

The Challenger

A Publication of the Harper College Honors Program

Faculty Appreciation

April, 2010



In this Issue:

Ode to Harper College	2
Top 5 Most Engaging Faculty	2
Dr. Jeffrey A. Wasserman	3
Dr. Richard Middleton-Kaplan	5
Sandy Kreiling	6
Greg Herriges	7
Jim Edstrom	8
Full-time Faculty Union	9



Ode to Harper College

By Stefanie Guarino

When I began the process of interviewing professors, I started to wish that I had been given this opportunity a year ago. As a student, I had never really paid attention to everything that professors do. I took for granted how many hours they devoted to correcting my work, how much patience they have to teach a class full of twenty college students, and how much creativity they put into generating appropriate activities for class. I had never really given the professors much credit for all that they do, which is why I chose to write this edition of *The Challenger* as an acknowledgement to the faculty. I am glad that I have been given this chance to fully appreciate them and personally distinguish what gave them motivation to teach: their inspirations, their past experiences, and their passion.

Soon I will be moving to Boston, MA to attend Emerson College and start the first day of the rest of my life. Harper will be a distant memory of the past, but I won't forget how it impacted my future. After graduating from high school, I was still undecided about my major and did not have the slightest idea of what college I wanted to attend. I felt disoriented while everyone around me was taking out student loans, celebrating acceptance letters, and saying their goodbyes to friends and family. Harper was there when I needed it. I had my doubts about a community college at first, but I soon realized that I was letting my naïve misconceptions get the best of me. Thankfully, I decided to take full advantage of Harper's programs, and I encourage any future students to do the same. Departing from Harper will be sad, but I can't say that I am going to miss the Northwest Suburbs. I have met some unforgettable teachers and been introduced to great opportunities. In all sincerity, I have the upmost respect for Harper and each faculty member who strives to make it an exceptional institution.

Top 5 Most Engaging Faculty

By Stefanie Guarino

My father always told me to combine labor and love, because he was miserable with his profession. To this day, I remain conscious of this phrase, especially when I come across a professor whose passion resonates so much that it becomes contagious. Luckily, I have found several perfect examples of this at Harper College and decided to recognize these individuals in an article I call "most engaging" professors.

So what exactly does it take to engage a student? A professor who can spark students' interest and compel them to learn. Ask any student what their ideal professor would be like, and I am sure the response would be something like this: a passionate, creative teacher, hopefully someone who will inspire and challenge them.

This article was written in my humble opinion, commending five influential, inventive, humorous, and motivating professors. Future Harper students take note, because this piece is a lot more reliable than ratemyprofessor.com.

DR. JEFFREY A. WASSERMAN

By Stefanie Guarino

It is highly unlikely that you will meet a professor quite like Dr. Wasserman. He grew up in the Love generation of the 60s, during the chaos of the Vietnam War, drug experimentation, radical protests, and religious awakening. Dr. Wasserman possesses a unique perspective and the rare qualities of unadulterated openness and genuine amity. On the first day of class, he introduces himself with stories of his youth, which include a lot of LSD consumption, dropping in and out of the University of Wisconsin, and avoiding being drafted to Vietnam.

Professor Wasserman has had a wild life, swinging the pendulum from radical hippie to conservative Christian. His first exposure to religion was in his hometown of Louisville, Kentucky. His father familiarized him with the Jewish Orthodox traditions, and his mother and step-father raised him with the Reformed traditions. Needless to say, Wasserman felt pestered and obliged to his Jewish heritage. He battled with his father about attending Hebrew School and reading Hebrew prayers during his bar mitzvah. To him, Judaism was just a tired system of ethics. He remembers his confirmation in the 10th grade as an excuse to no longer attend Sunday School at temple. However, he could not escape religious services on holidays with both his mother at temple and his father at the synagogue. He recalls, "Those were lost weekends!"



Dr. Wasserman's college education began in 1967, when he attended the University of Wisconsin-Madison. In order to avoid being drafted into the Vietnam War, he had to be enrolled with at least 15 credits. While he avoided combat, he was still exposed to the radical politics and controversy of Vietnam on campus. He remembers protesting against the DOW Chemicals Company and getting tear gassed on his way to sociology class. He became a brother in the Zeta Beta Tau fraternity, which introduced him to a new perspective of Judaism and a wide variety of illegal drugs. His experimentation led him on a religious awakening, in which he decided to explore the similarities between Judaism and Christianity. He later dropped out of the University of Wisconsin with 120 credits and no degree.

