifetimes we will see this privilege changed in our country from a privilege to a right--or if some of our elected officials have their way, we may lead the Western world back from the legal guarantees of access to the discoveries of modern medical science. I'm not presuming to tell you what the politically correct, or even the socially correct opinion is on this one. It's clear that the American public wants change--what's not so clear is what kind of change we want. We have the responsibility to send messages to our legislators about the direction we want our country to move on health care reform. The wheel that squeaks gets the grease. We need to be squeaking loudly.

Finally, I challenge you to think about the privilege of higher education that you have enjoyed to bring you to your present stage of education and about your responsibility to preserve it and even extend it as a part the American heritage that makes our way of life an inspiration to the world. And I congratulate each of you, as well as your family and friends, for being part of the process and the balance between rights, privileges and responsibilities that will make America continue to be great and help the rest of the world to become all that it can be.

That's what leadership is all about.

Please note: This is an edited transcript of the speech Dr. Hull delivered to the Phi Theta Kappa Initiation on March 15, 1996.



Source: The Leadership Challenge, Kouzes and Posner



Elections for Student Trustee and Student Senate are April 9 & 10, 1996

Student Trustee Candidates

- Matt Calderaro
- Antoine Starek
- Lavelle Velez
- Pamela Widder

Student Senate Candidates

These candidates are running unopposed:

- President -- Caroline Saccomanno
- Vice President -- No Candidate
- Treasurer -- Tim Leonard

You will need your student activity card to vote

**Three locations: "A" Building - Information Desk
 "J" Building - Box Office
 "L" Building - Bookstore**

Hours: 9 a.m. - 7 p.m.

Honors Society

Adopt-A-Highway

Clean up Algonquin Road

(the portion between Quentin and Roselle Roads)

Sunday, April 14, 1996

at 11:00 a.m.

(Meet in Building "L" parking lot)



Ponder this . . .

Why do you need a driver's license to buy liquor when you can't drink and drive?

Why isn't phonetic spelled the way it sounds?

Why are there interstate highways in Hawaii?

Why are there flotation devices under airplane seats instead of parachutes?

Why are cigarettes sold in gas stations when smoking is prohibited there?

Do you need a silencer if you are going to shoot a mime?

If 7-11 is open 24 hours a day, 365 days a year, why are there locks on the doors?

If a cow laughed, would milk come out her nose?

If nothing ever sticks to TEFLON, how do they make TEFLON stick to the pan?

If you're in a vehicle going the speed of light, what happens when you turn on the headlights?

You know how most packages say "Open here". What is the protocol if the package says, "Open somewhere else"?

Why do they put Braille dots on the keypad of the drive-up ATM?

Why do we drive on parkways and park on driveways?

Why is it that when you're driving and looking for an address, you turn down the volume on the radio?

Ponder this . . .

Just Who is Responsible?

At what point should others be held responsible for an individual's actions? It seems to be a common practice in our society today for people to sue other people or businesses for some wrong-doing. Granted, there are legitimate cases where negligence is apparent and should be stopped. However, too many times, a little common sense on the part of the individual would go a long way in preventing accidents and events. A case in point is the situation now facing us regarding railroad crossings.



