HEATED LECTURE PAGE 5
Mahmoody speech stirs emotions

HAPPY SUMMER
First fall issue September 11, 1991

SUMMER FLICKS PAGE 5
Complete run down on best and worst films

The Oakland Post

Trustees appoint secretary DeCarlo interim president

Quick board decision angers academics

PRESIDENTIAL PROFILE

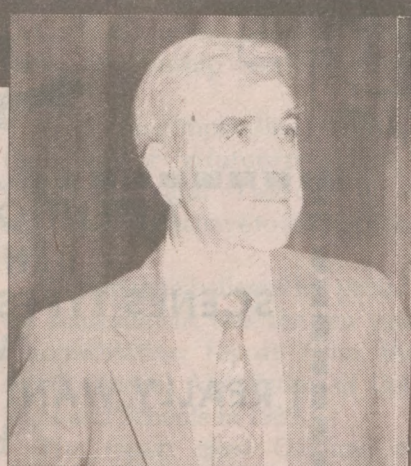**JOHN DE CARLO**
Age - 64
Education
B.A. - pre-law and speech from Wayne University; J.D. - Wayne University
Currently
Before Wednesday's appointments as interim president, DeCarlo was secretary to board of trustees, vice president for governmental affairs and general counsel. 1984 became responsible for the office of equal opportunity but the office was moved to the president's office in 1989.

OU interim president DeCarlo

Sept. 1974: De Carlo assumed responsibility as legal counsel. Sept. 1 was relieved of responsibilities of the Meadow Brook Music Festival, Meadow Brook Theater, Meadow Brook Art Gallery and public relations functions.

Work History
July-Aug. 1987: OU acting president during president's leave of absence.

Continued on page 3

By DEBORAH DZIEWIT
News Editor

The Board of Trustees quickly got down to business on June 5 and appointed an interim president by a vote 6 to 2 which sent tremors of anger and shock through the university community.

John De Carlo, 64, vice president, will replace departing President Joseph Champagne on August 1, but many questioned the board's ruling to appoint a non-academic for the position.

Trustees ignored the pleas made at the meeting by representatives of the University Senate and the American Association of University Professors (AAUP) on what they believed are crucial requirements to hold such a position.

Jane Eberwein, secretary of the senate and a professor of English, presented the board with a senate resolution from its June meeting asking for an interim president from the academic ranks, "a teaching scholar. . . who has a historical perspective" of the university.

AAUP president, Ronald Cramer echoed Eberwein's urgent plea but also added that the interim president needed to be " . . . one that has a generous spirit and vast wisdom . . . to walk on water."

De Carlo said in a June 6 Oakland Press story that he understands faculty's concerns but the job before him is an administrative one.

Board chairperson Howard Sims said that De Carlo's responsibilities "...would not be one of a caretaker," and that he will address three primary issues: budget, contracts and university goals.

As interim president, he faces a difficult budget environment, DeCarlo including a $1 million deficit, because of enrollment shortfalls and the impact of lower state appropriations; faculty contract negotiations are ongoing for this fall, and continuing a shaper refinement of the mission of the university.

De Carlo acknowledges a difficulty
See INTERIM page 3

Selection process questioned

By DEBORAH DZIEWIT
News Editor

More than 70 concerned faculty and staff attended the June 5 special board meeting to monitor the boards action of the president's resignation and search for an interim president.

The process in which the Board of Trustees finally voted 6-2 in favor of John De Carlo interim president changed directions several times.

The board opened the meeting by accepting the president's resignation and wishing him well. Before retiring to closed session
See PROCEDURE page 3

Camp targets talented high schoolers

By LINDA BACHRACK
Special Writer

The journalism lab will buzz with energy and enthusiasm when 18 selected area high schoolers attend the 1991 Summer Journalism Camp.

Funded by corporate media sponsors, the camp targets talented minority students who will be juniors or seniors in the fall of 1991 and fosters their interest in journalism.

Production, layout and design of *The Oakland Postscript* will highlight the ten-day workshop. Staff members of *The Oakland Post* will work closely with the students while encouraging minority representation on the newspaper staff.

Susan Watson of the *Detroit Free Press* and Renee Hampton and Rhonda Saunders of the *Flint Journal* will address the students. Also planned is a 'Meet the Media' night, featuring public relations specialists.

Coordinator Jane Briggs-Bunting hopes Oakland County Circuit Court Judge Ed Sosnick will return to conduct a mock trial that was a success at last year's camp.

The culmination the program will be the presentation of scholarships. "We awarded four scholarships last year, " Briggs-Bunting said. "And two of those recipients will be attending Oakland."

Science and tech building funding hinging on state legislature approval

By EDWARD MANDEL
Special Writer

OU science students and faculty expressed hope that the recent Board of Trustees-approved preliminary plans for the proposed Science and Technology Building receives funding from the state legislature.

Preliminary plans for the $38.5 million building are currently being reviewed by the Department of Management and Budget and the Joint Capital Outlay Committee (JCOC) of the Michigan Legislature.

Chemistry Professor Paul Tomboulian, chairperson of the department, has been, along with other science faculty members, lobbying hard for a new building since the mid-sixties.

"We do not have appropriate labs for chemistry right now," Tomboulian said. "And we don't teach all the courses we should teach."

"We've made big compromises in the areas of teaching, equipment and labs. Our research programs have also been pinched," he said.

Tomboulian said the new building would allow the chemistry department to "just catch up to our current needs."

The JCOC is in charge of releasing funds for final plans and authorization to begin construction, according to Nainan Desai, project manager for the OU Science and Technology Building.

"When the state legislature and the JCOC approve the project we will be able to go to the final design stage and, following that, go on to actual construction," Desai said.

Desai anticipates breaking ground on the project next year with a tentative completion date for fall 1994.

"A new science building is long overdue," Senior Ross Waite said,
See SCIENCE page 3

Senate voices concern on conference center

By ANDREA DALZELL
Copy Editor

A proposal to build an on-campus conference center has triggered the University Senate to send the president and board of trustees two resolutions listing their concerns.

The first resolution recommends that if there is a decision to pursue building the center, that it be self-sufficient and available for university-sponsored events.

The senate's proposal also suggests there should be special rates for academic purposes, consideration of surrounding hotels if the center will be residential or nonresidential, and fiscal provisions be made in lieu of the center's closing.

The second resolution asks for the Campus Development and Environment Committee to research the impact on the land by a center and a possible second golf course. The report would be due Dec. 15.

Professor Jane Eberwein, secretary of the Senate, said the center would most likely be built near Meadow Brook Hall, with either remodeling Sunset Terrace or by demolishing it and rebuilding a new building.

Building the center on the south side of campus is less likely due to "there is less land at our disposal due to much of the area are protected wetlands," Eberwein said.

Adding a second golf course would be a fund raising project and would not be feasible if the center was non-residential, according to Eberwein.

It's been projected that off-campus parties would utilize 60 to 70 percent of the center while campus parties would compromise 30 to 40 percent.

How the proposed center will effect the business of Meadow Brook Hall and the Oakland Center is still under study by the Senate. Since Meadow Brook Hall is currently being used as a conference center, a new center could hurt the business of Meadow Brook, Eberwein said.

The student supported Oakland Center could possibly be affected by a new center, since there is no charge at the center for student organizations use. It's been suggested that a rate established for student use of the proposed center.

However, the proposal is currently on hold. "The earliest term in which the center could be decided upon is mid-summer," Eberwein said, "but the issue will probably be re-examined after the new president institution is established."

Professor honored for suing university

By JAMIE MARKS
Special Writer

The Detroit chapter of the Society of Professional Journalists honored Jane Briggs-Bunting, chair of the OU's Rhetoric, Communication and Journalism Department, by awarding her their first Journalist of the Year award on May 26.

Briggs-Bunting, who is also a attorney specializing in media law, was recognized for outstanding work representing *The Oakland Post* in a lawsuit against OU's Public Safety and Police Department for its refusal to release complete incident reports.

The award is unique in that it is not based on private or personal achievement, but rather service to the community and to the profession, according to Tim Richards, president of the Detroit chapter of SPJ who also headed the 12-member selection committee.

Briggs-Bunting, who is a member of the SPJ, said she was honored to be chosen for their first award.

"It's very nice to be recognized by your peers," Briggs-Bunting said.

Representing *The Oakland Post* , Briggs-Bunting filed suit against Oakland University and Public Safety for violations of the Michigan Freedom of Information Act, which requires that certain crime information and other government documents be open to the public. The lawsuit was settled the day before
See AWARD page 3

OU journalism professor Jane Briggs Bunting was named Journalist of the Year by the Detroit Chapter of the Society of Professional Journalists. Briggs-Bunting also chairs the department of Rhetoric, Communications and Journalism and is the adviser to *The Oakland Post*.
The Oakland Post / Barb Cheismann

From the books to the pavement

One of the graduates of the School of Business, registers prior to commencements on Saturday, June 1 at the Howard C. Baldwin Memorial Pavilion. Awards were distributed by Joseph Champagne, former president of Oakland University, and other school deans.
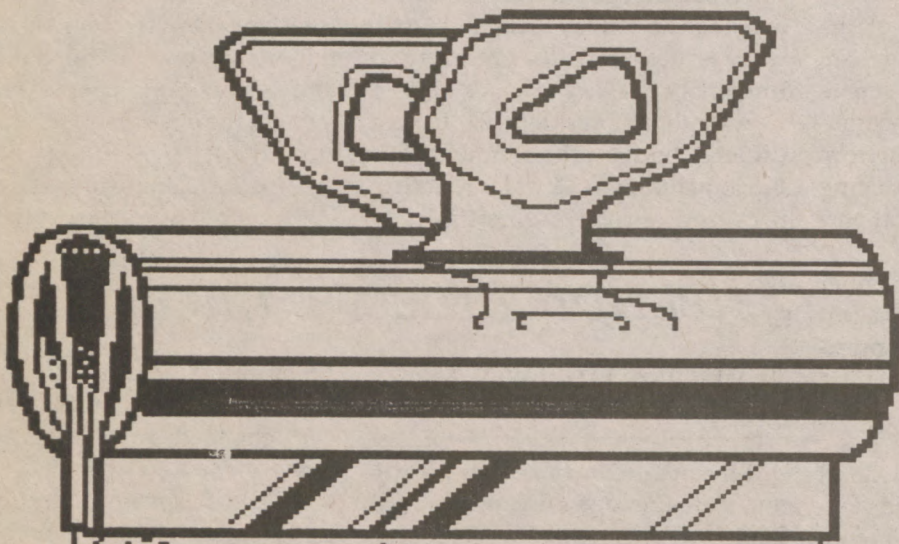Candi Schwark / The Oakland Post

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Champagne packs for head post at Crittenton

By ELIZABETH SCHNEIDER
Staff Writer

President Joseph E. Champagne, who helped steer the university past the hurdles of financial turmoil in the early 1980s, shocked board and trustee members with his resignation and plans for an August 1 departure.

Champagne will become president and chief executive of Crittenton Corp., a Rochester-based health care organization that owns Crittenton Hospital. He views the transition from education to health care as a natural extension of his interests in human services.

"I believe the experience as president of a university for ten years can qualify you for any job there is, " Champagne said. " As in the health care industry, there are so many constituencies you have to serve - faculty, staff, students ..."

During his tenure, Champagne said that his personal involvement in the students' lives and a genuine concern for accessibility, strengthened ties between Oakland University and its surrounding community.

He cited his help in uniting OU's educational programs with the newly developed Oakland Tecnology park, the tripling of annual philanthropic funding and external educational and research grants and contracts.

Also, Kresge Library tripled in size and a proposed $38 million science and technology complex has recent approval by the board of trustees. These costly ventures stirred speculations concerning the possibility of a sizeable budget deficit facing John DeCarlo and reasons behind Champagne's abrupt evacuation.

When faced with such speculations, Champagne laughed and said he understood people's need to create controversy due to feelings of insecurity.

"My leaving was a personal career choice, not because of financial instability," Champagne said.

Champagne expressed confidence in the board's appointment of DeCarlo as interim and in DeCarlo's strong relationship with the Lansing legislature.

"I don't see impending gloom for the interim or the future president, " Champagne said. "I see our cup as half full. We just have to fill the other half."

Champagne believes his proudest achievement was the ten year reaccreditation report from the North Central Association of Colleges and Schools in 1989.

The report cited Oakland as poised to be the model university of the 21st century by combining excellent teaching, scholarly and active public service in a dynamic and responsive university role and mission.

Champagne plans on showing

continued support in OU's quest for quality education.

" There's no way I could not be active ... I just care to much about university," Champagne said.

After he moves out of his univer-

Former president Joseph E. Champagne

sity- owned home, Champagne wants to remain in the Rochester area. He would like to find a home with enough acreage, enabling his daughters to enjoy the outdoors and ride horses.

Interim

cult period ahead for OU, especially with the fiscal problems that lie before him. Despite Governor John Engler's empty billfold resulting from cash flow problems and a budget deficit, he said two possibilities could come out of Lansing.

OU could receive its share of appropriations on a deferral payment plan or appropriations could be cut, but "poverty does not discourage genius," he said.

Final faculty negotiations also loom on the horizon which De Carlo said he hopes "will be entered in good spirit and a full understanding of the needs of both parties."

In an attempt to quiet the storm, trustees (Andrea Fischer, Phyllis Law Googasian, James Sharp Jr. and Sims) met with concerned faculty and staff (Shea Howell, Jane Briggs-Bunting, Jacqueline Scherer, Brian Murphy and Bill Marshall) to review the process in which the appointment was made, to voice concerns about De Carlo's lack of ability and to advise the board the need to be part of the selection process for the permanent president, Scherer said.

Fischer said she saw changes in attitudes once the lines of communications opened. The remaining three members agreed the impromptu meeting was useful.

"I was so pissed after the board vote," Howell said, "but after meeting with the four personally, I felt we made some progress."

Sims said by immediately meeting with representatives of faculty, deans and the provost, he feels the board gained their supportand that the key to that support is communication.

"After we talked together, we all have the interest of the university at heart," he said.

CRIME WATCH

The following is a summary of reported crime on Oakland University's campus compiled for incident reports filed with the department of Public Safety and Police.

By RICK SMITH
Special Writer

April 17 — Between 7 p.m. and 7 a.m. plastic wall moldings were placed in two microwave ovens in the vending room on the 4th floor of Hamlin Hall, and then the ovens were turned on destroying the ovens. Damage valued at $500.

April 19 — An OU student was arrested for trespassing when he attempted to enter 101 Hill. He knowingly entered the residence hall even after repeated warnings and receiving written notice that he would be arrested.

April 25 — Campus police detained a non-student for driving with an expired plate, and later determined by computer check that there was on outstanding warrant for his arrest in Detroit for eight separate violations. Detroit police refused to pick him up. He was ticketed for driving without a license, expired plates and later released.

April 25 — A parked OU squad car was struck from behind on Meadowbrook Drive resulting in minimal damage and no charges.

May 7 — Three Oakland University students have been charged with larceny in the connection with the theft of a purse from North Foundation Hall. The purse was left at the financial aid desk, and later found in Oakland Center missing $17 in cash and Hudsons, Sears Visa and Amoco credit cards. On May 9, the three were arrested by Troy police and Hudsons' security in possession of property obtained from the stolen cards and later arraigned in 52nd District Court. Two of the students were bound over for trial and the third case is still pending.

May 10 — Cash envelopes totaling $1620.10 were reported missing from the Marriott cash room safe in Oakland Center, according to Kenneth Debelius, food service manager. On May 9, at 9 p.m. envelopes containing the evening receipts were placed in the safe along with the days proceeds. There were no signs of forced entry when the safe was opened the following morning and the missing envelopes discovered by the cash secretary.

May 16 — While crossing Meadowbrook Drive at 8 a.m., a female student observed a man in a stopped vehicle with his pants open and masturbating. The suspect, who allegedly followed the complainant from the Northwest lot is described as a white male in his late 20s to early 30s, of average height and build, with reddish-brown hair and beard. He was driving a white Ford Escort or Mercury Lynx with green tinted windows.

Procedure

to review the candidates applications, representatives of the University Senate and AAUP voiced their concerns about the selection process and criteria of the interim president.

Also during the meeting, L. Brooks Patterson, sought clarification for going into closed session, he questioned ". . . the perceptions a closed session would give the outside . . ."

OU student newspaper had earlier filed a complaint with the Oakland County prosecutor's office on Monday, June 3 when sources told the staff that trustees planned to discuss applicants in a closed session.

However, trustees voted 6-2 to

hold a closed session to only review applications with trustees Patterson Andrea Fischer voting to keep the meeting open.

The board met in closed session for 70 minutes where they considered solicitied applications from deans and vice presidents including: Wilma Ray Bledsoe, vice president for student affairs, Mc Garry, vice president of finance and administration, Frank Cardimen, interim vice president of university extension and public service.

After returning at noon discussion revolved around the selection process and interim president criteria.

Ronald Cramer, AAUP president, suggested Ronald Horwitz, former dean of the school of business administration, and Keith Kleckner, provost, candidates who fit the needs

of the university.

The talks were quieted momentarily when Larry Chunovich made the motion for John De Carlo for interim president after stating that Fischer's suggestion for open interviews of possible candidates would be a "laborious process" and that the board should be prompt in making a decision.

Vice chair Phyllis Googasian immediately asked to table the motion for one week.

She said that the criteria for the position needs to be established first and should not be decided "so quickly as not to overlook other possible candidates."

Patterson and Fischer, both new to the board, wanted the week to review the applications.

"I do not know the candidates personally and should get to know

who these candidates are first," Patterson said.

Fischer again suggested that the board interview each applicant in open meeting on June 12.

Most board members objected, citing some applicants' requests for confidentiality and the time it would require to interview the candidates.

Googasian's motion to wait a week and Fischer's amendment to interview prospective candidates were seconded but lost to a roll call vote.

Chunovich's motion was back on the floor and quickly passed, with Patterson and Googasian voting against, stating for the record that they were against the nominations because of the process, not because De Carlo was not the right person for the position.

DeCarlo

Dec. 1970: Appointed secretary to the board of trustees and vice president for public affairs.

Jan. 1970—Assumed responsibility for obtaining legislative approval of university's independence from Michigan State University

Oct. 1969—Became Assistant Chancellor for the professional preforming arts. Responsible for co-ordinating professional performing arts program at university.

Oct, 1966-Oct 1969—Central Michigan University, vice president of public services and secretary to the board of trustees.

May 1954-Sept-1966—Chrysler Corporation, Office of civic affairs, community affairs department and manager, municipal and educational relations department.

May 1952-April 1954—USAF 1st Lt., staff judge advocate performed all legal activities for base.

June 1951-May 1952—Attorney for Weisenfeld, Letzer, and Thumin.

Award

the first court date.

Following the settlement, Public Safety Department's policies changed and they now releases the names of people charged in criminal cases on campus.

"Campus press state and nation wide is being kicked around a lot,

the impact of her victory is for college papers across the state, it is not just an Oakland University victory," Tim Richards, president of the Detroit chapter of SPJ, said.

"She felt a certain nervousness, a personal risk in challenging her employer," he said.

"But she was suing for a principle involving the students, not for money. It took a large amount of courage."

Oakland Post Editor in Chief Margaret O'Brien said she was very pleased that Briggs-Bunting was recognized.

"Only because of Jane were we able to fix this problem. Most university newspapers don't have the luxury of having an attorney as an advisor. She really took a considerable risk by suing those who sign her paycheck — a move that few people would ever even consider," O'Brien

said.

Briggs-Bunting received a $100 award to be donated to minority students a scholarship fund of her choice. She chose the OU journalism camp which will take place at the end of June.

Briggs-Bunting came to OU from the *Detroit Free Press* in 1978. She earned both her bachelor's and law degrees both from the University of Detroit.