Nine years later, Wasserman had moved to Texas and had become a conservative Christian. After spending a good amount of time as a member of the Berachah Bible Church, he decided that he wanted to be a soldier to protect freedom and pursued a military career. He applied to the U.S. Navy and Army without success. In early 1976, he was recruited by the National Rhodesian Army and promptly moved to Zimbabwe. At the time, Communist insurgents were terrorizing rural villages, robbing buses, bayoneting babies, and torturing village leaders who were affiliated with the government. In 1977, American author Robin Moore published his book *Rhodesia*, depicting the battle and including a chapter solely on Wasserman and his military adventures in Africa. Wasserman worked as a combat driver and as a light infantry soldier until he injured his ankle during training. He was

Continued on Page 4

Continued from Page 3

then offered a position as a Chaplain, and in 1984, he became the Founder and Dean of an Independent Christian Bible School for Pastors. In 1986, his first daughter was born in Zimbabwe and the following year he came back to the United States.

In 1994, he got his Bachelor's degree in religion with a minor in finance/business and received his Master's degree in the fall. The following year he got his Ph.D. in World Religions. In 2000, he published his first book, *Messianic Jewish Congregations: Who Sold this Business to the Gentiles?*

Wasserman believes that religion is how you relate to others, to the world, to the divine. He spent his entire life searching for answers to his religious questions, which cultivated his passion. His quest for religious exploration led him to become a pastor, missionary, seminary professor, and soldier, leading him to traverse the lands of South Africa, Southeast Asia, and Israel. It is obvious that Dr. Wasserman has always had a serious dedication to religion and teaching, even after he got sidetracked. Wasserman could be the poster boy for continuing education, and I hope that brings inspiration to all adults deciding to go back to school. Through all of his experiences as a student, Dr. Wasserman has developed a keen sense of empathy: "I know what a sacrifice it is to be in that chair, as a student, and pay attention.... to go through so many hours to get a degree."

What really makes Dr. Wasserman an engaging professor is the belief that his students reflect his performance as a teacher. "I consider a C student my failure because I want them to understand who and what religion really is. When they receive that type of grade, it is because I haven't found a way to communicate it to them so that they are engaged in my subject."

They say that with experience comes wisdom, and with all of Wasserman's empirical knowledge, we could all learn something from him. Religion caused him to re-examine his life and challenge his beliefs. Whether Jewish or gentile, religious or irreligious, a faith adherent or an agnostic, he assures that religion will cause others to defy their understanding as well.

Since joining the adjunct faculty in 2009, Dr. Wasserman has had nothing but kind words for Harper. "I like the atmosphere. It doesn't feel like a community college, like the stigma of a cheap substitute for people who couldn't get into a university. The staff goes out of their way to make me feel welcome." He adds, "Harper is doing everything they can do, giving me the equipment, acceptance, making it easy."

"We don't stop playing because we get old, we get old because we stop playing," seems like a fitting motto for Wasserman's band, Rage Against Age. In his free time, he performs with several of his buddies, who include an attorney, a retired human resources employee, a retired VP director, and a computer programmer. Together they play music from the sixties, and they even made it to the finals during the 2009 Battle of the Bands competition

Dr. Wasserman is very candid about his personal story and encourages his readers to remain open while reading. Check out his personal blog appropriately titled: "confessionsofawanderingjew.blogspot.com" and his band website, rageagainstage.com.

If interested in taking one of his courses, Dr. Wasserman currently teaches PHI 205: Religions of the World.



DR. RICHARD MIDDLETON-KAPLAN

By Stefanie Guarino

When asking fellow professors and students about Dr. Richard Middleton-Kaplan, the replies are consistently full of praise and awe. Dr. Joshua Sunderbruch, co-chair of the English department, has said "He completely astonishes and impresses the English faculty with the way he contributes to the profession. This man is invited to conferences around the nation. We all talk about it behind his back, how impressive he is. Even his snoring is eloquent." Take one look at his seven page resume and you may be led to believe that he is the paragon of education and literature.