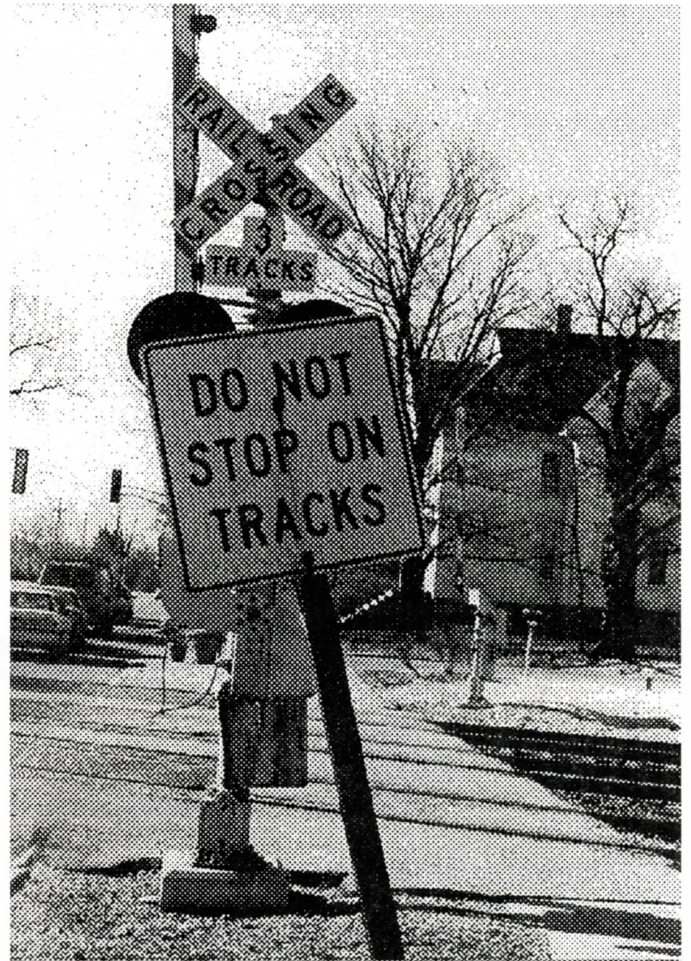
My heart jumps at the first clang of the bells that begin the process. Lights start to flash and the gates slowly lower. Another train passes. The entire process takes less than two minutes. Why is it then that when I obey the "DO NOT STOP ON TRACKS" sign, people honk at me, or give me the old one-finger wave while passing me, only to end up stopped on the tracks?

Perhaps I am the victim of too many Dudley Do-Right cartoons as a child, but when those bells begin to ring, the last place I want to be is sitting on the railroad tracks in my vehicle.

Since the October 25 tragedy where seven Cary-Grove High School students were killed, this issue has been front page news at least once a week. Police departments are currently issuing \$500 fines to persons who violate train crossing warnings. The Village of Barrington is considering installing camera equipment at train crossings. Union Pacific is being brought in to improve warning times at crossings.

I am confused by the rationale of this issue. Improved warning systems, cameras, fines ... The bottom line of this issue is, train versus car. Train wins, everytime. Do not stop on the tracks.

- Peggy Mann



We would like to hear your opinion on the issue of "Just Who is Responsible?" A comment sheet is provided in this issue of *The Challenger* and we would appreciate if you would write to us. You can fax your response to (847)255-8528; the comment sheet can be stapled and mailed (you'll have to supply the stamp); or you can leave your response in the Challenger mailbox in the Journalism Office, Room A379. The deadline is April 19. Tell us your opinion of the railroad crossing situation or let us know if you have been involved in any situation where there was an issue of responsibility. We will print responses in our next issues of the *The Challenger*.

Honors Society Invites You to See

John Malkovich

in

“The Libertine”

(A Live Production)

Date: Sunday, April 14, 1996 at 3:00 p.m.
Steppenwolf Theater, Chicago

Cost: \$20

Details: Ticket availability is limited -- so call ASAP. Transportation (from Harper to theater and back) will be provided. We have dinner reservations after the play at Father & Son Pizza.

Contact: Josefina at 708-348-7191
(personal voicemail)

*Several of us will proceed from the Adopt-A-Highway cleanup
⇒ to the play ⇒ to dinner ⇒⇒⇒⇒ JOIN US!!*



Honors Classes for Summer 1996



EDU 201-002 3 hours 10:30 a.m. - 12:05 p.m. Mon/Wed Roger Mussell



This course covers the organization and structure of the operation of schools in the United States, including elementary, secondary, college, and adult education. An evaluation of each student's potential for this occupation is also included. **Improve** your leadership skills; **Nurture** your creativity; **Believe** in yourself and your dreams

LIT 115-005 3 hours 6:25 - 9:05 p.m. Mon/Wed Greg Herriges



This summer section of Literature 115 features contemporary fiction written in the past fifteen years by American, Canadian, and Danish writers, many of whom have appeared, or will appear at Harper College.