Student loan proposal may alter re-pay system

By FRED SCHLEICHER
Special Writer

Under a new bill proposed in Congress, college graduates would repay student loans based on their incomes after leaving school.

Congressman Tom Petri, R-Wisconsin, introduced the Income-Dependent Education Assistant Act (IDEA) May 14, 1991 in Washington D.C. He said it would radically improve the student loan system and save taxpayers billions of dollars.

"Under IDEA, every student would be able to take out loans for his or her education with complete confidence that repayment would be affordable, no matter what income the student ends up earning after leaving school," Petri said.

IDEA loan payments would be calculated and collected by the IRS as part of income taxes. If a graduate earns a high income, he/she would be repay faster and at a slightly higher interest rate. This would then help subsidize those who'll make lower incomes after graduating.

"The current system utilizes bank loans at 3.25 percent interest to the government, while the proposed

system will be directly from the government with lower costs of capital, saving $1 to $2 billion," George Conant, Petri's assistant.

But an OU official is not sold on the proposal. "Too many questions are left unanswered to analyze the potential usefulness of this program," Lee Anderson, director of financial aid.

Anderson questions what rate of interest will be charged; what will be the methods for applying for an IDEA loan; who will advise the students about the loan; and how will the government raise capital to make the loans.

Petri designed his IDEA loan to be self-financing while being a better deal for students than the current student loan programs.

The proposal hopes to simplify administrative tasks by initially eliminating family needs analysis, which requires a loan applicant to justify his loan request based on family or personal income sources.

However, Anderson said that any new program would require an entirely new set of rules to live by.

Informed consent abortion law is currently under consideration by Michigan legislature

By CLAUDINE DeLAZZER
Staff Writer

In the midst of unending controversy surrounding abortion, pro-life activists say they are on the verge of winning another battle with the informed consent bill which is currently before the Michigan House of Representatives.

The bill rides on the wake of a recently enacted Michigan law requiring women under the age of 18 to provide written consent forms from their guardians, or a judge, before receiving an abortion.

Provisions of the informed-consent bill require all women wishing to obtain an abortion to sign a consent form 24 hours before performing the abortion.

It would require doctors to fully explain medical and psychological problems related to abortion and would also require them to direct women to support agencies should the women decide to give birth.

Informed consent laws are relatively new and have met with mixed reactions across the board.

Since March 1990 informed consent bills have been put forth in 12 states, however, they have not all

passed. In addition, a number of those which have passed have been overridden by the governors of those states.

Yet, on March 29 state legislators in Mississippi overrode the governor's veto, allowing the informed consent law to stand in their state. Still, according to the Center for Disease Control there were 1.5 million reported abortions in the United States.

The bill currently before the House in Michigan is unique from other informed consent legislation, in that it would require those women seeking an abortion to view pictures of a fetus the same age as her own before the operation is performed. It is this particular feature which has particularly angered pro-choice activists.

However, according to Diane Trombley a registered nurse with Right-to-Life Lifespan Inc. of Metro Detroit, "I don't think this law is aimed at the patient as much as it is aimed at informing women who are having abortions of the medical procedures involved."

Trombley said that most doctors

today practice what is called a "sense of medicine," in which surgical procedures are fully explained to patients, including drawings of the procedures, in all instances, except when related to abortion.

By providing pictures of developing fetuses, said Trombley, eliminates any surprise of the part of the woman because she will know what she's going into.

In some cases, she added, viewing pictures before the procedure is performed can help with the healing process because informed patients recover better.

However, pro-choice activists view the picture as a scare tactic designed to scare women out of having an abortion altogether.

"What people must first realize and understand," Trombley said, "is that if this bill is enacted it does not change in any way the legality of abortion.

"It will still be legal for the full nine months of a women's pregnancy. What will result from a law such as this is a consumer fully educated in the service they are purchasing.

"It's a crude way of putting it, but it is a form of consumer protection."

Opinion

Dissenting votes provide needed breath of fresh air

The vacuum seal surrounding most actions by the Oakland University's Board of Trustees was finally broken at last Wednesday's special meeting called to appoint a new interim president following Joseph Champagne's resignation.

Two split votes and actual discussion, both rare commodities at monthly board meetings, provided for a short but appreciated breath of fresh air. The board should try to get much more — its healthy.

Trustees were divided on whether to close the meeting to discuss applicants for interim president position, with a 6-2 vote and in selection of John DeCarlo as interim president which also resulted in a 6-2 vote.

Although not successful in convincing the board to keep discussion open, board rookie trustee L. Brooks Patterson gave members a tongue lashing they so desperately needed for their closed-door attitude.

According to Patterson, there was absolutely no reason these activities could not be discussed in an open session, as closed meetings "give false impressions of impropriety." We emphatically agree.

With faculty and staff attendance at the special meeting numbering more than 70, it was obvious that the selection of the new interim president was of the utmost concern and interest. The board should have obliged faculty interest by discussing candidates openly and listening to their concerns.

It appears to us that the Board of Trustees spends too much time figuring out ways it can close a meeting rather than understanding that it should work to keep the business of a public university open. It almost seems as if the boards copy of the Michigan Open Meetings Act says that the board *must* close meetings if certain exemptions apply while the public's copy says governing bodies *may* discuss certain issues in a closed session. Closure is not a requirement, but an option, under the law.

We question the fact that all of the half dozen applicantsthought to initiate a request for confidentiality that would qualify review in a closed meeting. We are particularly suspicious because these requests suddenly became known after a call from the Oakland County Prosecutor's office on behalf of *The Oakland Post* . This action that is ethically questionable and, sadly, reflective of the board's traditional closed-at-all-costs attitude.

We hope the trustees realize that they have everything to gain by allowing and encouraging interaction with the university community through open meetings and discussion especially during the search for the new president.

We also encourage trustee Patterson to further his efforts to keep meetings open and to keep raising issues.

And here we have a portrait of John Engler ... Michigan's "Education Governor" during the early 90s

Summers just as busy for Congress reps

During the last 5 months, as President of your Student Congress, I have discovered that this job is more difficult, and rewarding, than I had imagined it would be. Getting started in January, with a very short transition period was difficult. Trying to start new programs is tough on a tight budget. On top of that, the students do not seem to have a general understanding of what Congress is, this is unfortunate since Congress is supposed to represent the student body's needs and concerns to the University Administration. There is great potential for the Student Congress, all we need is more input from the students. If you want something addressed, don't just take it to Congress and leave it at that, become involved with Congress, make it your pet project, you will not only be helping Congress to serve you better, but you will also be serving your fellow students, who probably have needs and wants similar to yours. We have various committees ranging from Public Relations to Student Services to Legislative Affairs, and we would like the opportunity to utilize your talents.

The first semester in office was difficult, I'll admit. Coming in to office in the middle of the school year is not the ideal situation. The present setup does not allow us to interact with the students and the student organizations for the entire academic year. In my opinion, if the

Congressional term were changed we would all benefit. This is a matter the Congress wishes to present to the students in a Special Election, coming soon. The benefits are many, and there is only one drawback: Someone is going to have to serve an extra half year term, fortunately the students will be allowed to determine who that person will be. No matter which method the student body chooses, I will rest assured that Congress has been changed for the better. The benefits of the change will not truly be felt until the first winter election is held. Depending

on how the students vote, we will see the improvement either one or two years from now. Keep your eyes open for a mass mailing, to all students, we plan to do in August.

This summer, I have been on campus almost everyday, talking with student leaders, not only from our campus but from around the globe as well, about the benefits of effective student leadership, it has given me hope that in the final 7 months of this Congress, we can make a tremendous difference. I am a member of the Student Government Global (electronic) Mail Network, SGANet, which allows me to communicate, over the computer network, with students all over the world.

Even when things are moving smoothly, the unexpected can happen: like the resignation of President

Champagne. At our last Congress meeting, June 8, we passed a resolution requesting student representation on any committee formed to select a new University President. The resolution will be presented to the Board of Trustees this week. I am hopeful that we will receive a positive response. In the past, the Board has included students in the selection process of a new University President, and I will make sure that the tradition lives on! Copies of the Resolution, and minutes of the meeting, should be available in the Congress office later this week. Stop in and let us know what you feel about the resignation. The office is located at 19 Oakland Center, across from the Book Center), we now have a University Student Congress banner in the window, so we're easy to spot.

Remember, the University Student Congress is here to help you. Stop by and get involved, offer your input, see if there are any openings available that you are interested in, join a committee, etc. Increased student involvement on campus can only benefit the students and Oakland University as a whole. I'll be waiting to hear from you.

Letter to the Editor

Mentoring program big help for kids, full of many unique rewards for mentors

After three months of mentoring, I can honestly say that the program, sponsored by the Association of Black Students and the Metropolitan Detroit Youth Foundation, is one of the most outstanding programs I have been involved in.

We have done two retreats, in which we have discussed sex, male and female relationships, personal values, the importance of getting and education, the study of African history, and various other topics.

None of us were paid, rewarded or given anything for spending weekends, losing study time and staying up late to talk to them.

I even spent every day of my spring break at the learning center teaching them listening skills, communication skills and giving out lots of big hugs.

But there is no reward, nor any amount of money that I could be given that could make me feel as good as I did when my mentee, Tamika, a ninth grader at Pershing High School in Detroit called me.

She said that she had come from a D- in her history class to a B+ and had also received a scholarship from Saginaw Valley State University for her college education.

I never thought that a few hugs, a lot of "I Love You's," phone calls of encouragement and a couple of visits could make such a difference to a ninth-grader who only listened to those her told her to skip school, hang out really late and a lot of other negative things.

This April, ABS received an award from Student Recognition Night for our work with the mentoring program and although it was nice to know that the university acknowledged us, it was even nicer when I was called by Greg Roberts, the director of the learning center, and told that our mentees would like to have a special recognition night for us.

And maybe I'll get another hug from Tamika.

ADRIANN McCALL
Association of Black Students

Features

Mahmoody riles diverse audience

By JENNIFER DERIDDER
Special Writer

Betty Mahmoody, who helped her daughter escape from Iran and turned her story into a best selling book and movie entitled "Not Without My Daughter," sparked heated controversy while lecturing at OU this past Monday.

The crowd at the Oakland Center gasped when a Muslim woman angrily refuted Mahmoody's stories and asked if she had fictionalized the "filth" she'd written because she'd seen none of it herself.

Another angry voice retaliated in response to the Muslim woman's accusations and said, "Go back to where you came from."

Mahmoody, who was also chosen to receive the 1991 Oakland University Woman Leader of the Year Award, said that not all Iranians are bad and she was not trying

to generalize.

According to Mahmoody, her nightmare began as an innocent two-week vacation in 1984 that resulted

in her husband saying "You're in Iran now until you die. Now you're in my country and you'll abide my rules."

Author Betty Mahmoody sparked controversy during her lecture Monday in the Oakland Center.
The Oakland Post / Barb Chelman

Mahmoody and her daughter, Mahtob, were captives for 18 months until they made a 10-day trek to freedom.

She firmly believes it was "only by God's grace we made it home."

According to Mahmoody, her attempt to get help from the Swiss Embassy was refused on the basis of her marriage to an Iranian and that she no longer held her own American citizenship and was therefore subject to Iranian laws.

Carlo Coppola, professor of Hindu Urdu at OU and editor of the Journal of South Asian Literature for Michigan State University, expressed concern that Mahmoody's lecture only reinforced the stereotyping associated with Middle East culture.

"I respect what Betty Mahmoody is trying to do, but I disagree with the way she is going about it," said Coppola. "I was really upset with the way the stereotypes were enhanced."

"I wonder if her editors or film makers are associated or sympathetic to the American-Israeli Political Action Committees," Coppola said.

Now, five years later, Mahmoody travels the world to share her story and describe the problems that occur with children and women of dual national relationships.

"Americans are very naive about other cultures," Mahmoody said.

Mahmoody is the president and co-founder of "One World: For Children" and has helped pass the first legislation in Michigan dealing with this international problem.

Mahmoody was presented the Woman Leader of the Year by the Oakland University's Women In Leadership Forum last Monday, June 3.

Mahmoody said that she was not trying to make all foreigners out to be villains, but to help others with similar situations and most importantly to "Pray for world peace."

Don Honstain

Televison networks ax the inventive shows first

There is something terribly wrong with programing on TV. Good shows are getting canned faster than you can say *Twin Peaks*.

ABC - When good inventive shows such as *Twin Peaks*, *China Beach*, *Thirtysomething* and *Equal Justice* get the ax all on the same day something is wrong. ABC, which in the last three years has proven itself as a network that is willing to take chances on good TV, is now chickening out. The network is sticking with lame comedies like *Baby Talk* and *Who's the Boss*, but not giving a show like *Davis Rules!* a chance.

NBC - After several seasons at number one, NBC is resting on its laurels. With the exception of *Seinfeld*, they have not come up with any good new shows.

Two things I have to grant them for though, is not cancelling possibly the best show on TV, *Quantum Leap* and also sticking with *Dear John*.

CBS - Although CBS doesn't have that many shows to get upset about if they got cancelled, it is discouraging when *The Flash*, a good, unique show doesn't get an audience.

CBS, which has been in the basement for eons does show some signs of life. Monday night's line-up including *Evening Shade*, *Murphy Brown* and the great new show *Northern Exposure* are doing well, but Tuesday through Sunday (except for 60 Minutes) is the Sahara of bad shows.

FOX - The mini-network is competing with good shows such as *The Simpsons*, *In Living Color*, *Married With Children* and *Beverly Hills, 90210* but they also have the moronic *Top of the Heap* and the pressure of limited acceptance.

Unfortunately they have canned the sometimes extremely funny and always different *Get a Life*.

Cable-Pay-Cable has the worst programers I have ever seen. In the last week there have been "classics" such as *Halloween 5*, *Texas Chainsaw Massacre 3* in late-night, and in prime-time the Dennis Hopper bomb *Flashback*, the schlock horror parody *Frankenhooker*, and a 1990 movie even Roger Ebert hasn't heard of called *Keaton's Cop* with Lee Majors and Abe Vigoda. (Are those guys still alive?) Who could have missed the 400 opportunities to catch 1986's *Ferris Bueller's Day Off*.

It seems like the only good movies are on at about four in the morning. One good thing I can say is that Pay-Cable, especially HBO gives a lot of young, good comics national exposure.

The networks and cable are shirking their responsibility, with cable being the biggest offender.

We give them our money and they show us the same bad movie 6,000 times.

The networks rarely deal with anything else besides the lowest common factor.

There is something you can do about what the networks and cable will show. Writing to programers does help, *Quantum Leap* was all but gone and a letter writing campaign saved it (thankfully).

If pay-cable continues to show junk and management doesn't respond to letters, have it disconnected.

If enough people get rid of it, the programmers will change.

Guitarist aims for rock 'n roll stardom

Ruth Tyszka plays lead guitar for *Bonnie and the Working Girls*.
Rick Smith

By ED ALMAGUER
Special Writer

Fame and fortune are sought by many and achieved by few, especially in the music industry, but 20 year-old Ruth Tyszka, a journalism major at OU, already pictures herself on the ground floor of rock 'n' roll stardom.

A picture of the aspiring young guitarist hangs in Hair Unlimited, located in the lower level of the Oakland Center, which was a surprise for Tyszka.

"I didn't even know the picture was there," said Tyszka.

Tyszka, lead guitarist for an all female rock group called *Bonnie and the Working Girls*, started playing the guitar five years ago.

Before she even picked up a guitar, Tyszka's main interest was horseback riding.

"When I found out how much it cost to keep and maintain a horse, I gave up on the idea," said Tyszka.

Instead, she found an immediate interest in playing guitar and joined a band with a group of her friends.

Eight months ago, Tyszka joined up with *Bonnie and the Working Girls*, which specializes in '50s and '60s rock 'n' roll.

They play in bars all over Michigan from Traverse City to Inkster.

The group's style can be compared to such artists as *Martha Reeves*, *The Four Tops*, *The Temptations* as well as *Led Zeppelin*.

"Clubs are not really happening. Bars are where the money is at," said Tyszka.

The fact that the group is made up entirely of females is surprising to a few people, said Tyszka.

"Most of the time, they are surprised at how good we are," said Tyszka. "Some didn't belive we could play at all."

"I write a lot of hard rock and '50s sounding music," said Tyszka.

According to Tyszka, she prefers songs with more rock guitar.

When she is not playing in *Bonnie and the Working Girls* she said she likes to play heavy metal music.

She and expresses an interest in joining a hard rock group in addition.

Tyszka also enjoys listening to ragtime piano and heavy metal music, she said.

See GUITARIST page 6

FACULTY FOCUS

The Oakland Post / Barb Chelman
Dr. David Lau

Testing not a part of Lau's class format

By TRACY SWERDLEN
Special Writer

Upon first glance, his office is strewn with papers and over watered plants. The walls are a showcase for family photographs and children's artwork.

Yet the man sitting in his worn, vinyl chair can serenely close his eyes and mesmerize an audience with his sage-like words.

No, he is not a stage actor or a disciple of Aristotle.

He is Dr. David Lau, an assistant professor of communications at OU.

Lau, 37, teaches a variety of courses including organizational communication, interpersonal communication, gender communication, and public speaking.

"I've always been intrigued with teaching," said Lau. "I'm intrigued with what happens to people when they get excited to learn something."

This basic principle has permitted Lau to remain true to his craft and rather unconventional teaching methods.

There are no tests or quizzes

See LAU page 6

Birdland debuts in states

By LORRIE KEPSEL
Special Writer

Flying straight out of London, Birdland has landed in America with their self-titled premier album, a collection of gutsy rock 'n' roll songs that lays down a pounding beat, ravaging singing and driving guitars.

The album on the Radioactive label, definitely echoes a type of fringe music or underground current reflected in modern music.

In their early 20s, the band consists of lead singer Robert, guitarist Lee, bassist Simon, and drummer Kale all bear a striking resemblance to the late Pop artist Andy Warhol.

"We were called Warhol's bastard children for a while," said Robert in a press release.

Birdland is forthright about their musical

inspirations which include The Rolling Stones, Patti Smith and Bob Dylan, but their defiant independence comes from the CBGB bands of the late 70s.

The album's first single, "Shoot You Down" topped the U.K. charts along with four other number one singles.

According to Robert, the song " ... is about how the gun has become a powerful weapon, as well as a powerful symbol, both of power and terror."

Their blond mop-top haircuts provide the band's intimidating image, while the guitar driven songs make the band sound reminiscent of the Ramones.

The most controversial song on the album is definitely "Rock 'n' Roll N——."

"If you really listen it," said Robert, the song is not about being racist, it's about being different.

See BIRDLAND on page 6

English band Birdland sets sights on rocking the U.S.
Radioactive Records

Numerous summer movie releases offer variety of choices

By DON HONSTAIN
Staff Writer

The summer movie season is about to stampede its way into local theaters. In the next three months approximately 50 movies are scheduled for release with only one thing in mind, taking our money.

With all these to choose from—even you won't be able to catch them all, so here are five movies with the most potential for enjoyment and five with the most potential for us to demand our money back.

First the (possible) bad news. *Point Break*: Patrick Swayze is the leader of a bank-robbing surf gang

known as the Ex-Presidents (they sport Nixon masks to conceal there faces). Keanu Reeves is the FBI-agent sent to infiltrate the gang.

Three of the next four are ill-advised sequels; starting with *Return to the Blue Lagoon*. Brooke Shield's isn't back, but it doesn't matter. It will take a minor miracle for this to compete (or be any good).

Child's Play 3, Chucky's back... again, but after a first sequel— (remember?)— Chucky 3 is an unwelcome return.

Problem Child 2 sounds even worse than

the original which was a dismal failure. John Ritter returns so does the little trouble maker, but now they have to contend with Trixie, a female "problem child." At least they didn't name it *Problem Child, Too*.