Although Dr. Richard Middleton-Kaplan does not seem like your typical California boy, he was born and raised near North Hollywood. To this day, he still has love for Los Angeles. Of course, living in the city had its Hollywood influence, but he did not let the plastic, phony, image-obsessed society ruin his experience. He enjoyed being in a place that had heavy media influence and was often on the trend-setting edge, even though he lived like most ordinary people. He fondly remembers the art house movie theaters that specialized in foreign and independent films. He says, "I spent countless hours in those great old theaters, built when going to the movies was as special as going to the opera..."

Middleton-Kaplan is an avid humanitarian, with his share of "Levinas" experiences. His mother and father are part of the reason for his altruistic tendencies, but benevolence came to him at a young age. Contrasting from most sports fans, Middleton-Kaplan actually took away a powerful message from watching his childhood idols, sportscaster Chick Hearn and NBA star Jerry West on television. He remembers watching the Lakers win with the help of West, but unlike the arrogant and extravagant athletes of today, West contained his celebration out of consideration for the losing team. The humanity and respect he conveyed had a huge impact on Middleton-Kaplan.

Dr. Middleton-Kaplan is a big deal. In addition to receiving four grants, belonging to numerous professional affiliations, and teaching at six revered colleges, Middleton-Kaplan has published articles on Melville, the philosopher Emmanuel Levinas, the literature of war, and Peace studies, been invited to presentations on Gandhi, Aristophanes, and Dostoevsky, edited several books and health magazines, worked as a reporter covering the American Heart Association, American Academy of Family Physicians, and American Dietetic Association conferences, and is on the board of countless committees.

In 2004, Middleton-Kaplan was named a fellow of the Ninth Annual Summer Institute on the Holocaust and Jewish Civilization at Northwestern University. Only twenty-five scholars nationwide were chosen for the two week Institute. Each fellow was a professor practicing a distinct discipline, which brought about mind-expand-

SANDY KREILING

By Stefanie Guarino

Every once in a while, a fearless professor comes along who attempts to disrupt the chagrins of science and keeps students fervid about learning. Ms. Sandy Kreiling has successfully done this, easily distinguishing herself as one of the most versatile and enthralling biology professors at Harper.

Professor Kreiling is a Midwestern girl at heart, raised in the Chicago area. At the age of thirteen she moved to Nevada, spending her middle school and high school years in Vegas. Her family moved because her father was a freelance musician, traveling wherever a jazz bassist was needed. Attending secondary school on the Vegas Strip created an interesting adolescence. "As teenagers we didn't hang out in the mall, we hung out on the strip," she says, adding that Vegas had a very "fake and surreal" ambiance. Her father played gigs with showgirls while she sat in the sound booths backstage. Like her father, most of Kreiling's classmate's families were in the entertainment or casino business.



Professor Kreiling freely admits to being an average student. She "goofed off," cut class, and found it very difficult to become disciplined. During high school she enjoyed science and biology, but remained undecided about her future career. After graduation, her family moved back to Chicago and she decided to attend Northern Illinois University.

College was a rude awakening for Kreiling because she finally had to adapt to being a good student. While attending Northern, she became a teacher's assistant in general biology and fell in love with the idea of teaching. Biology gave her the opportunity to have a "hands on" approach to learning, instead of simply solving problems by using fixed formulas and standard rules. She researched microbiology in graduate school and received her Master's degree in Biology in 1986.

Harper College was always Ms. Kreiling's first choice. She worked as an adjunct faculty member for four years and later applied to be full time. With experience in both the university and community college settings, she prefers the community college atmosphere because "the focus is on teaching and I actually get to know my students."