Note: Honors students who have already taken another Lit. 115 may take this course for an additional Honors course credit, but will not receive three more hours toward the number required for a certificate or degree.

IDS 290 3 or 4 hours Time/place TBD Rex Burwell



Honors Advanced Creative Writing. Each student (up to a maximum of four) will develop an individual contract with the instructor. Priority is given to Honors students who have completed English 220; others with a strong interest in writing will read the texts used in English 220 as a background for discussion.

Students may focus on poetry, fiction, or drama, or a combination of forms. The group will meet approximately once a week to discuss each other's work, distributed and read in advance. Students and faculty will develop a mutually agreed meeting schedule which may be irregular to accommodate everyone.



Honors Classes for Fall 1996



ENG 101-028	3 hrs	12:30 - 12:50 pm	Mon/Wed/Fri	Martha Simonsen
GEO 101-003	4 hrs	1:00 - 2:15 pm	Mon/Wed, 1:40 - 3:30 pm	Greg Herriges
LIT 224-001	3 hrs	6:35 - 9:05 pm	Mon	Nancy Davis
SPE 101-021	3 hrs	9:25 - 10:40 pm	Tue/Thu	Marcia Litrenta
PSY 101-006	3 hrs	10:50 am - 12:05 pm	Tue/Thu	Linda Campbell
ENG 102-032	3 hrs	6:25 - 9:05 pm	Thu	Jack Dodds
IDS 290	3 or 4 hrs	--	Honors Newsletters (requires contract)	Mike Knudsen

HONORS PROGRAM

Honors Society Meetings Topics and Discussion

- April 3 Politics
April 10 Female Genital Mutilation
April 17 The Causes of and Alternatives
to Gangs
April 24 Plastic Surgery
May 1 Ethics
May 8 Food

*Honors Society Meetings Every
Wednesday at 3:00 p.m., Room L329*

Upcoming Events

- April 11-13 Upper Midwest Honors
Council (UMHC)
Barrian Springs, MI
Oct 31 - Nov 3 National Collegiate Honors
Council (NCHC)
San Francisco, CA

*Anyone interested in attending one of the
Honors Conventions should contact
Dr. Betty Hull*

Reminder

If you are graduating this spring, please remember to file for graduation and let Dr. Hull know if you have the four courses required for Honors Program graduation. Also, advise Dr. Hull if you have any honors or scholarships.

OFFICERS

President Lavelle Velez
Vice President Josefina Campos-Rivera
Secretary Heather Sullivan
Treasurer Tim Brauer

Corrections to Honors Society Directory

Name Changes

1. Rayane Hunt should be **Rynae Hunt**
2. Cheryl Gillmig should be **Cheryl Gillming**

Address Changes

1. Anna Dziubinski
900 S. Golfview Pl.
Mt. Prospect, IL 60056
847-398-2942
2. Cindy Praeger
975 Grand Canyon Pkwy. Apt. 309
Hoffman Estates, IL 60194
847-781-8145
3. Ann Ross
748 S. Prairie
Barrington, IL 60010
847-381-7508

Please check the directory. If your name is missing or any information is incorrect, please notify Dr. Hull or Lisa Larsen in the Liberal Arts Division Office, F-313.

EDITORIAL POLICY

The Challenger is the voice of the Harper College Honors Society. We welcome articles, ideas, and letters of interest appropriate for our members. We encourage contributions. Final editorial judgment is the sole responsibility of the editorial staff. For information on possible submissions, call x6323. Written materials should be placed in the Challenger box in the Journalism office, A379. Published by students in IDS-290 for class credit.

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