Last and certainly least is Jean Claude Van Damme in a duel role as twin brothers seeking vengeance for the death of their parents in *Double Impact*. Who thinks of these plots?

The summer does have possibilities. Comedies such as *Naked Gun 2 1/2-The Smell of Fear*, Mel Brooks' *Life Stinks* and *City Slickers*

Bogus Journey hits theaters in July.

with Billy Crystal and Daniel Stern head the list.

This is also the summer of the emergence of young black filmmakers lead by Spike Lee's *Jungle Fever*, but there is also 19-year old director Matty Rich's *Straight out of Brookland*. Also, 21-year-old John Singleton's *Boyz N the Hood* top the list.

Some major stars are releasing films this summer. Harrison Ford goes for an Oscar in *Regarding Henry*. He plays a lawyer who, after getting shot in a robbery has to reexamine his life. Kathleen Turner returns as a

private-eye in *Warshawski* and Julia Roberts plays a nurse who falls in love with a terminally ill patient in *Dying Young*. The cancer theme continues with William Hurt as a doctor who gets throat cancer and has to deal with medical bureaucracy in *The Doctor*.

The (hopeful) good news is *Mobsters*, which stars Christian Slater, Patrick Dempsey and Richard Grieco as the youthful Lucky Luciano, Meyer Laskey and Bugsy Siegel— this one could go either

See FILMS page 6

Lau

in his classes, but journals are usually kept and one short essay is also required.

Don't be fooled by the apparent simple class structure. Lau has a strict attendance policy and expects every student to vocally participate in class. Questions are prepared for the next class session and absent students must write a one page discussion with copies distributed to fellow classmates.

"I feel the students in my class work as a collective group," said Lau. "When someone is not there, it's like not showing up to work or a family dinner."

Grading is based on the ability of the student to reach the final goal, which is "empowerment" or the ability to actively position oneself in any social situation.

According to Lau, not only do students have to gain "empowerment", but they also have to know how they got there and how to bring

that energy to everyday interactions outside the classroom.

Lau then evaluates each student on how they worked with class material, what they contributed to others in class, and most importantly, what promoted the "empowerment".

Jamie Marks, a 21-year-old communications major and former student of Lau's, testifies to the success of Lau's unique teaching approach.

"Dave gave us the opportunity to express ourselves (and) not just take notes from a lecture," said Marks. "I gained insight from other students and learned that only I can make my future happen through actively positioning myself in life."

Lau said that he too learns from his students.

"I learn most about communication from my students," said Lau. "If they bring forth the best of themselves, then I know it's working and therefore I can better facilitate it to happen."

Films

way , but it has potential.

A few years ago, Joel and Ethan Coen made the riotous comedy *Raising Arizona*, the off-beat mystery *Blood Simple* and the gangster masterpiece *Miller's Crossing*. Now they've come out with *Barton Fink* which won this year's Cannes film festival. The plot is about a playwright (John Turturo) surrounded by craziness, trying to make it in Hollywood of the 1940s. This should be good.

Possibly the most anticipated film of the summer is *Robin Hood: Prince of Thieves.*. Prior to the movie's release, it aquired a lot of attention. It may be hard to live up to, but with Kevin Costner and a great supporting cast such as Alan Rickman and Morgan Freeman, it should succeed.

Although action movies are down they are not out. Arnold is back in *Terminator 2: Judgement Day*. With a cost of about $80 million this one should pack a wallop. And with original director James Cameron it shouldn't lose its focus.

The Rocketeer heads the action movie list. Set in the 1930s, it has

guys, bad guys, heros and heroines fighting over a jet pack that enables the pilot to fly. Bill Cambell in his first major role stars as the pilot who finds the jet pack and learns to control it. It also stars Jennifer Connelly and Timothy Dalton (From the James Bond films.) as the villain who only wants the rocket for evil. It looks like a return to the serials of the '30s and '40s— can't wait?

This summer there is definitely many movies to choose from and for those of with limited time and money summer movies are a perfect escape from those hot summer days.

Films already in release:

Backdraft   C+ Kurt Russell and William Baldwin are longtime feuding brothers, Russell the hero fireman and Baldwin the never-do-well sibling who tries to make something of himself. The great fire scenes are fizzled by the contrived plot and subplots that include a corrupt politician and a pyromaniac who lends a hand in an arson investigation.

F/X 2   C   Bryan Brown and Brian Dennehy reprise their roles as a master special effects artist and a rebellious cop. The special effects are inventive, but are far fetched

including exploding baked beans and a remote control clown doubling as a helicopter pilot.

Mortal Thoughts   B+   A great mystery unravels when Glenn Headley's Husband (Bruce Willis) is killed and she and best friend Demi Moore are caught up in the murder investigation. Good performances by all especially police investigator Harvey Keitel. Although the film is told in flashback it still works, mainly because of director Alan Rudolph.

Only the Lonely   B- John Candy is a 38-year-old policeman who still lives with his mother. Things get complicated when he falls for Ally Sheedy in this sometimes funny rather predictable comedy. Good performances all around, especially Maureen O'Hara and Anthony Quinn.

What about Bob?   B Bill Murray is a mentally ill patient and Richard Dreyfess is his new shrink. After convincing Murray (Bob) he can help Dreyfuss goes on vacation. But Bob tracks him down and Dreyfuss can't get rid of him. Although Dreyfuss overreacts there are some very funny scenes.

Religion is at root of graduation controversy

(CPS)- Commencements on several campuses have sunk into controversies about prayer and religious correctness.

While critics complained about the doctrinal purity of graduation speakers like Billy Joel, New Hampshire Gov. Judd Gregg and other top state politicians on May 1 blasted Keene State College President Judith A. Sturnick's decision to halt religious invocations at her college's events.

If Sturnick had anything to do with new policy, she should be fired, Gregg asserted.

"I think there's a fundamental flaw in the leadership of that college," said Gregg, an ex-officio member of the University System of New Hampshire (USNH) Board of Trustees.

"Were I able to muster a majority of trustees, I would move for immediate removal (of Sturnick)."

A professor at Fairfield University in Connecticut, meanwhile, criticized the church-run Jesuit school for inviting singer Billy Joel to speak at commencement.

The Rev. Thomas Regan claimed a Joel song, "Only the Good Die Young," included a "lewd" reference to Catholic girls in its lyrics.

In the song, Joel sings he'd rather " ... laugh with the sinners than cry with the saints ..." and suggests " ... Catholic girls start much too late."

Fairfield officials shook off the criticism, opting to keep Joel as a speaker.

Fairfield officials shook off the criticism, opting to keep Joel as a speaker.

"The opposition expresses by the sentiments of the university community and I regret what I believe to be a misrepresentation of Billy Joel and his values," said the Rev. Aloysius P. Kelley, Fairfield's president.

At Keene State, Sturnick made the decision to separate the college from religion last October, but there was little protest until "baccalaureate," a religious service that usually precedes graduation, approached.

At a press conference May 3, Sturnick said there is no official college policy banning prayer at college events. Instead, any invocations, benedictions or baccalaureates should not focus on any specific religion, she said.

In his earlier statement, Gregg had maintained the ban " ... basically kicks dirt in the face to taxpayers by saying` there is no God."

"I would like to dispel the ludicrous notions that Keene State is some sort of godless place," Sturnick responded.

Sturnick already had agreed to move the May 10 ceremony off-campus to a nearby Catholic church because a former adjunct Keene professor had protested it mixed religion too intimately into the public school's affairs.

Arpad J. Toth, who also is president of the New Hampshire Chapter of American Atheists, wrote a letter to college officials last semester complaining the ceremony violated constitutional mandates to keep public affairs and religion separate.

"I find it sadly ironic that the college's decisions to hold its baccalaureate service in a local place of worship has somehow been misconstrued as an attempt to reduce the baccalaureate's importance in the life of the college," Sturnick said at the May 3 press conference.

She went on to say Keene would stop sponsoring and being involved in the ceremony, as well as any religious invocations and benedictions at college events.

Even then, Toth disrupted the press conference and had to be ushered from the room.

"I don't like this," he said. "I don't like this practice of censorship going on."

OC changes holiday hours

Summer hours for Oakland Center will change during the Fourth of July holiday, according to Bill Marshall, OC director. New hours are:

Wednesday, July 3	7 a.m. - 9 p.m.
Thursday, July 4	CLOSED
Friday, July 5	7 a.m. - noon
Saturday, July 6	CLOSED
Sunday, July 7	noon - 6 p.m.

OC employees are given the options of using accrued vacation or personal time, or request time off without pay.

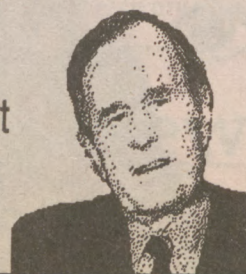After noon, July 5, all employees must use accrued time, according to Marshall.

Guitarist

Bonnie and the Working Girls are booked through October, and are currently playing at the Crescent Lake Beach Bar in Waterford every Thursday through Sunday until the end of June.

Birdland

The beat begins slow but rises in power and intensity that brings back memories of the '70s punk band, the Sex Pistols.

"We're not really a rock and roll band," said Robert, "there's more of a poetic element, a lot of imagery and a deeper intensity with Birdland."

The album wraps up with the majestic song "Exit."

The first guitar chords struck in the song seem to follow pace with the rest of the album's high velocity, buzzsaw guitars, and shrieking choruses.

The chords eventually fade into a high-pitched melody of tambourine beats while Robert sings with a lighter tone, still maintaining the intensity of feeling.

Birdland utilizes their sound and sometimes repetitive style to successfully reveal the poetry and language of human experience.

> " I went from house to house, getting any food or clothes they would give me. I handed it all out to any needy people in the neighborhood. "
>
> —Jack Powell
> Salisbury, MD

Jack Powell is one of the little answers to the big problems facing every community in America. And because there are more people than problems, things will get done. All you have to do is something. Do anything. To find out how, call 1 (800) 677-5515.

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CIPO SPRING SUMMER PATIO CONCERTS
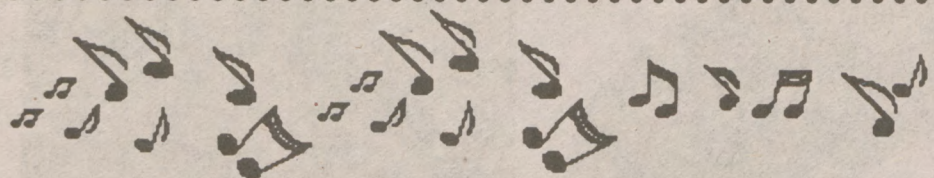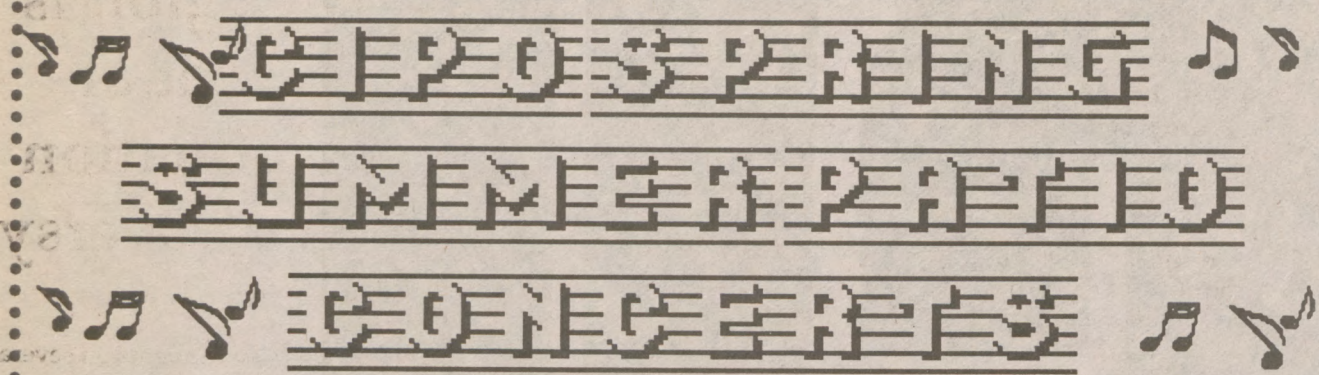
June 12 The Brindisi String Quartet

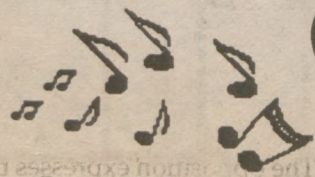**June 19** The Larry Morone Ensemble (Trumpet and Piano)

June 26 Ruth Myer's Harp

July 3 Jamboree Barbershop Quartet

July 10 Soiree (Guitar and Flute)

July 17 Steel Drums by Robert Valentine
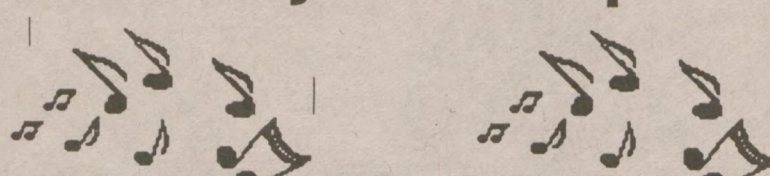
July 24 Janina Jacobs on Keyboards

July 31 The Larry Morone Ensemble (Trumpet and Piano)

Aug. 7 Steel Drums by Robert Valentine

Aug. 14 Ruth Myer's Harp

All Patio Concerts will be held in the Oakland Center Patio from noon - 1 p.m. In case of inclement weather, the concerts will be held either in the Iron Kettle area or the Oakland Room.

Mariott Food Service will provide a cookout during each concert. Delicious grilled chicken, hamburgers and hot dogs will be available for purchase, along with refreshing cold beverages. Lunches will be prepared by guest chefs from around campus.

CIPO programs would like to thank the Student Activites Board and the Oakland Center for their continuing support of this Concert Series.

EARLY REGISTRATION FOR FALL SEMESTER, 1991

AUGUST 12 - 22

OAKLAND CENTER CROCKERY

All students are encouraged to register during the Early Registration period (Monday, August 12 through Thursday, August 22*) which offers more opportunity for a full schedule and avoids the one-day Regular Registration. Based upon demand during Early Registration, academic departments are sometimes able to schedule additional sections or increase class limits for certain courses.

During Early Registration, students are scheduled to register on certain dates and times according to their class standing and last name; check the Schedule of Classes, CIPO bulletin boards, or the Registrar's Office window for this information. You will not be allowed to register before your scheduled time.

Students who Early Register will also be permitted to defer payment of their Fall tuition and fees until September 9, 1991 without penalty, unlike students who register during Regular Registration on August 27, 1991 or during the Late Registration period; their fees are due at the time of registration.

For further information, consult the Fall, 1991 Schedule of Classes. Schedules will be mailed to students in mid-July. They will also be available at the Registration Office after July 16.

*Excluding Friday, August 16

Oakland University Student Congress

Next Meeting: Saturday, August 3 at 1:00 P.M.. Oakland Room, Oakland Center.

On the Agenda:
SAB/PAB Guidelines Revision, Final Reading
Special Election Referendum Items, Final Reading
Deadline for additions to the Agenda: Monday, July 29.

Position Available!

Student Services Director

Responsibilities include: Student Directory, Book Fair (Alternative Book Service), Student Discount Card Program
And coming up with new services for us to provide!!

Applications are being accepted through June 28, 1991.
Contact Michael Heintz at OU Student Congress, 370-4290.
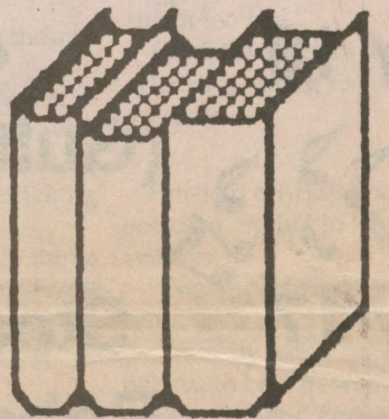Applications are available in and should be returned to the Congress Office.

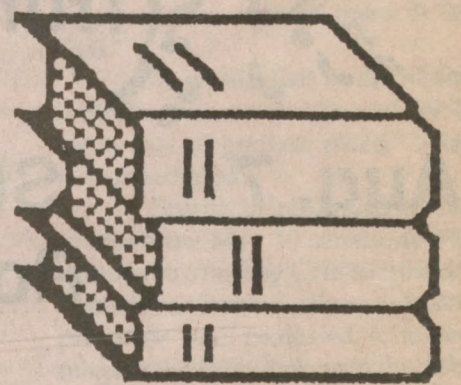*NO Previous Congress Experience is Necessary!!*

dream

big

If there were ever a time to dare,
to make a difference,
to embark on something worth doing,
it is now.
Not for any grand cause, necessarily—
but for something that tugs at your heart,
something that's your aspiration,
something that's your dream.

You owe it to yourself
to make your days here count.
Have fun.
Dig deep.
Stretch.

Dream big.

Know, though, that things worth doing
seldom come easy.
There will be good days.
And there will be bad days.
There will be times when you want to turn around,
pack it up,
and call it quits.
Those times tell you
that you are pushing yourself,
that you are not afraid to learn by trying.

Persist.

Because with an idea,
determination,
and the right tools,
you can do great things.
Let your instincts,
your intellect,
and your heart
guide you.

Trust.

Believe in the incredible power of the human mind.
Of doing something that makes a difference.
Of working hard.
Of laughing and hoping.
Of lazy afternoons.
Of lasting friends.
Of all the things that will cross your path this year.

The start of something new
brings the hope of something great.
Anything is possible.
There is only one you.
And you will pass this way only once.
Do it right.

The big paper about
ideas, college, and Macintosh.

With hard work, determination, and the right tools, ordinary people can do extraordinary things. We know that, because we've seen it. And in the following pages, you can see it, too. Welcome to Macintosh.

Contents

What's your dream?
"American products don't do as well in Japan as they should. I'd like to help American companies become more competitive."

What do you do?
"I'm using the Macintosh and a program called EG Word to translate Japanese articles into English for my advanced modern Japanese class. It's a great way to expand my knowledge of the Japanese language and become familiar with the more common phrases and symbols. The hard part was learning more than 2,000 characters in the Japanese symbolic alphabet."

What are you most proud of?
"The fact that I'm able to write, in Japanese, to friends in Japan. I write words out phonetically, and then the software translates everything into symbols. For me, writing in Japanese without a Macintosh would be impossible."

Why Macintosh?
"I've been able to find applications for everything I want to do."

夢を大きく

Dream big

Name:
Greg Smith

Major/area of study:
Computer Science

Year:
Junior

Hometown:
Kobe, Japan

Software:
• *EG Word by Qualitas Trading Company, Japanese translation*
• *Microsoft Word, word processing and problem sets*
• *Expressionist by Allan Bonadio Associates, typesetting technical documents*
• *THINK C by Symantec, programming*

What's your dream?
Rebecca: "To go to medical school. And beyond that: To travel the world, and help people in other places."

Malcolm: "I want to start my own business—a great, great company."

What do you do?
"We're the quickest—and most cost-effective—way to get the word out.
The Ad Agency is a completely student-run advertising agency. We have 25 student employees. Our clients include student groups, university departments, and off-campus businesses.
We design ads, flyers, and promotions. Our flyer distribution service can get a message out to the whole campus, or pinpoint a specific group.
We use Macintosh for virtually everything associated with running the business: creating ads, doing budgets, and keeping track of expenses and paperwork—even for automatically sending out invoices. We do all of our accounting and general ledger work on the Macintosh. We keep a database of our clients that helps us keep track of all the work we've done for them."

What are you most proud of?
"Our clients really trust us. And our profits are up 124 percent from last year. Beyond that, we feel it's great that the agency offers a way for students to use their business skills and their creative inclinations."