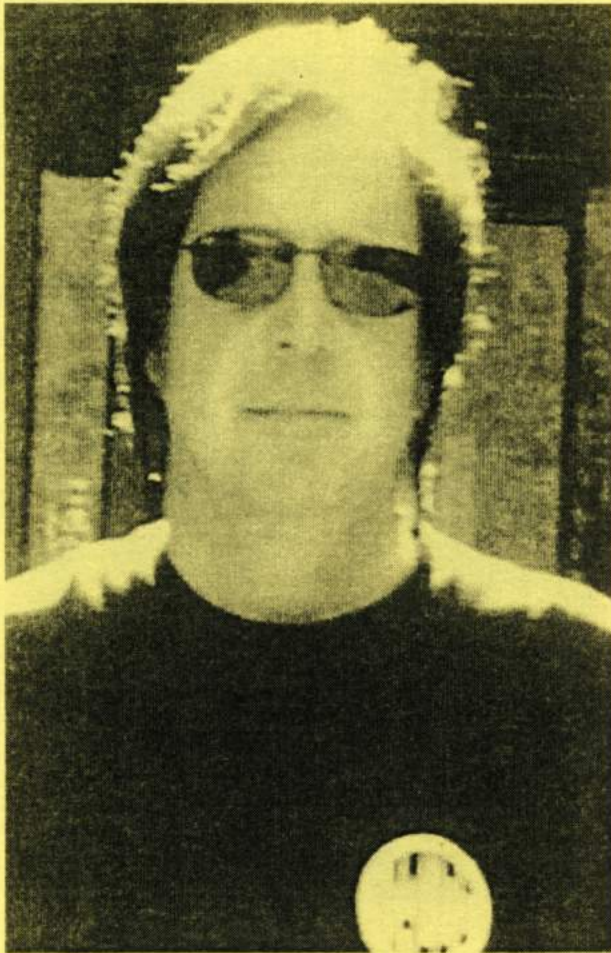
Professor Kreiling engages her students with her ardent teaching methods. Even if science is a serious subject, she believes that "there is no reason that it can't be fun." Anyone who has attended a lecture hall would understand that without a vibrant professor, the lecture could turn into a long, tedious, sleep-inducing reprimand. When Professor Kreiling teaches a lecture hall of about ninety-six students, she doesn't just ask them questions, she bring in lots of visual aids and asks the students to demonstrate the illustrations. Most of the subjects are abstract, and when it comes to teaching about organisms of the body for her Human Physiology class, many of them are at the molecular level and hard to envision. So she makes her students act out the processes of the human body, playing the role of different molecules.

Continued on Page 11

GREG HERRIGES

By Stefanie Guarino

Mr. Herriges is one of those rare cases of a rebel without a cause who found a cause.



Growing up in Highland Park, he freely admits to being a “rock and roll rebel” during high school, with a serious commitment to his fierce band. They were on the road every weekend, leaving little time for homework and studying. However, everything changed once he moved to Fort Lauderdale, Florida during his senior year. Being a new student in an unfamiliar environment put the brakes on his social life, allowing for the presence of a mentor. He became heavily influenced by his Humanities teacher, Larry Stock, whom he credits for changing his life.

Mr. Stock introduced Greg to literary works such as *Candide*, *The Sorrows of Young Werther*, *Lust for Life*, *The Prince*, *The Stranger*, and showed him slides of famous paintings, frescos, and architecture. Herriges adds that it was the first time an adult “could get through to me.” That same year, he traded in his guitar for textbooks and even began writing.

Once Mr. Herriges allowed adults to shape his life, his first inclinations of teaching developed. His greatest influences were professors who were “outstanding educators” and “tres cool” characters. Mr. Herriges says, “when I was able to take multiple English classes in the same semester, I knew that was my future. I loved to read and I loved to write.”

The long, rugged road to Harper was interesting for Mr. Herriges, to say the least. He has had extensive experience working with the Chicago Public School System, having taught at inner city schools for eight years. Each year, his enthusiasm declined as he continuously saw his students struggling just to stay alive. Most of his students were gang members, several were killed in gang fights, and Herriges himself was shot at waiting for a bus.

Although Mr. Herriges had left behind his hell-raiser adolescence, he had not shed his rebellious streak. Having grown up in the sheltered suburbs, he had never experienced the inner city life. At the age of 27, Mr. Herriges lived with two different Chicago street gangs for one month. He voluntarily drove some of them home after school to keep them from being attacked or shot by rival gangs. He dedicated himself to a greater cause of helping inner city gang members avoid violence and get an education. While living with them, Herriges became intrigued by the gang members and wanted their story to be heard. In 1978, he published his investigative journalism in an article entitled, “Inherit the Streets.” Mr. Herriges and the gang members appeared on the ABC program “A.M. Chicago” two days before his article was published in the *Chicago Tribune Magazine*. Herriges’ work brought attention to the Chicago’s gang problem that had been ignored for so long. It created bad publicity for the inner city schools, and many people did not appreciate that, but Herriges put his life on the line to bring awareness to the public and he stood by it.

JIM EDSTROM

By Amanda Muledy

Were it not for a course on the British Constitution back in the 80s, Harper might have lost out on the boasting rights of having the engaging and energetic Professor Edstrom on its history staff. Originally set on a law degree, Edstrom found himself in a class studying the constitution of Britain, writing tedious legal briefs, and wondering if he was pursuing the kind of future that would be fulfilling.