Why Macintosh?
"With a Macintosh, once you've used one program for a little while, you can use any program. Because they all work the same way. In a business like ours, where there are a lot of different students in the office, that makes it a lot easier to train them.
The most important part is that the Macintosh never gets in the way of what you want to do. If we want to take names and addresses from our client database in HyperCard and use them in another program—say, a word processor, so we can send out letters—it's easy. We just copy the information from one program, and paste it into the other. If we want to create a great ad or draw a graphic, we just do it. It's that easy.
We couldn't run our business without it. We've already made plans to buy another Macintosh."

Name:
Malcolm Webb
Rebecca Yu

Major/area of study:
Malcolm: Quantitative Economics
Rebecca: Art History/Premed

Year:
Malcolm: Junior
Rebecca: Junior

Hometown:
Malcolm: Bryn Mawr, Pennsylvania
Rebecca: San Carlos, California

Software:
• *Microsoft Word, correspondence*
• *Microsoft Excel, general ledger*
• *Claris FileMaker, invoices*
• *Claris HyperCard, client database*
• *Aldus PageMaker, flyer and ad design*

Name:
Isolde Birdthistle

Major/area of study:
Anthropology

Year:
Sophomore

Hometown:
Cork, Ireland

Software:
• *Microsoft Word, word processing*
• *Microsoft Excel, data visualization*
• *CA-Cricket Graph by Computer Associates, graphing*
• *DeltaGraph by DeltaPoint, graphing*

The Percentage of Seeds Germinated as a Function of Concentration and Temperature
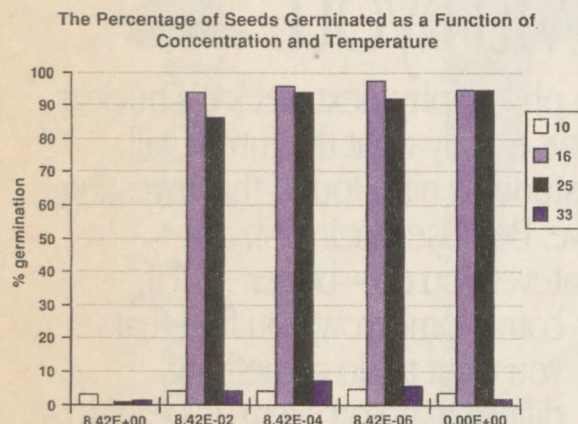
What's your dream?

"To see as many places as possible. I'm interested in other cultures. Someday, I'd like to combine my background in biology with my background in anthropology—and teach about cultural healing practices and medicine."

What do you do?

"My classes require a lot of writing. I use my Macintosh for everything. I compile notes on it. I use it to outline, write, and edit papers and lab reports. I even keep a personal journal on it.

I have a laboratory class that requires doing a lot of statistical analyses. By hand, an analysis takes up to half an hour. Just to do one. But with a Macintosh, I can do twenty of them within a few minutes."

What are you most proud of?

"Proud may be the wrong word, but I feel really good about the fact that I'm doing so much with the Macintosh. I'm not a computer scientist, but Macintosh makes me feel like I am."

Why Macintosh?

"I'm very familiar with other computers. And I've found that Macintosh is the most straight-forward and logical. It makes it easy to do new things and explore new directions."

What's your dream?

"I want to design spaces that have great personality."

What do you do?

"Our assignment for our master's thesis was to design a dance school. We were given a list of the client's needs and a site—a nicely landscaped hillside. I wanted to design something that was an expression of the use of space for dancers, and also something that responded to the site.

I thought that the building should be designed from the inside out—that the inside was the most important part, and should inspire.

I started from scratch.

The first part of the process was to work with different volumes, and figure out the best way to take advantage of the site. The important thing was to stay open to different ideas and not to get locked into one solution. The Macintosh let me explore a lot of different options. I decided there should be three basic volumes: the performance space, practice spaces, and offices and classrooms.

The next stage was to work out the floor plan and to design the roof shapes. The challenge with dance spaces is that they should be very simple. You should just have four walls, with very few windows because they can be distracting. To create something unique, you need to work very hard.

Macintosh let me constantly switch between two-dimensional floor plans and three-dimensional models.

When we were done, we used the Macintosh to write a complete 20-page proposal for our solution, including technical specs."
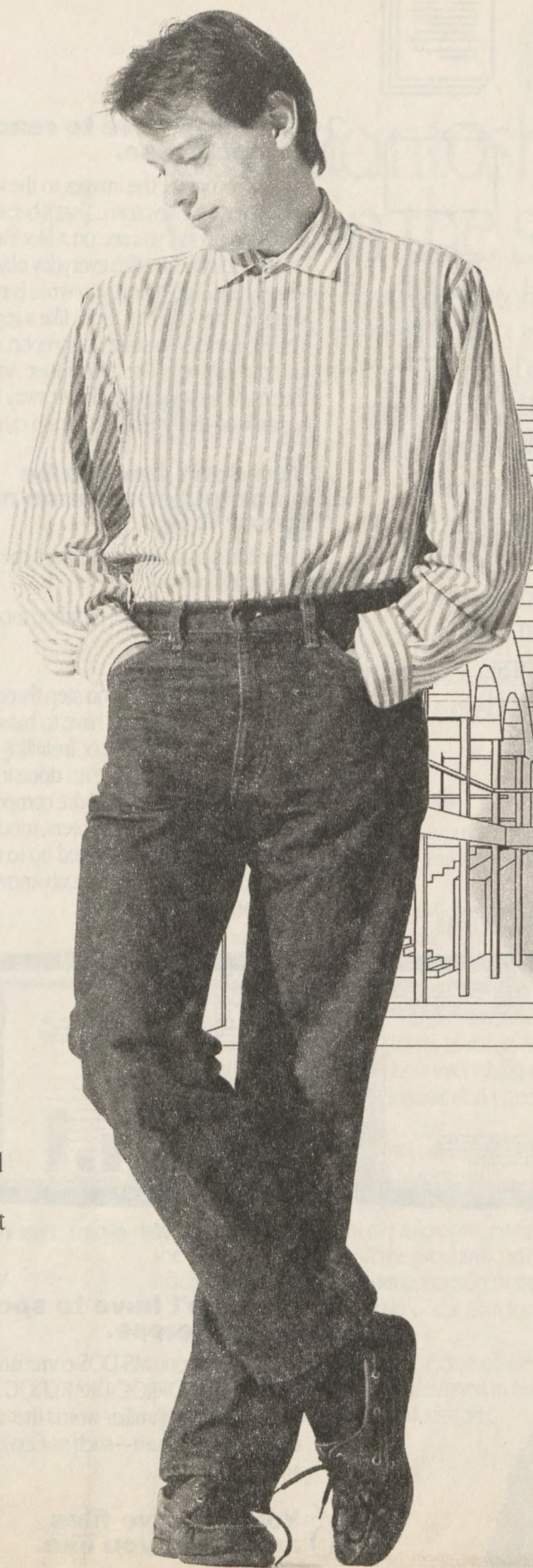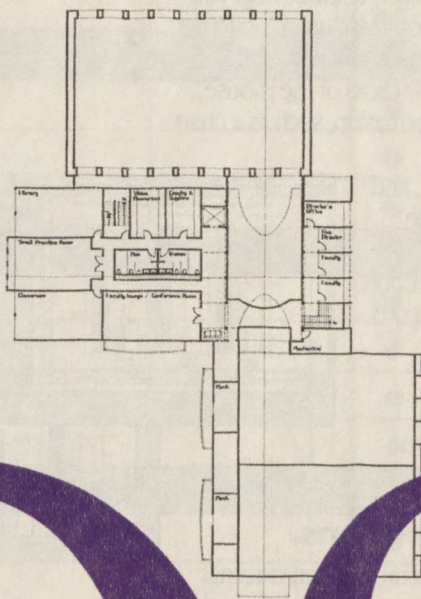
What are you most proud of?

"When you start designing a building, you start with ideas about how the building will feel, not how it will look. The hardest part is giving shape to a feeling or mood. I think this project accomplishes that well."

Why Macintosh?

"I'd never used a Macintosh before this project. And we used it for everything.

We only had seventeen weeks for the project, so I didn't have much time to learn about the computer. It was a little hard at first, but I picked it up really quickly.

Design is a very back-and-forth process. You do something, you look at it, and then you decide what to do to it. You always start with a vision, but you need to work it all out. It's how you figure it out, and what the details are, that makes the difference.

The Macintosh lets you visualize in three dimensions quickly. If you just want to see one perspective, it's still sometimes faster to do it by hand. But if you want to see many perspectives, or see many ideas, it's much better to use a Macintosh. It helps you try more options in the early stages, when you can have the biggest effect on a building.

With Macintosh, I could walk through my building.

It's the closest thing to building it."

Name:
Marc Selvais

Major/area of study:
Architecture

Year:
Master's Program, School of Architecture

Hometown:
Brussels, Belgium

Software:
• *Architrion by Gimeor, two- and three-dimensional modeling*
• *Adobe Photoshop, combining photographs of sites with drawings of buildings*
• *Microsoft Word, word processing*
• *Aldus PageMaker, page layout for proposals*
• *PixelPaint by SuperMac Technology, graphics*
• *Claris MacDraw,® drawing*

ntosh

1 It's easy to use.

In the beginning, there was the computer. And it was confusing.

Confusing to set up, confusing to learn, and confusing to use.

So at Apple, we decided to make a new kind of computer—an easy-to-use computer. Before we designed it, we did extensive research on how human beings think, learn, read, communicate, remember, and understand, as well as how they interact with technology and machines.

We took what we learned and created Macintosh—the personal computer designed to work the way people work. It was the world's first *intuitive* computer. And it was quickly recognized as a major breakthrough in personal computing.

2 It's a breeze to copy information and paste it...
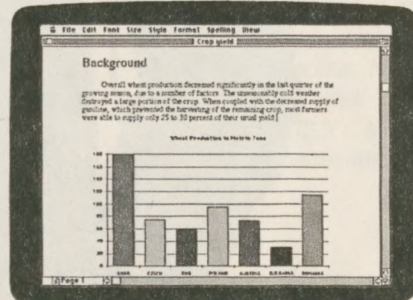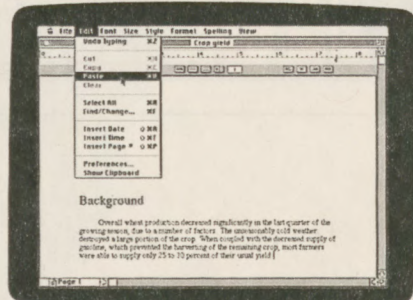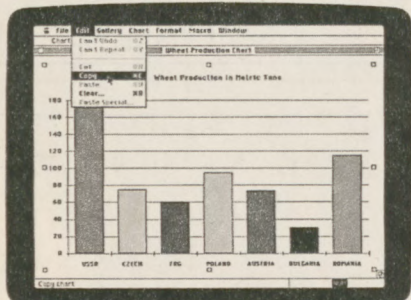
...into another document.

3 You don't have to read computerese.

Do you recognize the images to the left? If so, you can use a Macintosh. That's because the images, or icons, you see on a Macintosh screen look and act like everyday objects you already use. The report you write is represented by an icon that looks like a report. The file folder you store your report in has an icon that looks like a file folder. And the trash can you use to throw away files has an icon that looks like a trash can.

4 You don't have to be a computer science major to set it up.

There are just three simple steps to set up a Macintosh.

1. Plug in the keyboard, monitor, mouse, and power cord.
2. Flip the "on" switch.
3. Oops, sorry. There is no step three. You're already done. You don't have to hassle with formatting the hard disk or installing the system software, because it's done for you. And you don't have to tell the computer what components—such as printers, modems, and CD-ROM drives—are hooked up to the system, because the Macintosh knows automatically.

5 You don't have to speak computerese.

Instead of cryptic MS-DOS commands such as COPY C:\WORDPROC\DRAFT.DOC A:\WORK, Macintosh uses familiar words that are easy to understand and use—such as Copy, Save, and Print.

## 6 You can give files any name you like.

A file containing notes from your Clinical Psychology class should be named something like "Clinical Psychology Notes," right? With Macintosh, you can name it just that. In comparison, MS-DOS and Windows 3.0 systems limit your file names to eight characters—forcing you to name your file something like "CLPSYNTS." Three months later, you'll be wondering what in the world could be in a CLPSYNTS file.

7 It runs HyperCard.

HyperCard was invented by a team of software engineers at Apple. It's a revolutionary program that lets you store, organize, and present information in new and better ways.

8 It keeps things up to date.

The publish and subscribe features help you keep information in your Macintosh up to date by providing an automatic link between documents. With a few clicks of the mouse, you can "publish" information, such as a chart you've created with a spreadsheet program, and then "subscribe" to the information from another document, such as a report you're writing with a word processing program. Whenever you make changes to the chart in the spreadsheet, your report is updated, too—automatically.
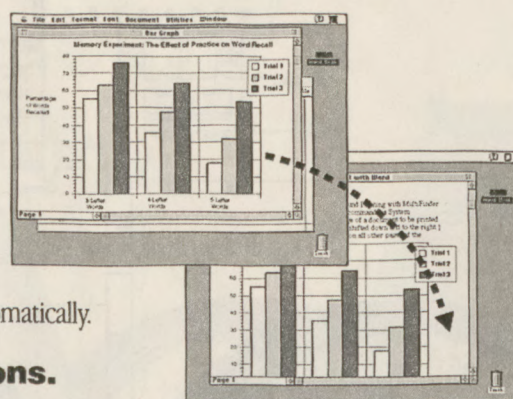
9 It's got connections.

To connect a printer, a modem, an external hard disk, or just about any other peripheral to a Macintosh, simply plug it in. That's all there is to it.

11 It can grow with you.

This week you're majoring in philosophy, next week it's nuclear physics. After all, no one knows exactly what the future will bring. That's why millions of students have found that investing in a Macintosh is a smart move. Because Macintosh can immediately help you do whatever you do—better. And if, come tomorrow, you find that you want to do something different, no problem. It's easy to upgrade your Macintosh to help you rise to the challenge.

> **"I bought my Macintosh in the summer of 1984 and I'm still using it to do just about everything—word processing, charts, spreadsheets, and games. I even take floppy disks from my Macintosh and work with the data on newer Macintosh models, such as the Classic, SE/30, or IIsi.**
> **I've upgraded my Mac twice—once to add memory and once to install a double-sided floppy disk drive. Upgrading was easy and the transition was smooth. My programs and everything else still worked. I was just able to do more."**
> **—Lisa de las Fuentes**
> **Senior, Human Biology**

12 It's great for college and beyond.

Doing your work better, faster, and more creatively is also a plus in the working world—and that's precisely why Apple Macintosh computers are used in 74 percent of Fortune 1000 companies.*

13 It's what you'd expect from Apple.

Apple consistently produces innovative technology that sets industry standards. That's why the features that set Macintosh apart today will probably be found on other computers tomorrow. Well, perhaps a few years from tomorrow.

14 Whatever you do, you can use Macintosh to do it better.

Thousands of programs are available for the Macintosh, to help you take on anthropology, zoology, and everything in between.

*Based on a survey conducted by Computer Intelligence in February 1991.

## 15 People love it for the same reasons Abhi does.

> **"I don't read manuals—never have. But I use all the most popular programs. The menus for Macintosh programs are so similar, you just say to yourself, 'This one can't be that different.' If you make a mistake, you just use the Undo command and you're right back where you started. And you don't have to memorize any fancy commands, such as Control-F1 or Shift-F7. Use a Mac once and you can come back years later and use it again. It's like riding a bike."**
> **—Abhi Vakil**
> **Senior, Sociology**

10 Getting help is as easy as clicking the mouse.

With Balloon Help,™ you can point to any object on the screen, and a balloon will appear that tells you what the object is and what it does. Balloon Help lets new users learn the basics of Macintosh quickly, and gives experienced users a convenient way to explore more advanced features.

> This is a folder—a place to store related files. Folders can contain files and other folders.

Bio Notes
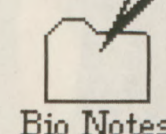
Why do people

It lets you work with others.

Whether you need to share a file with a friend or connect to a network, Macintosh makes it easy. You'll find that Macintosh computers become even more powerful when you connect them together and use them to work with other people.

16

17 Macintosh lets you work with disks from different computers.

Every Macintosh is equipped with an Apple SuperDrive,™ a unique floppy disk drive that can read from and write to not only Macintosh disks, but also MS-DOS and OS/2 disks created on IBM and IBM-compatible computers.

18 You can use software from other computers.

SoftPC from Insignia Solutions allows you to run MS-DOS applications on your Macintosh computer. You can even copy text and graphics from an MS-DOS application and paste them into a Macintosh application.

Dormitory

19 You can connect to your school's library.

At many schools, you can use your Macintosh and a modem to connect directly to the library, and do things such as browse through the card catalog—even when the library is closed.

20 You can connect to information services.

Computer information services, such as CompuServe, Prodigy, and America Online, are only a phone call away. You can use these services to get concert tickets, make airline reservations, join on-line discussions, and more.

21 You can connect to your school's mainframe or minicomputer.

Mainframe

With Macintosh, you can send in assignments, gain access to software you need for a class, and receive lecture notes, class schedules, and other information—right from your own room.
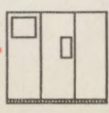
22 It's a breeze to connect Macintosh to a network. There are only three simple steps to connect a Macintosh to another Macintosh. First, use an inexpensive LocalTalk® cable to connect your Macintosh to another Macintosh. Second, select the Chooser from the Apple menu and select the AppleTalk® network. Third, type in your name. A point of reference: Connecting an MS-DOS computer to a network requires at least eight complicated steps, including disassembling your computer, messing with costly networking cards, and installing special networking software.

Library

23 An independent study confirms that it's the computer of choice.

A recent study by Diagnostic Research, Inc., an independent research firm, asked computer users and MIS managers (people who are responsible for computers in large corporations) to compare Apple Macintosh computers with MS-DOS computers running Microsoft Windows 3.0. The chart to the right shows which computer system was rated higher in each area. As you can see, Macintosh is the clear favorite.

24 It's backed by a company that's here to stay.

It started with two guys in a garage. Now Apple Computer, Inc. is a Fortune 100 company with more than five billion dollars in annual sales.

25 There's a Macintosh for everyone—and every budget. Whether you're a computer novice or a power user, you'll find a Macintosh that meets your needs—and your budget, especially with the special student pricing available from your authorized Apple campus reseller.

**26 Macintosh prices are lower than ever.** Not only are prices lower than ever, but you may also qualify for financing—which makes it even easier to get your Macintosh now.

	Windows 3.0	Macintosh
Users		
Ease of use		●
Performance as a business tool		●
Recommended for purchase		●
MIS Managers		
Overall satisfaction		●
Ease of use		●
Lowest training costs		●
Least amount of support needed		●
Managers and Users		
Overall satisfaction		●

All Macintosh programs work in the same way.

27

If you learn to drive one automobile, you basically know how to drive them all. That's because the most important functions—starting, steering, accelerating, and braking—are done in the same, consistent way in all automobiles.

Likewise, once you learn to use one Macintosh program, you've learned the basics of them all. For example, the commands you use, such as Open, Close, Copy, Paste, Save, Cut, Print, and Undo, are found in the same place— every time.

```
File
New          ⌘N
Open...       ⌘O

Close         ⌘W
Save          ⌘S
Save As...
Revert to Saved

Page Setup...
Page Preview...
Print...      ⌘P

Quit          ⌘Q
```

28 It's been imitated, but never duplicated.

Try working with an MS-DOS computer and then with a Macintosh, and you'll notice an immediate difference: The Macintosh is easier to use.

That's precisely what drove Microsoft Corporation to invent Windows 3.0 for MS-DOS computers. It was an attempt to make them easier to use, more like Macintosh computers.

But here's the catch: If you choose to use Windows on an MS-DOS computer, you'll need to install it in *addition* to MS-DOS. You'll need more power to run it. And you'll need more patience to figure out how everything works, because programs that run under Windows don't necessarily work in a consistent way.

The bottom line: Windows can't make an MS-DOS computer as easy to use as a Macintosh.

That's because the things that make a Macintosh easy to use are built in—from the microprocessor on up to the operating system. And the programs that run on the Macintosh all work in the same, consistent way.

Consistency has been part of the plan for Macintosh from the very beginning.

At Apple, we believe that true ease of use shouldn't be an afterthought—it should be designed in from the start. That's the whole idea behind Macintosh.

29 It's great for:

papers,
statistical analysis,
modeling,
getting organized,
flyers,
poetry,
resumés,
presentations,
travel reservations,
design,
games,
databases,
business plans,
invitations,
number crunching,
simulations,
love letters,
programming,
lab reports,
address lists,
logos,
banking,
birthday cards,
signs,
scheduling classes,
autobiographies,
chain letters,
personal finances,

30 Because it's **fun**

love Macintosh?

Name:
Chris Cavello

Major/area of study:
Product Design

Year:
*Master's Program,
School of Engineering*

Hometown:
New York, New York

What's your dream?

"I want to design products that add to the quality of our lives—things that celebrate how we live.

The world is becoming a more and more homogenized place, and products are becoming more and more alike. I want to find a way to create products that are mass-produced, yet look like they were created by a craftsman, not a machine."

What do you do?

"This quarter, I wrote a Macintosh program that changes the design and manufacturing process in some fundamental ways. First, it's highly interactive, which promotes greater exploration in the design phase. Second, it randomizes the manufacturing phase, allowing for variations among the finished products.

Right now, I'm using this program to create spoons—although it could be tailored to create car fenders, bicycle seats, bowls, or anything else. The program randomly chooses from different sizes, scales, and iterations of shapes that are spoonlike—and presents the designer with options. Every time the designer runs the program, it creates a totally different spoon.

This way, designers can explore possibilities that they may not have conjured up in their own minds.

The program is also capable of introducing randomness to the manufacturing process. Traditionally, when it comes to computer-aided manufacturing, designers usually have to give very precise, completely planned commands to drive metal-cutting equipment. This program lets a designer specify loose parameters for a product. Then the computer randomly generates variations within those parameters, and automatically generates the code to drive the metal-cutting machine.

The idea is that a manufacturer can make a product using advanced mass-production manufacturing techniques—but still make each item completely unique."

"...all you have to have is an idea."

What are you most proud of?

"I'm sort of an anomaly at my school. They accepted me into the graduate school of mechanical engineering—but I don't have an engineering background. I have an undergraduate degree in design.

I'd never done any programming before. The idea that I actually wrote software that helps in the design process is what I'm most proud of."

Why Macintosh?

"I've had this idea to introduce randomness, or variation, to the design and manufacturing process for a while now.

But you know, it wouldn't have gone beyond an idea if I didn't have a Macintosh. I think it's amazing that there are tools you can use to do something like this. You don't have to be a technologist or a theoretician—all you have to have is an idea.

Macintosh lets me apply my art school background in a very technical world and get very concrete results."

Software:
• THINK Pascal by Symantec, programming

• Red Ryder, public domain software, communications

• Adobe Illustrator, illustration

• Aldus PageMaker, page layout

Name:
*Gregory Kovacs, Ph.D.
Assistant Professor of
Electrical Engineering
Stanford University*

What's your dream?

"My dad's a physician. I distinctly remember, when I was in grade school, he told me that nerves were basically electrical. I wondered then why you couldn't wire those nerves to electronic devices. As it turns out, it's a very complicated, fascinating problem. In essence, my dream is to try to make direct connections from prosthetic devices to the human nervous system, and to learn a lot by doing that— along with my students."

What do you do?

"Basically, we're trying to make an interface between nerves—or what we call 'liveware'—and hardware. The purpose is to create an artificial limb that responds directly to people's thoughts. In essence, letting the human brain control an artificial hand, arm, or leg. It's not a new idea; it's just that the technology keeps getting better and better. And now it's in the realm of the possible.

The main thing we do involves silicon chips that translate between electronic signals and nerve impulses.* So far we've implanted chips in animal nerves and proved that these chips can stimulate a nerve and record signals from it—essentially, talking back and forth to the brain.

In our work, we use Macintosh computers to design chips, run experiments, visualize data, and write up our findings."

Why Macintosh?

"In 1985, I bought one of the first Macintosh computers when I was pursuing my master's degree. I wrote my whole master's report on it. Macintosh lets you be creative—and it lets you easily take advantage of the best programs: writing, drawing, and spreadsheet programs.

Since then, I've been convinced it's the best way to go. You can use it to help you in virtually everything you do as a scientist.

We design silicon chips on it. We simulate how chips perform and spot problems before we actually build them. We use it to control the scientific instruments that take measurements of the chips and nerves we test in the lab. Everything from getting the data during experiments to analyzing that data, from graphing the results to publishing our findings—it all happens on the Macintosh."

Software:
• Claris FileMaker Pro, database management

• L-Edit by Tanner Research, chip layout

• Nisus by Paragon Concepts, word processing

• Igor by WaveMetrics, Inc., data analysis and graphing

• LabVIEW 2 by National Instruments, data acquisition and instrumentation

What are you most proud of?

"I'm really proud of the people in my lab. I'm proud of everything we create that works. We continue to learn and build on our successes. We're still ten years away from being able to use chips in humans, but we're inspired by the progress we're making."
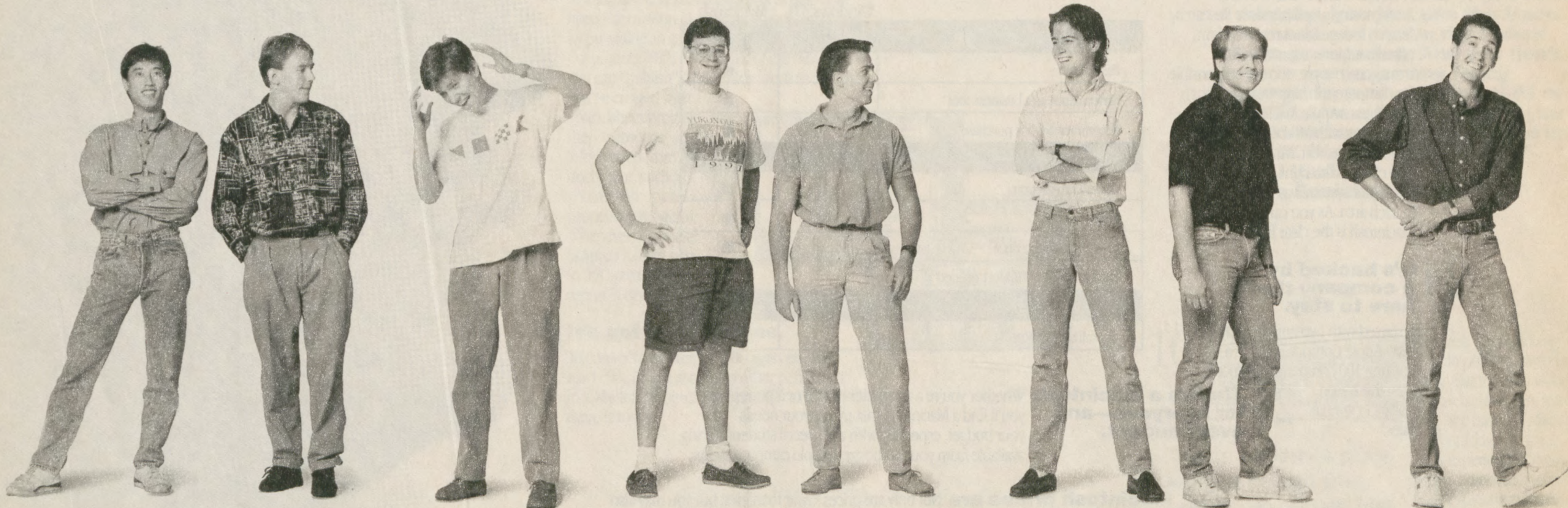
"I use my Macintosh to simulate both analog and digital circuit designs, to ensure that my chip layouts do what they're supposed to do. I also use my Macintosh to connect to the campus electronic-mail and internet services, to send findings to other people on the project."

Name:
*Mike Min
Junior
Electrical Engineering*
Hometown:
Soldotna, Alaska

"I've interfaced the Macintosh to our lab's instruments. This means we can use it to control the input signal to the chip we are testing, and record the output data. We also use it to graph and analyze the data. These results can then be pasted directly into our scientific and technical papers. The Macintosh greatly simplifies writing papers, grant applications, and other documents."

Name:
*Todd Whitehurst
Graduate Student
Electrical Engineering*
Hometown:
Nashville, Tennessee

"I'm using the Macintosh to design a set of neural-interface chips. It's ideal for this because, with a large-screen monitor, I can see most of a chip design at once."

Name:
*Tom Annau
Senior
Electrical Engineering
and Biology*
Hometown:
Baltimore, Maryland

"I'm using the Macintosh to gather data about neurological signals. Specifically, we use the Macintosh to stimulate one end of a nerve and then record the response from the other end. We will use the Macintosh computer's data-analysis capabilities to see how well the nerves have regenerated, and how well they conduct signals."

Name:
*Daniel Zucker
Graduate Student
Electrical Engineering*
Hometown:
Milwaukee, Wisconsin

"I'm involved in the biological testing and evaluation of neural interfaces in living animals. There are a series of holes in the chips we design, so nerves can grow through them. I'm trying to determine the optimal size of the holes and the placement of microelectrodes so the chips can talk to the nerve fibers. I use the Macintosh to design these chips and to record and analyze data from experiments."

Name:
*Carl Belczynski
Ph.D., Neuroscience*
Hometown:
Brighton, Michigan

"I'm working on a microactuator—on the scale of 30 microns by 500 microns—that will be used to study the electrophysiology of the corneal nerves in the eye. The probe has the ability to apply a small force (0–0.1 gram) in a controlled manner. This will let researchers correlate stimulus force with neural output—and thus gain a better understanding of how the cornea sends signals to the brain."

Name:
*Bart Kane
Graduate Student
Mechanical Engineering*
Hometown:
Arlee, Montana

"I'm working on a project to micromachine actuators. I'm working on the fabrication of electronically actuated toggling elements, which will be combined to form a miniature 'spine' manipulator that's smaller than the diameter of a human hair. Applications of this technology include electro-optical switching, HDTV, and microsurgery."

Name:
*Ron Maynard
Graduate Student
Mechanical Engineering and
Electrical Engineering*
Hometown:
Sunnyvale, California

"I'm working on a project to determine how the ear senses and encodes sound into neural signals. There are thousands of auditory nerve fibers that transmit signals to the brain. We hope eventually to 'listen in' on several hundred of them at once, to better understand their code. Once we understand how the ear encodes sound, we may be able to replicate that process— and, among other things, help deaf people hear the world around them. I'm using the Macintosh for chip design, for data analysis, and for writing papers about this project."

Name:
*Charley Della Santina
Graduate Student
Bio-Engineering*
Hometown:
Oakland, California

Four O'Clock.

Too late for lunch. Too early for dinner. The assignment is due tomorrow— perhaps it's finally time to get started. But first a short nap. 5:00. Alarm goes off; you hit the snooze alarm till 5:30. Then dinner. The usual meatloaf. 6:30. TV till 7:30. Okay, now it's time to start. Where's the assignment? What was the topic? Nixon? Nietzsche? 8:27. Topic found: Nationalism. 11:15. When does the library close? Too late, the loan desk closed at 11:00. Is there a plan? Is there hope? How will you get it all done?

🍎

The Paper.

Deep in the archives of the University of Bologna in Italy—the world's oldest university—is a stack of precious documents. Contained within them are the brilliant thoughts and theories of eleventh-century scholars.

In essence, they're papers—about history, mathematics, the sciences, life, and love.

Agonized and labored over, written and rewritten, these documents have profound historical importance. They are proof positive that The Paper has been the bane of college life, practically from the beginning of academic time.

But we've learned a lot in the nine hundred years since. Here are some of the best tips on how to get your ideas down on paper—in a polished, presentable form—and garner the great grades your ideas deserve.

how to write a paper
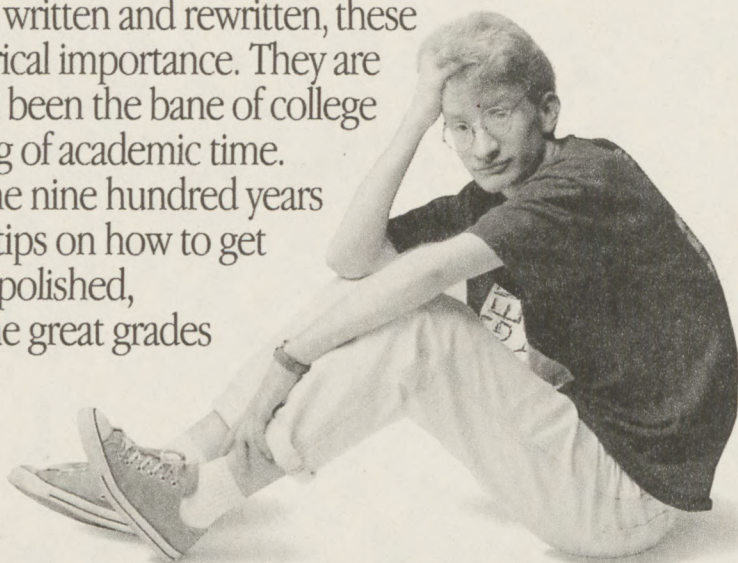
"You don't need very much to get started. All you need is a Macintosh and a word processing program. All Macintosh word processing programs are easy to use. They come with built-in spelling checkers. Most of them even let you create footnotes automatically. And they let you use a variety of fonts, so your papers get noticed."
—Graham Spencer, Sophomore

Getting Started. 1

The most important part of getting started is to get started. Experts agree: Don't procrastinate. At the very least, make sure you read over the topic assignment well in advance—even if you don't get a chance to research or write until much later. Let your mind ponder the topic while you're doing other things.

As soon as you have time, narrow the topic. Though there are endless varieties of papers, they divide into two major types: assignments where the professor chooses the topic for you, and assignments where you get to choose the topic.

In the case of the former, it's vital that you understand the question posed so you can answer it directly. Don't hesitate to go see your professor if you don't understand or need clarification.

Getting to choose your own topic poses the opposite problem: You may understand your topic, but your professor might not. Take time to find an appropriate topic.

Some advice on selecting a topic:

• Choose something that's relevant to your course— this is not a free-for-all. Pick a topic that integrates the material you've heard in lecture with what you've learned outside of class.

• Pick a topic that's "doable." That is, make sure it's not too narrow or too obscure or too broad. You should be able to address the topic in the number of pages you've been assigned.

• Select a topic you're interested in. Passion and enthusiasm are the two most important ingredients for success. They'll lead you to better papers. Pick a topic that will show what you know, what you think about, and what interests you.
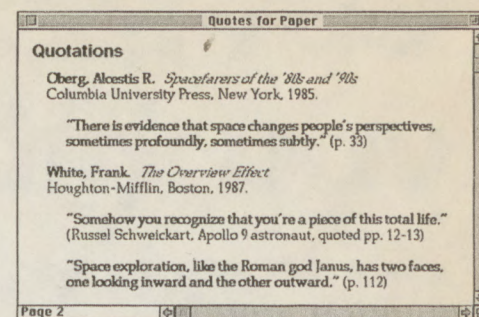
The Research. 2

Know thy subject. If you don't, research it. Like a good lawyer trying to build a case, you're trying to assemble the relevant facts, dates, sources, and quotes that will make a compelling argument.

Some advice:

• Give yourself plenty of time to discover great sources. The relevant tip here is to allow enough time to do a thorough job—as much as five or six hours for a short paper, and as much as fifty hours for a major term paper.

• Start by perusing the library. Depending on the topic, you may want to comb through books, academic journals, newspapers, magazines, transcripts of speeches, or video footage and newscasts.

• Don't stop with conventional sources, though. You may choose to interview experts on the topic, take a poll, or look in less obviously related places to find the facts. Original work often comes from doing original research.

• Be neat and stay organized. You'll want to take notes, and leave a clear "research trail" as you go. Be choosy: Take notes on the most relevant and important information. And keep all of your research in one place: your computer.

"I use my Macintosh to keep track of all the material I find about a topic. I keep quotes, facts, and opinions in a word processing document— I also include information about the source the material came from. As I'm writing, I can easily find quotes that support my arguments."

"For term papers and other complex assignments, you may want to use a program called HyperCard. It lets you create a set of electronic index cards. They work a lot like traditional 3-by-5 cards; the difference is that they stay in your Macintosh, which means you'll never lose them. You can write and draw on these cards, and even add comments in your own voice.

You can also create electronic links between cards. It's a great way to keep related ideas together. When it comes time to write your paper, you can use the Find and Search features of HyperCard to go instantly to the information you need."

3 The Outline.

An organized mind produces organized writing. To get your mind organized, outline your paper.

Contrary to what you might think, there's no one right way to outline a paper. There are actually many useful outline formats.

What's most important is that you do whatever you need to do to get your thoughts in order. Some students create very detailed outlines; others write down only the skeleton of their paper.

Whether you choose the former method, the latter, or something in between, you should break your outline into three main parts, which reflect the three main parts of a paper: the introduction (where you'll state your thesis, or opinion, about the topic), the body (where you'll explain and build a case for your argument), and the conclusion (where you'll pull everything together and summarize your argument).

Tips:

• Start by formulating your thesis—the main opinion you have, or the position you'll take, about the topic. There will be plenty of time to polish your thesis later, but you should determine the basic argument you'd like to make. What's the point of your paper? And why should anyone care?

• Then look through all the research you've done. This is the proof for your paper. See how the facts relate, and which quotes and sources help to support your argument. You may want to create a new file on your computer that contains just the quotes and facts you'll use in your final paper.

• Write an outline, being as detailed as you think will be useful. You'll want to break up the body of the paper into several subsections that deal with different aspects of the topic—each subsection can build on the one before, or can introduce a new idea that proves your thesis statement. Either way, you should decide which quotes or facts to use, and where they'll go. In your outline, include the first few lines of the quote, or the name of the source or the person who said it. That way, when you begin writing the paper, you'll know which quotes to paraphrase or place in your final paper.

"I use a word processing program to outline my papers. I rarely complete a full outline for short papers; rather I'm more interested in formulating my main arguments and determining where I'll use quotes.

Some word processing programs—for example, Microsoft Word—have outlining capabilities that make the process really easy."

"If you're up against a particularly long or complicated paper, you may want to use an outlining program. Symantec MORE, for instance, lets you create an outline, effortlessly arrange and rearrange points, and otherwise organize your thinking so you can produce the best writing possible."

4 The Thesis Statement.

Somewhere in the beginning of your paper, usually in the first paragraph, you'll want to clearly state your thesis—your particular point of view on the topic.

Writing the thesis of your paper is perhaps the most challenging part of the work. You want to be clear and concise, but also thought-provoking. Remember that the person who reads your paper is likely to be reading thirty, forty, maybe even a hundred other essays as well. To get noticed, you need to grab the reader's attention. Your thesis can help you do that.

Take the time to write and revise your thesis until it fully captures the complexity of your thoughts and ideas.

Once you're satisfied with your thesis, take a break. Put your paper aside. And reward yourself.

When you return, reread the thesis and make any necessary adjustments, before embarking on the rest of your paper.

Some questions to ask as you read your thesis statement:

• Is it clear? Will the reader understand the topic and the position you're taking?

• Is it compelling? Does it convince the reader that your paper will be interesting, worthwhile to read?