Always a fan of learning, he decided to pursue instead a Masters in Library Science, where an entire career could be based on acquiring new information-gathering skills and understanding how resources can be most efficiently used to drink up all the knowledge a thirsty brain desires. Our library is a place you can often find Professor Edstrom, bustling around the cataloging department, making the entire faculty laugh, and, at the reference desk helping students find a video showing DNA replications or figuring out how many installments the novel David Copperfield was originally issued in. You can also find him standing in the front of a classroom, outfitted in a pink shirt, bow tie, and a smile, teaching one of the subjects he loves best: history.

R E A D
@Harper College Library



Professor Edstrom teaches American History here, as well as a class some may not be aware is even offered at Harper--the history of Illinois. This subject is what originally inspired him to get a second Master's degree in (as you may have guessed) History. As an archivist in an Urbana library, he once had a patron ask about a rumor that the Illinois borders were originally going to be further south than they currently are. After researching the subject, Professor Edstrom discovered there was a whole history he had never known behind Illinois' shape, past, and status as a crossroads state. Warning: the following is an unabashed plug.... if you think that Illinois is a boring state, it is essential that you take Professor Edstrom's class. Give him the chance to prove you wrong and to interest you in what history has to offer us, and you won't be sorry. Most of us have an understanding of the extent a teacher's style affects how we learn. When a teacher is engaging because the student in his or her mind has value, the subjects come alive. One of the lessons Professor Edstrom has taken from one of his professors is the appreciation of how significant the role of a student is--even in a historical context.

Professor Edstrom had a teacher once who told his class about a teacher he had, and the teacher who taught him, and the one that taught him, etc. He had a whole genealogy of history teachers who were influential in westward expansion, authors on Manifest Destiny and the frontier days, and other important contributors. Each teacher seemed to beget the next who contributed something significant. Professors Edstrom's teacher then made the point that the students in that class were the next in line of the generations of great historians.

Full-Time Faculty Union

By Stefanie Guarino

Harper's full-time faculty has a strong sense of loyalty and dedication. Most departments are a unified group, and the majority of faculty members would unanimously agree that Harper is one of the best community colleges to work for, with a good deal of compassion and support. Behind every great Harper faculty member is an even greater union. The Vice President of the Faculty Senate is Sean Noonan, who has been working in the union for two years, and was just re-elected for another two year term. The union's grievance officer is David Richmond, who has held the position for four years.

Labor unions have been in existence for hundreds of years, establishing contracts to prevent the abuse and exploitation of employees. With 220 full-time faculty members to represent, Harper's union works hard to defend the wages, hours, and working conditions of its employees. The union also takes care of quality control and maintains a fair and balanced framework, such as requiring that the amount of money spent on employee compensation is fairly distributed. According to David Richmond, the union was created so the full-time faculty could "speak with one voice to have a greater influence over what happens with academic conditions."

The union works in conjunction with the administration to bring attention to anything new or changing, and resolve any discord. In the past, Harper has come alarmingly close to a teacher's strike. The most recent one occurred in 2006 during the contract renegotiations. The administration wanted the faculty to make thirty concessions in the contract, including changes regarding office hours, intellectual freedom, retirement benefits, due process rights, and the power of chairs and coordinators. The faculty defended themselves and chose to go on strike rather than accept the offer that the administration had made. At the time, Sean Noonan was co-chair of the strike. He believed that it was purely "a test of power" and that the faculty was viewed as a problem. The union and administration spent hundreds of hours bargaining the thirty issues. As a result, the contract was settled a mere twenty-four hours before going on strike.

After 2006, everything improved. There has been nothing but praise for the new president. He has established an inviting and comfortable environment, taken strides to provide different approaches, and always has a willingness to listen to the union. Today, there is a strong administration chapter which does an exceptional job of representing the union. According to Noonan the environment is much better than it used to be, because the previous administration had a "low level of respect for the faculty."

Most students may be surprised to hear that Harper's union does not just benefit the faculty. In fact, all Harper students receive perks from the organization. The faculty union improves the overall educational experience at Harper, ensuring that the appropriate instructional and technological supplies are available. In the classroom, the union gives professors the freedom to discuss controversial issues and express opinionated thoughts. The union helps to assess the professor's performance and affirms that teachers are staying current in their fields through professional development resources. Perhaps one of the best assets made available to students by the union is the support of scholarships and the supply of faculty volunteers to advise student clubs and organizations.