• Is it original? Does your thesis go beyond the obvious, beyond what has been said before? There's too much redundant clutter in this world. Be original.

"One of the great things about the Macintosh is how easily you can write and then revise your writing. I spend a lot of time working on the introduction of a paper, revising until I'm really happy with it. I think Macintosh encourages you to do better work because you can experiment—keep the good ideas, and throw out the bad."

The First Draft. 5

Now that you've written the thesis for your paper and have an outline for creating the rest of it, it's time to dig in and write the first draft.

The important thing here is to block out a chunk of time on your calendar to write it—at least an hour or two for each page of text you hope to produce. Allow more time if you prefer a more leisurely pace.

You'll need to concentrate. You might consider turning off the ringer on your phone and sending your roommate to the movies.

Some advice:

• Don't obsess, just write. Concentrate on getting the ideas down on paper; you can perfect the wording later. Relax.

• Connect your ideas. They should flow from one to the next. Concentrate on the argument you're making, and the words will come naturally.

• Use placeholders if you don't have the exact wording. If you can't seem to flesh out a particular part of the argument—either because you can't find the right words, or because you find you need to do more research—put in a placeholder and return later to finish it. (It's rumored that Ernest Hemingway ended each day's writing in the middle of a sentence, so he'd have a clear place to begin the next day.)

"I have a Macintosh with a color monitor. I try to write the first draft quickly. Sometimes I find the right words the first time through. Other times, I'll write a paragraph, and I won't be very happy with it. So I'll put it in a different color, say red, which reminds me to come back to it later and work on it. Sometimes I get really ambitious and use a lot of different colors: red for things I want to rework, blue for things that need more research, green for things that need more proof."

Different font styles:
You can use different font styles to add emphasis to your points: italics, **boldface,** underline, even superscript *You can easily change the style and the size of fonts, too.*

6 The Rewrite.

An important part of creating a stellar paper is spending the time to perfect it.

Rewriting is the process of editing your own work to make it better. The best writers do it with everything they write.

It's a good idea to let some time pass before rewriting a paper—a few hours, or if your deadline allows, a few days. The more distance you have from the paper, the more objective you can be.

Pointers:

• First, read through the paper to evaluate the flow of the argument. Have you made your points clearly? Are they in the right order? Are you missing any major points?

Are there any "grand leaps of logic" that need to be corrected? Are there extraneous ideas, paragraphs, or quotes that should be removed?

• Second, read for tone and style. These details give your writing flavor. Try reading it aloud to yourself or to a friend. Does the writing sound like you?

• Third, trim the fat from your writing. ~~Have you been direct? Do you make your points economically? Are there words you can eliminate?~~ Have the courage to cut.

• Last, look at your references. Are they appropriate? Do they help prove your point? If so, make sure you've cited them accurately.

"The Macintosh makes revising my work easy. Say, for instance, I decide that a paragraph belongs somewhere else in my paper. All I have to do is cut it and then paste it where it belongs. Macintosh lets me focus on getting my ideas down on paper, rather than on how to get them down on paper."
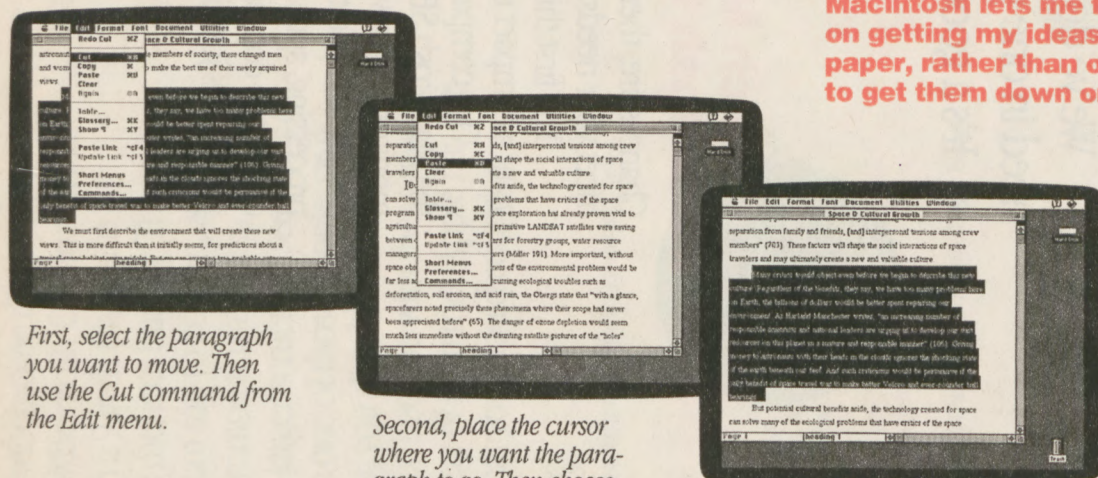
First, select the paragraph you want to move. Then use the Cut command from the Edit menu.

Second, place the cursor where you want the paragraph to go. Then choose the Paste command.

Voilà! You've moved your paragraph.

7 The Final Pass.

Set aside some time to proofread your paper. This is best done when you're alert—and calm. Avoid doing it on the way to turning in your paper. Sit at a desk, red pen in hand, and read carefully.

Misspellings, faulty grammar, and factual errors are distracting at best—and at worst, may significantly lower your grade. Be diligent. Correct them all.

A computer can greatly speed up the process by catching misspellings and even grammatical errors. Some word processing programs come with a thesaurus that will suggest just the word you probably meant to use.

Check Spelling...

Once you've proofed your paper, all you have to do is print it. Which, on a Macintosh, is quite straightforward—just use the Print command. It's in plain English, so you can't miss it. (For more advice on printing, see page 14.)

Some things to look for:

• Factual errors. Make sure you've spelled the names of all major works, people, sources, and so forth correctly. Make sure your dates and other historical information are correct.

• Misspelled words.

• Misused homonyms. For example, have you used "it's" when you should have used "its"? Have you used "there" when you should have used "their"?

• Double words. When people type, they often repeat words accidentally.

• Missing words. When your mind works faster than you can type, it's easy to leave out words. Read carefully to make sure you haven't. Reading out loud helps a lot.

• Other grammatical errors. (If you'd like to brush up on your grammar, you might want to read some of the books listed at the top of this page.)

Automatic footnotes:
You can easily create footnotes for your paper, and the Macintosh automatically keeps track of where they go in the text. Move a sentence that is associated with a footnote, and the footnote moves, too— if you move the sentence to a new page, the footnote follows, and the Macintosh remembers your footnotes automatically.

Space Travel and Cultural Growth

The space program that once rode a wave of national pride and support now needs concrete justification. Increasing environmental awareness and decreasing government funds have led many people to question the need for human presence in space, or more specifically, the need to support such presence with approximately 0.3% of our gross national product (Lewis and Lewis 119). The traditional response to such criticisms is to cite the various "spin-off" technologies created from the space industry, such as Velcro and very round ball bearings. But this seems unfulfilling at best; as columnist George Will noted, "we have justified space exploration in a very banal way; we have sold it on the basis that it produced nonstick frying pans" (quoted in White xviii). And in fact, more visionary supporters have begun to hail the space program for its *cultural* as well as its technological merits[1]. Yet as visionaries, these supporters tend to analyze the space program in its adulthood, skipping over the current stage of infancy; they discuss galactic society and extraterrestrial interaction. Thus, there is a relative vacuum of discussion dealing with the cultural benefits of space travel in the near future.

Yet these cultural benefits can be substantial. As space explorers shed the physical weight of flesh and bone, so may they shed the social weight of provincialism and cultural centrism. But while they must eventually resume the mantle of gravity, many will have permanently discarded their social biases. Upon their return to Earth, it is probable that elite spacefar share new ideologies stressing global values. An precisely becau

[1] This is not to say that space technology is useless the contra eveloped originally for the space program have enhanced fields o ly rang to materials research.

Writing is hard work. There's no question about it. But if you follow the tips on this page—and use a Macintosh—you can make the process of writing manageable, and even enjoyable.

And who knows? Maybe nine hundred years from now, deep in an archive, students will come across one of your papers. And maybe they'll find, in reading it, how different your ideas are from theirs. But maybe they'll also find that students writing papers, even when separated by centuries, have quite a lot in common.

how to choose a Macintosh

A computer is a substantial investment. Choosing the right one is a complicated task.

That's because it's a decision that's made up of many, many smaller decisions: Should you get 2, 4, or 8 megabytes of memory? Should you get a color monitor or monochrome? Should you get a 40-megabyte hard disk, or will you need a larger one? All are important questions and are sometimes tough to answer.

To make intelligent choices, you'll need to determine what you really need— and then get the facts about all the options you have.

We've done a lot of the hard work for you by putting most of the information you need in one place: this page.

It's a good place to start, so let's begin.

1 "How will I use my computer?"

What do you do?

☐ Writing: Papers, lab reports, problem sets, proposals

☐ Basic spreadsheets
If you expect to use a computer for these things, and not much more, you'll want to look at the Macintosh Classic and Macintosh SE/30—they're our most affordable Macintosh computers and are exceptionally good choices for these tasks.

☐ Accounting, business, or analytical assignments that require using advanced spreadsheets

☐ Design or architecture projects: logos, flyers, newsletters, floor plans, site plans, three-dimensional models, product drawings, exploded views

☐ Engineering or scientific work that involves data visualization
If you checked any of the three boxes in this category, you should look at our modular computers, which offer higher performance and greater flexibility than the compact models. You're probably going to want a color monitor—or even a full-page or two-page monitor—if your work is very complex.

☐ Statistical and spreadsheet analysis, including analyzing data stored on a mainframe or gathered from laboratory instruments
If you're going to be doing the kind of work that involves processing a lot of numbers, you'll want a computer that offers a math coprocessor, which will greatly speed up your work. Take a look at the Macintosh SE/30, IIsi, IIci, and IIfx.

☐ Presentations: overheads, slides, or multimedia presentations that include sound, voice annotation, or video
If you'd like to view your work in color, then you'll want a color monitor. If you plan to do video animation or multimedia work, you'll want to look at our higher-performance, modular Macintosh computers: the Macintosh LC, IIsi, IIci, and IIfx.

☐ Simulations: chemical modeling, advanced animation, three-dimensional modeling
If you're going to be doing extremely complex, advanced work in any of these areas, you may want to consider our higher-performance computers: the Macintosh IIsi, IIci, and IIfx.

What's your major?

☐ Humanities ☐ Business ☐ Engineering
☐ Law ☐ Sciences ☐ Design and architecture

It's hard to generalize, but we will. If you're in the humanities or law and spend much of your time writing, you'll find that a compact Macintosh computer probably meets most of your needs. If you're a business, science, engineering, design, or architecture student, a compact computer may also suit your needs— but you should probably also consider a higher-performance modular computer, especially if you do a lot of statistical analysis, visualization, or graphics work.

What do you think you might be doing next year? How about the year after?

A broad question, but an important one. If you think your needs might grow over the next few years, you may want to look at our modular computers—the Macintosh LC, IIsi, IIci, and IIfx—because they offer you the largest number of options for monitors, memory, storage, and expandability. And they can grow as you grow.

About how much money do you have to spend on a computer?

☐ Less than $1,500
Consider the Macintosh Classic.

☐ $1,500–$3,500
Consider the Macintosh SE/30, LC, and IIsi.

☐ $3,500–$6,000
Consider the Macintosh IIsi, IIci, and IIfx.

☐ $6,000 or more
Consider the Macintosh IIfx.
Prices will vary depending on the computer configuration you choose.

Do you think you might want help in financing your computer?

☐ Yes ☐ No

2 "Which Macintosh is the right Macintosh for me?"

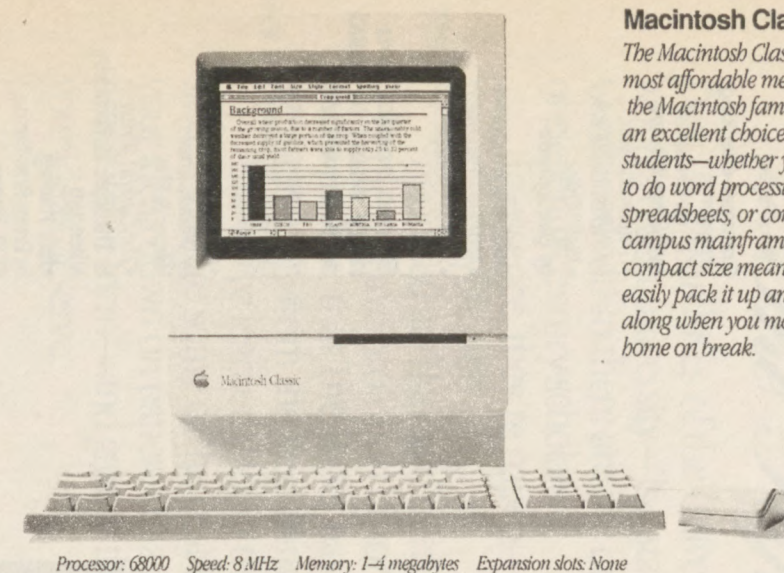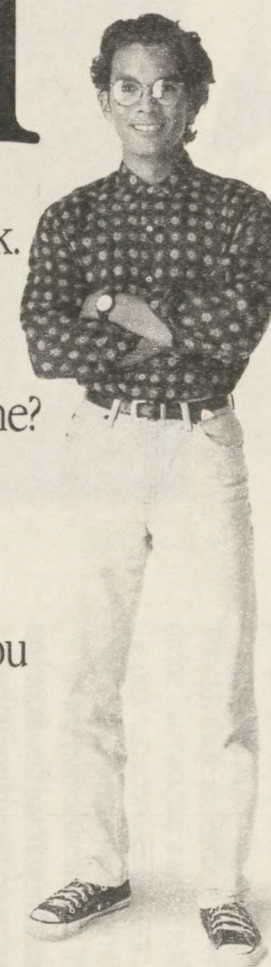Chances are, there's more than one Macintosh that will meet your needs.

The first thing you should think about is whether you want a compact model or a modular model.

Our compact computers—the Macintosh Classic and the Macintosh SE/30—are smaller and have a built-in monitor. If you want the classic "all-in-one" Macintosh design, and you think you'll be doing primarily basic word processing, spreadsheets, page layout, and graphics, then one of the compact Macintosh computers will probably suit your needs just fine.

Our modular computers—the Macintosh LC, IIsi, IIci, and IIfx—give you more features now, and more flexibility to adapt your computer in the years to come. If you think your needs will change a lot over the next several years, then you'll want to choose a modular Macintosh computer.

Take a minute now to glance over the Macintosh computers pictured on the right. Read the descriptions, always keeping in mind how you plan to use your Macintosh.

There's no rush to pick a specific model. But it's a good idea to start thinking about whether you want to buy a compact model or a modular model. Doing that will make thinking about the rest of the choices on this page easier.
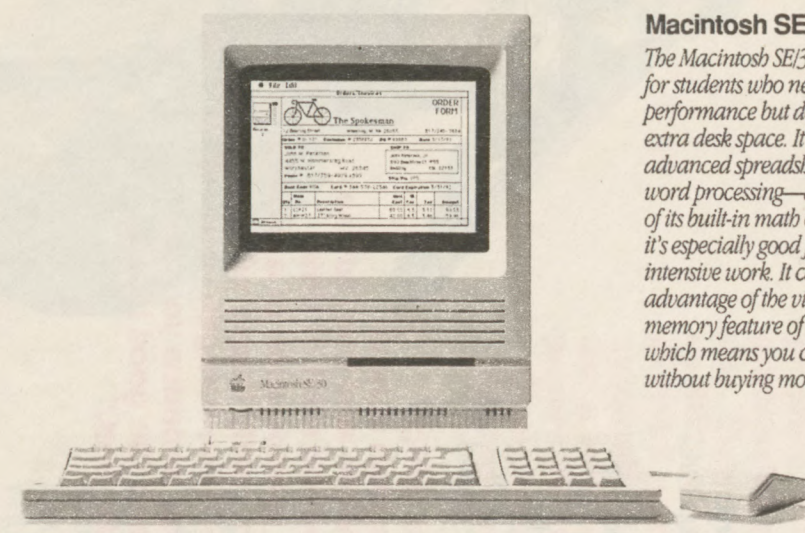
3 "What type of monitor do I need?"

A monitor lets you see what you're working on. There are two major decisions to make about monitors: *whether you want color or monochrome (black and*

Macintosh 12-inch RGB Display
This is our most affordable color monitor. It can display up to 16.7 million colors simultaneously.

4 "How much memory do I need?"

A computer needs working space—a place to hold information while it works. This space is called random-access memory (RAM), or memory for short.

Memory is measured in *megabytes*. To explain a complex topic in 30 words or less: The more memory your computer has, the more applications you can run at the same time, and the more infor-

What is a megabyte?

If you're going to be using your

Macintosh Classic
The Macintosh Classic is the most affordable member of the Macintosh family, and it's an excellent choice for college students—whether you want to do word processing, create spreadsheets, or connect to the campus mainframe. Its small, compact size means you can easily pack it up and take it along when you move or go home on break.

Processor: 68000   Speed: 8 MHz   Memory: 1–4 megabytes   Expansion slots: None

What's the difference between a Macintosh Classic and a Macintosh SE/30?
- *The Macintosh SE/30 can run applications up to two times faster than the Macintosh Classic.*
- *The SE/30 uses the more powerful 68030 processor and has a built-in math coprocessor, for higher performance.*
- *The SE/30 lets you add an expansion card to expand its capabilities.*
- *The SE/30 can be expanded to have up to 8 megabytes of memory.*
- *The SE/30 can run A/UX,® Apple's version of the UNIX® operating system.*
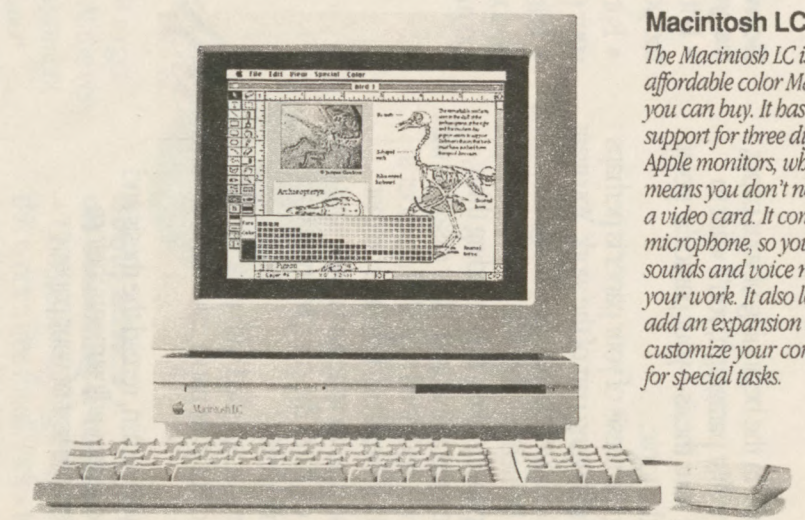
Macintosh SE/30
The Macintosh SE/30 is ideal for students who need extra performance but don't have extra desk space. It's great for advanced spreadsheets and word processing—and because of its built-in math coprocessor, it's especially good for number-intensive work. It can also take advantage of the virtual memory feature of System 7, which means you can do more without buying more memory.

Processor: 68030/68882 (math coprocessor)   Speed: 16 MHz   Memory: 1–8 megabytes   Expansion slots: One

What's the difference between a Macintosh SE/30 and a Macintosh LC?
- *The Macintosh SE/30 is an integrated system (it has a built-in monitor); the Macintosh LC is modular. With an LC, you can select the kind of monitor you want.*
- *The LC lets you use a color monitor, and has video support built in.*
- *The LC uses a 68020 processor; the SE/30 uses a 68030. For most applications, however, performance is comparable.*

▲ Compact
▼ Modular

Macintosh LC
The Macintosh LC is the most affordable color Macintosh you can buy. It has built-in support for three different Apple monitors, which means you don't need to buy a video card. It comes with a microphone, so you can add sounds and voice notes to your work. It also lets you add an expansion card, to customize your computer for special tasks.