Continued from Page 5

ing debates and refreshing approaches which challenged his previous assumptions. The Northwestern experience reminded Middleton-Kaplan of how much he loved being a student and learning again.

Dr. Middleton-Kaplan's love for education has led him to teach at UCLA, Whitman College, Los Angeles City College, and the Marlborough School, and be invited as a guest lecturer at California Institute of the Arts, Santa Monica College, and Purdue University. Dr. Middleton-Kaplan has taught political refugees, convicted murderers, and the daughters of Hollywood celebrities.

One of Middleton-Kaplan's favorite quotes, "a teacher affects eternity; he can never tell where his influence stops," is the essence of his teaching beliefs. He describes the first hint of his teaching future as a "temperamental" inclination. During class, he would hear and process information and rehearse in his head how he would explain it to someone else. Later, while attending UCLA, he remembers a seventy-year old professor who was constantly falling off the podium. His professor remarked, "I stayed up until four a.m. grading papers." Middleton-Kaplan thought it was remarkable that his professor was so passionate about teaching that he was still willing to do it at seventy. In that moment, Middleton-Kaplan thought to himself, "*maybe it isn't such a bad profession.....*"

After taking a nine-year hiatus from teaching, Middleton-Kaplan began dating a woman who wanted to move back to Chicago. Thanks to his future wife, Marcia, Middleton-Kaplan made the move and became a full-time faculty member at Harper College in 2002.

Dr. Middleton-Kaplan is kind, admirable, brilliant, and through all of his accomplishments, he still stays humble: "I feel more alive in a classroom than I do in any other work environment. I love literature and ideas. Teaching gives me different perspectives. It is such a pleasure. I can't believe I actually get paid for it."

In 2011, Dr. Middleton-Kaplan will be taking a sabbatical to teach at the newly built Centre for Applied Human Rights at the University of York in York, England. The Centre was specially built for human rights defenders, and Dr. Middleton-Kaplan was chosen to help develop a new course on literature and human rights. Once he returns, he hopes to take the course experience and transfer it to Harper.

If interested in taking advantage of Dr. Middleton-Kaplan courses, there are plenty of opportunities available. He teaches English 101: Composition, English 101 Special Section: Pathways to Peace: Nonviolence and Social Activism, English 102: Composition/Introduction to Literature/Writing the Research Paper, English 102 Special Sections: Literature of the Holocaust; War: What is it Good For, English 102 & History 142: Literature and History of the Holocaust, Lit 115: Fiction, Lit 206: World Literature to 1800, Lit 207: World Literature Since 1800, Lit 221: American Literature: Colonial Days to Civil War, Lit 222: American Literature: Civil War to the Present, Hum 102: Western Civilization: Renaissance to the Present, Hum 105: Great Ideas of World Civilizations, and Hum 115: International and Regional Studies in Humanities: Americans Abroad Encounter the City of Light (summer course in Paris).

In Fall 2010, Middleton-Kaplan will pair with Professor Leslye Hess to debut the new Honors Learning community "Illusions and Illumination: American Perceptions of the Holocaust." Students will earn 6 credits by enrolling in both HST 112-HL1 (CRN 32969), The American Experience Since 1877, and LIT 112-HL1 (CRN 32970), Lit & Film. The course meets on Mondays and Wednesdays from 10 a.m. to 12:45 pm.

Continued from Page 6

Professor Kreiling also recognizes that each semester she has a variety of students, who all learn in distinct ways, which is why she adapts her teaching to include the involvement of the five senses. For example, when explaining the lining of the small intestines, she provides a textured fabric resembling its structure and ability to absorb nutrients and water. Aside from accommodating their learning needs, Professor Kreiling also respects her students enough to get to know each one of their names within the first few days of class. No matter how much her students groan, she takes a quick Polaroid of each individual, organizes them into a book, and takes the time to memorize their names.

Professor Kreiling is currently taking French 102 at Harper. When asked how she feels about her role reversal from professor to student, she says, "It was strange adjusting to it in the beginning, but I try not to be the obnoxious overachiever that I could be." She adds that "study habits are very important. If you really want to learn something, you have to work hard. The grade is not the point. Don't just do what you need to do to get an A. You need to make sure that you are getting the most out of it."