Processor: 68020   Speed: 16 MHz   Memory: 2–10 megabytes   Expansion slots: One

What's the difference between a Macintosh LC and a Macintosh IIsi?
- *The Macintosh IIsi runs most applications 50 percent faster than the Macintosh LC.*
- *The IIsi can hold more memory and can run the A/UX operating system.*
- *The IIsi can take advantage of the virtual memory capabilities of System 7.*

or more

are two major decisions to make about monitors: *whether you want color or monochrome (black and white)*, and what size screen you want.

Both decisions depend on what you'll be using your computer to do.

If you plan to do primarily word processing and simple graphics, a small, monochrome display can meet your needs. Both the Macintosh Classic and the Macintosh SE/30 come with a 9-inch (measured diagonally) black-and-white monitor built in. The screen measures about 5 inches from top to bottom, and lets you see the width of the common term paper.

Some people prefer a larger screen, to see more of their work at once. If you're one of those people, or if you want to work with color, you should look at a Macintosh LC, IIsi, IIci, or IIfx, because with these models you can choose from a variety of monitors. Apple has five monitors, pictured at left, that you should consider.

AppleColor™ High-Resolution RGB Monitor
This 13-inch color monitor sets the standard in color graphics and gives you more screen area for viewing your work than our 12-inch RGB monitor.

▲ Color
▼ Black and White

Apple Macintosh Portrait Display
This high-resolution monochrome monitor lets you see a full page of your work at once.

Apple Two-Page Monochrome Monitor
The largest monitor we make—it lets you display two full pages of your work.
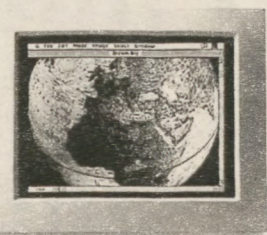
Macintosh 12-inch Monochrome Display
This black-and-white display offers sharp text and graphics. It's our most affordable monitor.

Five reasons to get a color monitor:

• Color helps you when you're working with charts and graphs. Color-coding the information makes it more understandable.

• Design, engineering, and architectural work often involves color. Being able to visualize something in color can be useful—even vital—for certain projects.

• Using color can help you when you write. For instance, you can color-code words, phrases, or paragraphs to indicate that you want to rewrite them. When you're glancing through your paper on the screen, you can go immediately to those sections that need further work.

• If you think you'll eventually print your work in color—overheads and slides are two good examples—having color lets you preview the results and fine-tune your work.

• You'll just love it. (Besides, who wants to play Tetris or Chuck Yeager's Advanced Flight Trainer in black and white?)

6 "What do I need to make my Macintosh work with MS-DOS computers?"

The Macintosh is one of the most compatible computers you can buy—for college and beyond.

Its SuperDrive floppy disk drive lets you work with files created by your friends and professors who use MS-DOS computers.

And if you want to do more than just work with MS-DOS files, you can actually get your Macintosh to act as though it's an MS-DOS computer. Using SoftPC by Insignia Solutions, you can run MS-DOS programs on your Macintosh, and you can even copy and paste information between MS-DOS programs and Macintosh programs.

So you can take full advantage of the best of both worlds: Macintosh and MS-DOS.

How a Macintosh works with MS-DOS files and applications

Reading MS-DOS disks.
Every Macintosh comes with a SuperDrive floppy disk drive, which can read from and write to Macintosh, MS-DOS, OS/2, and Apple II disks. In short, it lets you work with disks that other people use in their computers.

Working with MS-DOS files.
Some Macintosh applications can read MS-DOS files directly and work with the information in them. The list below gives a few examples of Macintosh programs that work with files created in popular MS-DOS programs.

Type of program	Files created with these MS-DOS programs...	can be read directly by these Macintosh programs.
Spreadsheet	Lotus 1-2-3	Lotus 1-2-3 for Macintosh, Microsoft Excel, Informix Wingz
Word processor	WordPerfect	WordPerfect 2.0, Claris MacWrite II, Microsoft Word 4.0
Database	dBASE IV	dBASE Runtime Plus

Translating MS-DOS files.
If you want to use a Macintosh program that doesn't have built-in file translation capabilities, you can use software such as MacLinkPlus from DataViz to translate MS-DOS files into files that can be used by Macintosh programs.

Running MS-DOS applications.
SoftPC from Insignia Solutions turns your Macintosh into an MS-DOS computer—temporarily—by letting you run MS-DOS programs on your Macintosh.

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memory your computer has, the more applications you can run at the same time, and the more information your computer can deal with at once. That is, the more memory, the more you can do with your Macintosh computer.

What is a megabyte?
Gasoline is measured in gallons. Computer memory and disk storage are measured in bytes. A byte is the amount of information your computer uses to represent one number, symbol, or letter of the alphabet.
A megabyte is 1,048,576 bytes—about the amount needed to store all the words that appear in this newspaper. The more megabytes of memory your computer has, the more information it can work with at once. And the more megabytes of hard disk storage space your computer has, the more information—software applications and data files—you can store on it.

2 megabytes
All Macintosh computers come with at least 2 megabytes of memory—usually quite enough for most people's needs. With this amount of memory, you'll be able to run most Macintosh word processing, spreadsheet, and basic drawing and painting programs.

4 or 5 megabytes
If you think you'll be using complex programs frequently—or if you plan to use more than two or three programs at the same time—you might consider equipping your Macintosh with 4 or 5 megabytes of memory.

Note: You may need less memory if you buy a Macintosh SE/30, IIsi, IIci, or IIfx. These computers come with a Motorola 68030 processor, which allows you to use the virtual memory feature of System 7 (the operating system software included with every Macintosh). Virtual memory lets you use hard disk space as RAM, by swapping information very quickly between the computer's memory and its hard disk.

8 megabytes or...
If you're going to be using your Macintosh for sophisticated simulations, engineering and scientific work, modeling, statistical analysis, or any projects that involve color images, animation, or complex graphics, you might want 8 megabytes of memory or more.

5 "How much storage do I need?"

Storage on a computer is similar to a file cabinet in your dorm room; it's where you keep all your work (and often your junk). How much storage you need depends on how much stuff you want to store.

Typically, on the hard disk drive inside your Macintosh, you'll store the computer's operating system (the core programs that control the internal workings of the computer), fonts, software applications, and the documents you create.

Some rules of thumb: Word processing documents, even lengthy papers, take up the least amount of space. Graphics and spreadsheet files take up more space. Paint files (such as scanned images) and sound files take up the greatest amount of space.

So what's the bottom line on storage? Get as much as you can; it's a luxury worth having.

40 MB
If you plan to use your Macintosh mainly to write papers and create basic spreadsheets and graphics, a 40-megabyte hard disk should suffice. You can store the equivalent of about 10,000 typewritten pages of work.

80 MB
If you plan to do a lot of drawings, graphics, or illustrations that will result in large files—or plan to work with a lot of different applications that will take up space—you may want an 80-megabyte hard disk. It'll let you store twice as much as a 40-megabyte hard disk.

160 MB
If you're going to be doing detailed technical drawings, performing complex simulations that involve a lot of data, working with color images—or even laying out a weekly magazine—then you might consider getting a 160-megabyte hard disk. On it, you can store all of your applications, countless files, an extensive font library, and enough games to keep your hand-eye coordination tuned well into the next century.

7 "Where do I go to get the best deal?"

Just by being a college student, you're entitled to special student pricing on a Macintosh computer and other Apple products.

To take advantage of these special student prices, all you have to do is to purchase your computer from an authorized Apple campus reseller.
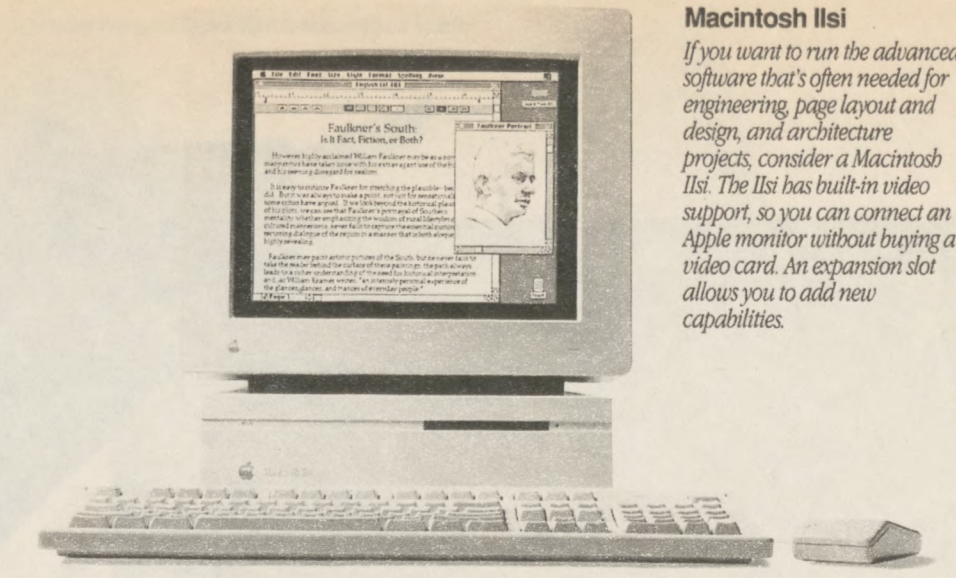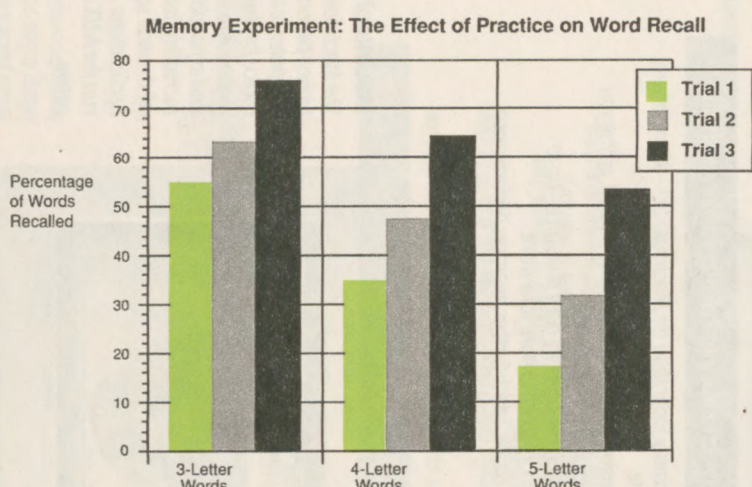
Visit yours. It's probably located in your bookstore or campus computer center, or right off campus.

The people there will let you get your hands on a Macintosh and try it for yourself. They can also recommend other things you might want to buy along with your Macintosh: an Apple StyleWriter® printer or Personal LaserWriter® printer, a scanner, a CD-ROM drive, or an external hard disk drive, to name a few.

And for a limited time only, you can save even more on an Apple computer when you buy it with an Apple printer. (See page 16 for details.)

The people at your reseller's location may even be able to help you apply for a loan to finance your purchase.

They can also answer any other questions you might have—and, of course, help you choose the right Macintosh for you.

Macintosh IIsi
If you want to run the advanced software that's often needed for engineering, page layout and design, and architecture projects, consider a Macintosh IIsi. The IIsi has built-in video support, so you can connect an Apple monitor without buying a video card. An expansion slot allows you to add new capabilities.

Processor: 68030 (optional 68882 math coprocessor) Speed: 20 MHz Memory: 2–17 megabytes Expansion slots: One

What's the difference between a Macintosh IIsi and a Macintosh IIci?
• The Macintosh IIci runs applications 37 percent faster, on average, than a Macintosh IIsi.
• The IIci includes a built-in math coprocessor and can accommodate a cache card, for faster performance.
• The IIci has three NuBus™ expansion slots that let you expand its capabilities.

Macintosh IIci
The Macintosh IIci provides you with high performance, built-in color video support, and expandability while taking up very little desk space. Its advanced microprocessors give it exceptional performance, which is useful for engineering, architecture, science, business, and design majors who are involved in complex work. The IIci can also run Apple's A/UX operating system.

Processor: 68030/68882 (math coprocessor) Speed: 25 MHz Memory: 4–32 megabytes Expansion slots: Three

What's the difference between a Macintosh IIci and a Macintosh IIfx?
• The Macintosh IIfx is significantly faster than the Macintosh IIci—40 megahertz compared with 25 megahertz.
• The IIfx has six NuBus expansion slots (three more than the IIci), giving you virtually unlimited ways to expand its capabilities.
• The IIfx can accommodate a higher-capacity hard disk drive—up to 160 megabytes—giving you more space to store your work.
• The IIfx has a built-in SRAM cache, which further improves performance.

Macintosh IIfx
The Macintosh IIfx, our highest-performance computer, is the perfect choice for students who require maximum power and expandability. It's incredibly fast and can run all the most sophisticated applications. It can also run the A/UX operating system.

Processor: 68030/68882 (math coprocessor) Speed: 40 MHz Memory: 4–32 megabytes Expansion slots: Six
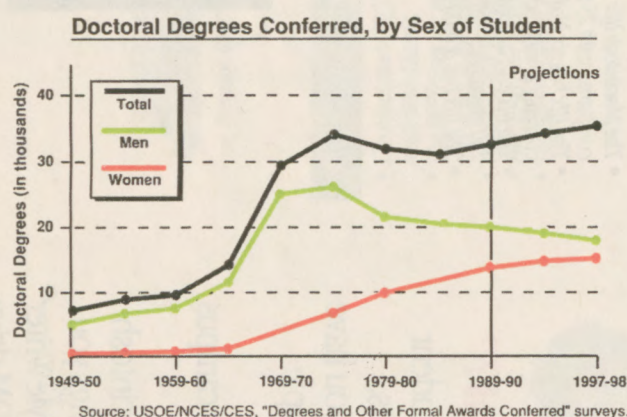
Bar charts >
Bar charts are particularly good for comparing quantities. To create a useful chart, put units (percentage of words recalled) along the y-axis (vertical). On the x-axis (horizontal), show the entities you're comparing (3-letter words, 4-letter words, and 5-letter words).
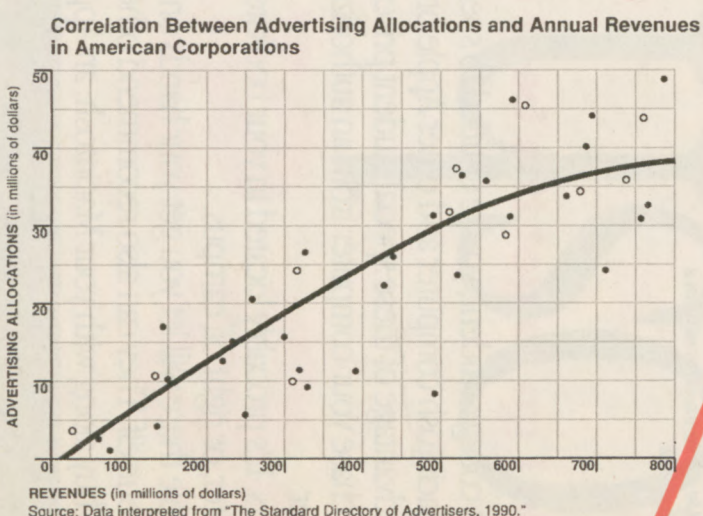
Memory Experiment: The Effect of Practice on Word Recall

- Trial 1
- Trial 2
- Trial 3

Percentage of Words Recalled

3-Letter Words | 4-Letter Words | 5-Letter Words

Time-series charts >
They're used to show trends. The units you're comparing go on the y-axis, and the time (minutes, hours, days) goes on the x-axis.

Doctoral Degrees Conferred, by Sex of Student

Projections

Total
Men
Women

Doctoral Degrees (in thousands)

1949-50 1959-60 1969-70 1979-80 1989-90 1997-98

Source: USOE/NCES/CES, "Degrees and Other Formal Awards Conferred" surveys.

Scatter plots >
These are used to graph many data points so you can see relationships among them. Scatter plots can be used to show correlation between two factors. In general, dependent variables go on the y-axis and independent variables go on the x-axis.

Correlation Between Advertising Allocations and Annual Revenues in American Corporations

ADVERTISING ALLOCATIONS (in millions of dollars)

REVENUES (in millions of dollars)
Source: Data interpreted from "The Standard Directory of Advertisers, 1990."

Illustrations >
If you're explaining something that few people have seen before, you may want to illustrate your point.

Archaeopteryx Skull Reconstruction
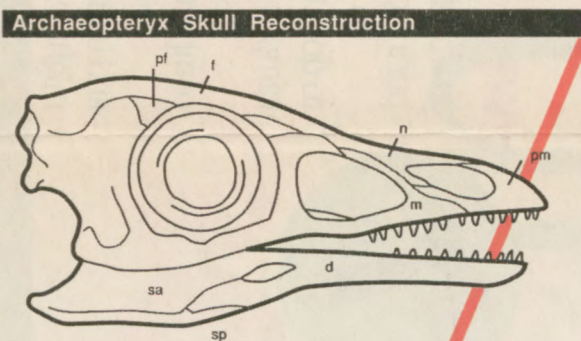
Pie charts >
Pie charts are used to compare quantities. They're best used when the "slices" are substantially different; that is, when the things you're comparing represent markedly different quantities. If there are too many slices, you're probably trying to compare too many things.

Foreign Languages Elected by Freshman Student Body

9% Japanese
4% Latin
10% German
14% Italian
40% Spanish
23% French
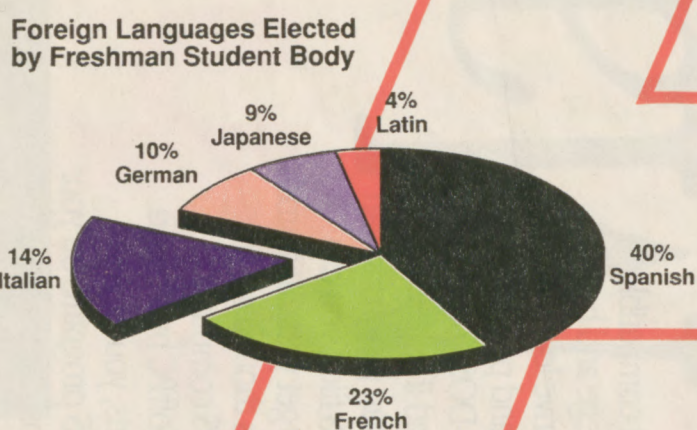
Summary diagrams >
Summary diagrams help to give the reader a visual model of the information being discussed. They summarize a concept, idea, or fact in a way that makes your writing more memorable or clear.

United States
Europe
Japan

Merging International Economic Interests in 1992
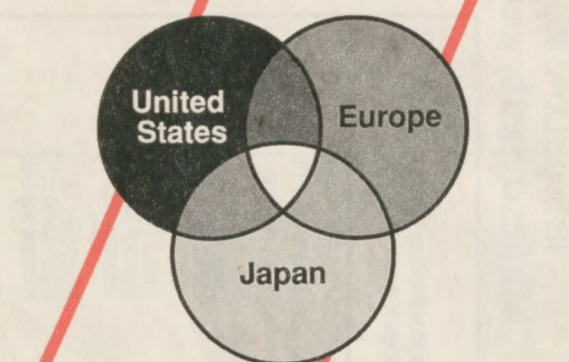
Flow charts >
These charts can help you explain a process, for example, the different steps involved in conducting a lab experiment. You can give the reader a model for the entire experiment, in a succinct way that words alone couldn't describe.

Procedural Outline for Reinforcement Experiment

1/2 of Passing/Failing Subjects
Administer Reinforcement

Test 300 Subjects
3/12/91
Score Test
Remaining 1/2
Falling Subjects
Test Group A
Control Group
None
Positive
Retest
8/22/91
Analyze Results
12/17/91
Passing Subjects
Test Group B
Negative
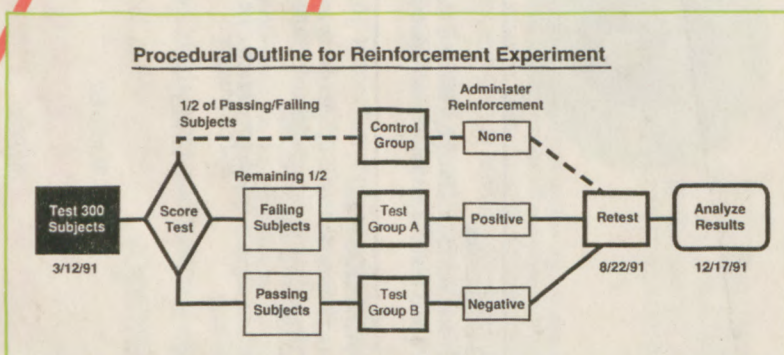
Some things can't be said with words alone.

Sometimes you need more to make your point.

Charts and graphs can help to illustrate an idea, show trends, and otherwise make sense of a disorderly world.

Nice, you say. But you're probably thinking that creating them would be complicated.

Not really.

There are many easy-to-use programs that can help. On this page, you can see some of the kinds of charts you can produce using those programs and a Macintosh. There are three basic types of programs you can use:

Spreadsheet programs.
Almost all Macintosh spreadsheet programs—including Informix Wingz, Microsoft Excel, and Lotus 1-2-3 for Macintosh—offer charting capabilities. These programs are particularly good at turning financial, scientific, or engineering data into bar charts, pie charts, or trend charts. All you have to do is choose what kind of chart you want, and the Macintosh will create it automatically. You can even use these programs to create three-dimensional charts.

Charting programs.
These programs—such as CA-Cricket Graph and DeltaGraph—were written specifically for creating charts. In general, they can create an even wider variety of chart types than spreadsheet programs can. Both CA-Cricket Graph and DeltaGraph are especially good for scientific and engineering graphs and charts.

Drawing and painting programs.
These programs are designed for drawing illustrations or diagrams that are unique to your work and don't involve preexisting formats or styles. Claris MacPaint, Claris MacDraw, Aldus FreeHand, and Adobe Illustrator are some programs you might consider.

Some advice on how to create charts.

■ **Figure out what you're trying to say.** Each chart or graphic should have a clear purpose—and only one purpose. Are you trying to compare two things? Show a trend? Summarize a concept? Show a correlation?

■ **Choose the right chart.** After you determine what you want a chart to convey, all you have to do is choose the right type of chart. Some of the basic types are shown at left.

■ **Keep it simple.** When creating a chart, try to limit the number of fonts you use to two or three. Avoid using many different patterns for bars and adding extra lines or decoration. Focus on the data, not on decorating.

■ **Give the chart a meaningful title.** By labeling the chart, you can tell the reader what it's about. If the chart is complex, you may want to provide a main title for the chart, and below it add a subtitle that explains more. If it would help, you may also want to write a short caption to tell the reader even more.

■ **Cite your source.** Often readers will want to know where you got your data. In small type—6 points or so—cite where the data came from.

■ **Place your chart in a logical place in your document.** Once you've completed a chart or graphic, it's a simple matter to place it into your paper. All you have to do is copy it from the program you used to create it, and paste it into your paper.

Place your chart in a logical place in the paper. If the chart contains material that needs to be understood before the reader gets to a particular passage in your text, then place it before that text. If you want the reader to look at your chart while reading a particular passage, then place it in the middle of that passage. If your chart is supposed to summarize what's been covered, place it at the end of the passage.

Macintosh lets you choose from a wide variety of fonts and type sizes.

A Helvetica
A Palatino
A ITC Bookman
A Futura Heavy
A Times
A New Century Schoolbook
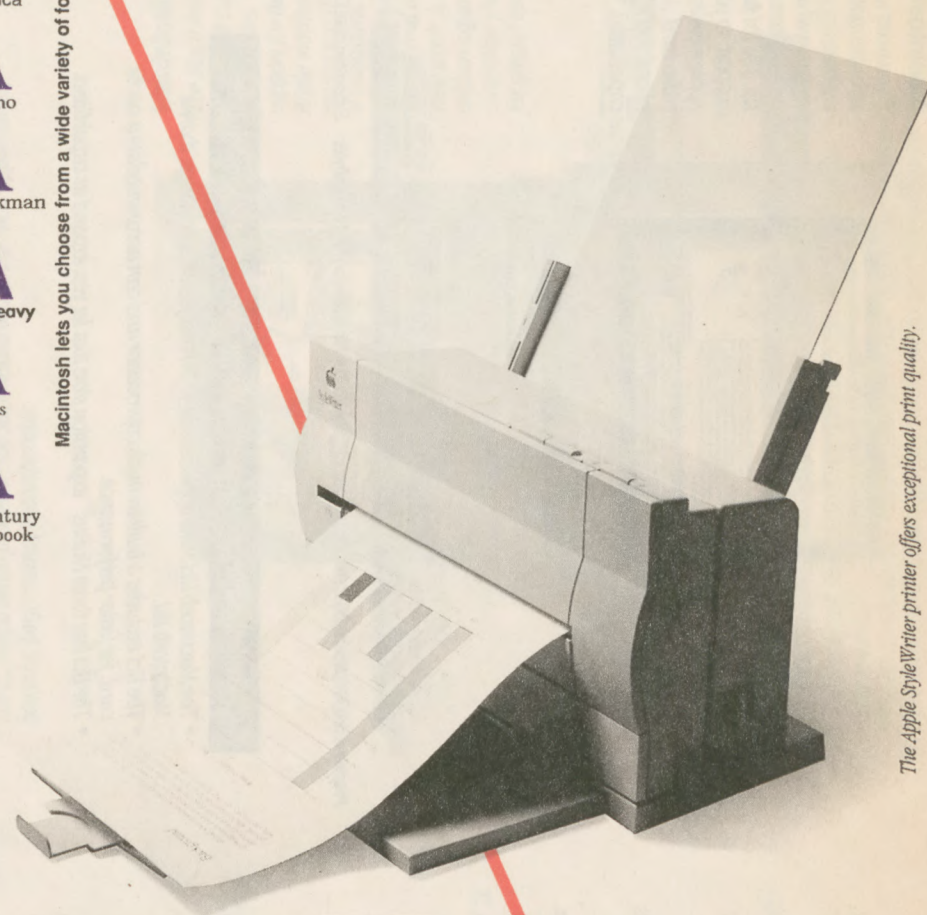
The Apple StyleWriter printer offers exceptional print quality.

Let's say you've been working on an assignment—perhaps a paper on the meaning of life, a problem set on the theory of relativity, a plan for your next great invention. You've spent days, weeks, maybe even months working on it.

It is—quite obviously—something you care a lot about. And you want it to look good.

Here's how a Macintosh computer can help.

When you use a Macintosh, you're in complete control of how your work looks. You can easily change fonts, create graphics and charts, and move text around on the page.

And unlike the work you do on most other computers, what you create on the screen of a Macintosh is precisely what you'll see when you print. That's a huge advantage when you're trying to create something that makes sense—and looks good.

Preparing your document: fonts, type sizes, and margins.
Goal number one: Make your document legible and logical, starting with the fonts you choose. Thousands of fonts are available for the Macintosh. Here's some advice on how to use them to your best advantage:

■ In most cases, you'll want to use a serif font—Times, Palatino, ITC Bookman, New Century Schoolbook, and so forth. (Serifs are the additional flourishes at the ends of letters.) These fonts are especially easy to read. The paragraph you're reading now is printed in a serif font: Times.

■ To give your paper a visual "voice" that adds emphasis and clarity to your work, you can use a sans serif ("without serifs") font for titles, subtitles, and captions. **For example, you might use Helvetica, a sans serif font, as we've done here.**

■ In general, you'll want to limit the number of fonts you use in a paper to two or three. Using more than that is likely to make your paper look like a hodgepodge instead of a cohesive whole.

■ To make your paper easy to read, use 12-point type. If you have more text than you have space, you might consider using 10-point type; doing that will let you fit more words on each page. You probably won't want to use a smaller point size than that, however. Titles can be printed in 18-point type, or larger. And subtitles can be printed in 14-point type, probably using a different font.

■ Use appropriate margins. Allow at least a one-inch margin on the left and right—and a little less than that for the top and bottom.

The Print command.
Let's talk for a moment about what to do once you've formatted your work the way you like it. Here's how to print it.
Macintosh makes printing easy. All you need to do is choose the Print command from the File menu. You can't miss it—

it's in plain English. And because all Macintosh programs work in the same way (unlike programs for other computers), you don't have to memorize confusing print commands when you switch between software programs.

Just concentrate on doing your work the way you want to do it; Macintosh takes care of the rest.

Where to print your work.
You have a lot of options for where you can print your work. Here are three:

■ **Your school's library, computer center, or computer cluster.** Many colleges have places where students can do their work on a Macintosh. Check your library, your computer cluster, even your dorm. Some colleges let students print documents free of charge; most offer printing for a fee, usually between $.20 and $1.00 a page.

■ **Your local copy store.** Many copy stores—such as Kinko's, Copymat, Krishna Copy, and Zebra Copy, to name just a few—offer laser printing at reasonable rates. Look in your phone book under "Desktop Publishing," "Photocopying," or "Copying" to find the closest copy store.

■ **A friend's printer.** Not necessarily the best way to keep friends, but a good option if you have only an occasional paper or assignment to print.

Or get your own Apple printer.
In an ideal world, of course, you'd have your own printer, and you wouldn't have to count on the library or the copy store to be open. After all, late-night printing seems to be the rule, not the exception, in college.

Apple has a full line of printers you can choose from. Three of them are particularly well suited to students: the Apple StyleWriter (shown above), the Personal LaserWriter LS, and the Personal LaserWriter NT. They all offer exceptional printed results—at very affordable prices.
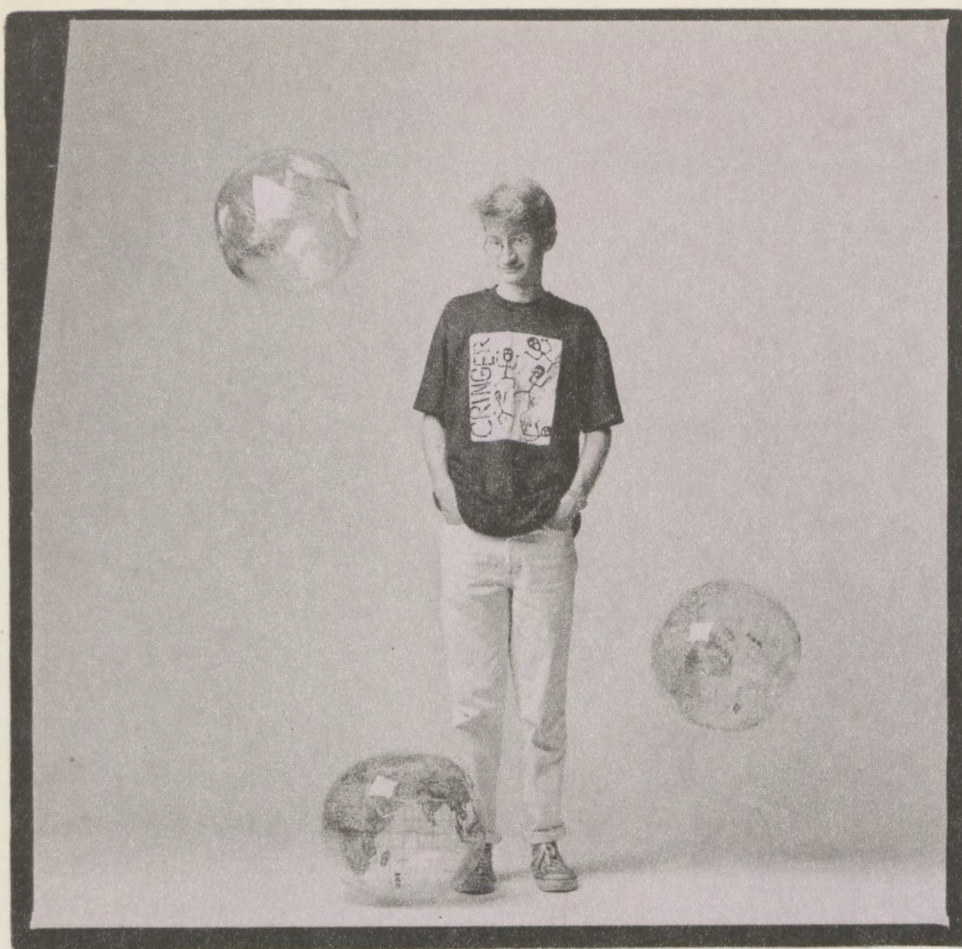
Name:
Graham Spencer

Major/area of study:
Computer Science

Year:
Sophomore

Hometown:
Columbia, South Carolina

Software:
•*Microsoft Word, writing*
•*Aldus PageMaker, page layout*
•*Adobe Illustrator, illustration*
•*Adobe Photoshop, photo manipulation*
•*Mathematica by Wolfram Research, math assignments*
•*Microsoft Excel, spreadsheet analysis*

What's your dream?
"To be part of a strong global program of space expansion."

What do you do?
"For my Freshman English class last year, our final assignment was to write a term paper about a topic that interested us.

When I was young, I was very interested in the fiction half of science fiction. As I've grown older, that interest has shifted to the science part; space science has become very important to me.

I think our space program is too often overlooked. Today's political agendas are focused on the environment, the economy, and social issues—as they should be. But I believe that the space program should have an equal priority; in fact, I believe that the space program can actually help solve some of the problems we're facing today.

That's what I decided to write about.

My premise was that even proponents of the program are looking at the issue the wrong way. Everyone seems to want to justify space travel by the technological breakthroughs that result from it, things like Velcro and Teflon nonstick coating. In my opinion, there are a host of other justifications—justifications that have to do with people and cultures rather than technology. From space, Earth is one planet—you don't see borders or countries or boundaries. Viewing Earth like this has already made a profound cultural impact on our society. My paper discusses the wealth of other cultural benefits space has to offer in the near future."

What are you most proud of?
"Every year, the university gives an award to honor the best papers written in Freshman English. I won one of those awards for my paper, which was titled *Space Travel and Cultural Growth*. The award showed me that I can do well even at a highly competitive school."

Why Macintosh?
"I use the Macintosh for a lot of things: for all of my writing, for my math and engineering problem sets, and even to connect to the mainframe computers on campus.

When it comes to papers, I use the Macintosh to write an outline. Then I spend a lot of time getting the introduction right. Sometimes, if I only have short chunks of time to do my writing, I'll focus on the ideas and not worry about things like word choice. I can come back and edit those things later. The Macintosh lets me keep my notes, quotations, and research organized and in one place, which makes writing the paper and composing the bibliography much easier.

When it comes to printing, I usually use a laser printer. The Apple LaserWriter is great because it prints *exactly* what you think it's going to."

What's your dream?
"Someday, I'd like to run my own product design consulting firm. But I think the next step after college will be to work in a large company, so I can get great experience."

What do you do?
"I'm the art director of *Release* magazine. *Release* is a weekly entertainment magazine about concerts, events, movies, plays, parties, and restaurants that goes out to 10,000 students on our campus.

Basically, I'm responsible for every aspect of how the magazine looks—from which fonts we use to how the pages are laid out, from how illustrations look to what goes on the front cover.

We only have five days to put together each issue. I usually get stories that have been written on a Macintosh with Microsoft Word software. On Mondays and Tuesdays, I do the layout and build the magazine using a page-layout program called Aldus PageMaker—adding photos I've scanned, and graphics and illustrations I've done with Aldus FreeHand or Adobe Illustrator. On Tuesday nights we send the files out to be printed on a Linotronic imagesetter. We get camera-ready art the next day. It goes to the printer, and we have printed magazines Friday morning. Just in time for the weekend."

What are you most proud of?
"I'm most proud of the improvements we've made, in terms of the way the magazine looks. It's the most creative thing I do every week that I can point to and say: Hey, I did this."

Why Macintosh?
"Macintosh is incredibly easy to use. A lot of times we like to expand our capabilities—say I want to do the head-lines in a totally new way—so I get a new program. I can use it right away.

But if I wanted to do it on an IBM computer, I'd have to learn the 800 million little, tiny codes, and learn how to work using all those IBM tricks.

Macintosh is so simple and straight-forward—and at the same time, such a powerful computer.

Macintosh can run the best program out there."

Name:
Aram Irwin

Major/area of study:
Product Design

Year:
Junior

Hometown:
Portland, Oregon

Software:
•*Microsoft Word, word processing*
•*Aldus FreeHand, drawing*
•*Adobe Illustrator, drawing*
•*Aldus PageMaker, page layout*
•*Adobe Photoshop, graphics and photo manipulation*
•*Broderbund TypeStyler, headlines*

how to save money

Students everywhere are using Macintosh computers to do great things. In this newspaper, you've had the chance to meet a few of them.

You've also seen some of the ways that Macintosh can help you do great things.

Now we'd like you to read about something else that may appeal to you: saving money.

Here's the deal: We've paired some of the most popular Macintosh computers with some of the most popular Apple printers. Buy one of
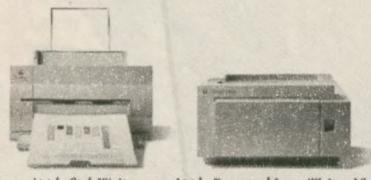
these combinations, and save big bucks. Got it? Good. Now get going. This offer is available only for a limited time. See your authorized Apple campus reseller today for details.

Because the time to do great things is now.

Macintosh Classic	Macintosh LC	Macintosh IIsi
*Save when you buy an affordable Macintosh Classic computer with either an Apple StyleWriter or an Apple Personal LaserWriter LS printer.**	*Save even more when you buy a Macintosh LC computer—our most affordable color system—with either an Apple StyleWriter or an Apple Personal LaserWriter LS printer.***	*Save the most when you buy a high-performance Macintosh IIsi computer with either an Apple Personal LaserWriter LS or an Apple Personal LaserWriter NT printer.***
Apple StyleWriter / *Apple Personal LaserWriter LS*	*Apple StyleWriter* / *Apple Personal LaserWriter LS*	*Apple Personal LaserWriter LS* / *Apple Personal LaserWriter NT*
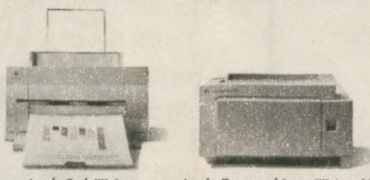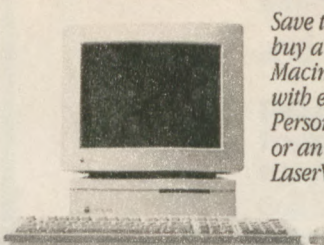
*Offer applies only to a Macintosh Classic with a built-in hard disk.
**Monitor sold separately.
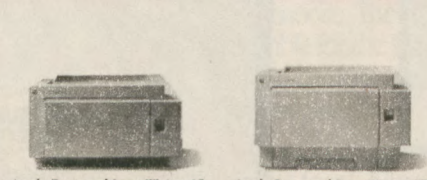
If you're doing something great with a Macintosh computer, we'd love to hear about it. Tell us about your dream, what you do, what you're most proud of, and why you use a Macintosh. Write to:

Apple Student Marketing
Apple Computer, Inc.
20525 Mariani Avenue, M/S 36HE
Cupertino, CA 95014