The best thing about Professor Kreiling, aside from her generosity, personality, and teaching methods, is the fact that she uses her profession to brew homemade beer. Biology helps her create the formula for the perfect beverage. With a little bit of hops, grains, and yeast, she ferments dark beer in the comforts of her own home. Her family often participates and when the product is finished, they create their own labels. In the past she has also experimented with brewing hard cider. Only one small explosion occurred, when the fermentation process of beer was moved into the bathtub, and hops spewed out everywhere.

To experience Professor Kreiling for yourself, sign up for Biology 140: General Zoology or Biology 161: Human Physiology.

Continued from Page 7

Taking advice from one of his friends, Mr. Herriges decided to apply at Harper as an adjunct faculty member. In 1980, he got hired and continued to teach high school by day, college by night. The increasing social and political frustrations of working in the CPS system convinced him to focus his attention on writing and publishing fiction and teaching at Harper. He was beginning to enjoy the seriousness of the college atmosphere over the high school environment, and soon he would make the move to become a full-time faculty member.

After Herriges sold the rights to his novel *Someplace Safe*, to Michael Levy, he contemplated moving to either the East or West coast to pursue a fiction writing career or work in the movie industry. At the same time, there was an opening for a full-time English professor at Harper, and he decided to take it. He loved teaching at Harper, and had an intuition that his writing career would be a transient success. Thankfully, he listened to his instinct, because a movie offer from Ted Danson's company fell through. Today, he is happy being a full-time professor. In Herriges' own words, "Harper fits; it's just right. I still love every day I am here teaching."

Mr. Herriges believes that an engaging professor is someone who possesses a quality that is unique, that comes across directly to students. Herriges cannot specifically define what it is or how it works. "Why would you want to?" he remarks, "It's not as if there could ever be a guide to make it happen. Just appreciate it, I suppose."

Mr. Herriges' complete works include, *Someplace Safe* (1985), *Secondary Attachments* (1986), *The Winter Dance Party* (1998), and *JD: A Memoir of a Time and a Journey* (2006).

If you are interested in studying with Professor Herriges, he teaches English 101, 102, 220: creative writing class, literature 115: introduction to fiction, and The Beatles course.

Continued from Page 8

Jim makes it a point to pass that on to his students as well; you, as his student, are the next generation of historians helping us understanding more about past and, therefore, our future. He thinks the way his father, also a history teacher, did, which is that all of us should constantly be on the lookout for opportunities to teach and opportunities to learn; the classroom is a platform for a professor to do both. And that is what you can expect when you take a class with Jim Edstrom: he will be looking to learn from you while you are learning from him, and he will value your thoughts with open ears.

While his personality is whimsical and cheerful, his tastes are classic. You can catch him listening to The Beatles or Bob Dylan at home, when he is not jamming out to a kid's CD with his small children. Jim prefers his movies black and white and gravitates to the silent movies of the twenties. You can Google one of his favorites, *He Who Gets Slapped* (about a scientist who goes insane and joins a circus), and watch it for free online. He has a wealth of stories from the adventure that has been his life, from doing a semester abroad in Scotland to getting, as he says, "busted" during the teacher's strike of 2002. (I tried to get his mug shot for an inset picture in this article, but apparently it can't be released—kidding aside, all charges were dropped). But to really get a picture of how fun Professor Edstrom is to know, take a class with him.

If this article tempted you to take a course with Professor Edstrom, sign up for HST 111: American Experience to 1877.

Continued from Page 9

In the words of David Richmond, "nobody knows more about teaching than teachers, so naturally, teachers should have input." As an organized group, the teachers union has a greater chance of influencing decisions. The Harper union has strength in numbers, providing a common ground for shared interests among professors. Employee contracts vary from one institution to the next, but Mr. Richmond points out that some colleges the administration does not even know what goes on in the classroom. The current union contract works in two-year terms, guaranteeing stability until 2012.

The only concern of the near future is the lack of state funding. Due to the influence of the recession, money that should be coming in is not, and there is a significant increase in budget cuts. However, the Harper expansion plan is on the forefront and will be implemented. In November of 2009, Palatine residents and tax-payers passed a referendum to expand the college. The money from the property tax base will be used to construct the new buildings.

For now, the Harper full-time faculty union stands strong. As David Richmond explains, "United we bargain, divided we beg."