

EDITORIAL

CourierPolicy

The Courier is published every Friday when classes are in session during the Fall, Winter and Spring Quarters, except for the first and last Friday of each Quarter.

Views expressed in editorials represent opinions of the majority of the Editorial Board, made up of all of the Courier editors.

The Courier does not knowingly accept advertisements that discriminate on the basis of sex, race, creed, religion, color, handicapped status, veteran, or sexual orientation, nor does it knowingly print ads that violate any local, state or federal laws.

The Courier encourages all students, faculty, staff, administrators and community members to voice their opinions on all the topics concerning them both in and out of school. Writers can express their views in a letter to Letters to the Editor.

All correspondence and letters for publication must be typed, double spaced and signed with the author's daytime phone number. The editor-in-chief may withhold the author's name on request. Deliver all correspondence to SRC 1560 between regular office hours, or mail to the Courier, College of DuPage, 425 Fawell Blvd., Glen Ellyn, Ill. 60137.

Letters also may be sent by e-mail. The subject heading to the email message must read "Letter to the Editor." The writer's first and last names, street address, city, state and complete phone number with area code must be included for identity verification by the Courier.

Deadline for letters meant for publication is noon Friday before publication. E-mail letters can be sent electronically to Editor@cdnet.cod.edu. Letters are subject to editing for grammar, style, language, length and libel.

All letters represent the views of their author.

CourierStaff

Editor

Kristina Zaremba
942-2683
editor@cdnet.cod.edu

Sports

Keisha Edwards
942-2531
sports@cdnet.cod.edu

Graphics

Graham Milldrum
942-3113
graphics@cdnet.cod.edu

News

Rick Kambic
942-2153
news@cdnet.cod.edu

Features

Kimberly Goins
942-2660
features@cdnet.cod.edu

A&E

Cady Micko
942-2713
arts@cdnet.cod.edu

Photography

Robert Bykowski
942-3066
photo@cdnet.cod.edu

Adviser

Cathy Stablein
stablein@cdnet.cod.edu

Advertising

Joanne Leone
942-2379
leonej@cdnet.cod.edu

Fax

942-3747

A garage of convenience

There is a cheap, easy alternative to building a parking garage. Get people to park on west campus.

Since the signs that kindly directed people over there didn't work, it might be time for a more drastic approach.

Close the lots near the SRC and IC from 10 a.m. to 1 p.m.

They are always filled during these times anyway, but by officially closing them we can eliminate much of the parking pandemonium drivers experience.

The college can ticket drivers who dare to circle the

Staff Editorial

closed lots and generate a little extra revenue, instead of spending \$33 million on a garage.

To understand the situation fully, it's important to note that the majority of classes held on campus begin some time between 10 a.m. and 1 p.m.

Consequently, it is also during these times that a high volume of students arrive about every half hour or so.

Now, according to the raw figures there are enough parking spots to service the college, even during these times of great influx.

Problems arise, however, because people tend to congregate in and circle around the lots near the Student Resource Center and the Berg Instructional Center.

And why not? It's more convenient for them, isn't it?

For years these parking lots were subject to these cycles of



Photo by Robert Bykowski

By 11:30 a.m. most parking lots near the SRC and IC are full. On Tuesday morning, however, this lot was less than a third full, while people circled the lots in vain searching for closer spots.

constant binging and purging and there weren't any major problems.

That was until a large section of parking lot L was roped off for construction.

Even then, though, there were still enough spots to go around.

Signs were posted to alert people that there was indeed additional parking on the west side of campus, across Lambert Road.

These signs did little, if any, good as people seemed determined to find the closest parking spot that they could, no matter how much gas and time it wasted.

In fact, according to the Environmental Protection Agency (EPA), allowing a car to idle is one of the worst things people can do for their

engines, gas mileage and the environment.

On its Web site, the EPA states that "cars are a major source of air pollution. Save gas by turning the engine off and restarting it again if you expect to idle for more than 30 seconds. This will also prevent pollution."

Many people have voiced concerns about the environmental impact a parking structure could have, but people are already doing a daily disservice to the environment by searching for spaces that don't exist for 20 or 30 minutes at a time.

Now, assuming that a garage were built, and assuming that it would be free to park in there, what would prevent people from concentrating their current

problems inside the garage?

That is to say, people will still search for the closest available spot, only now they will drive up three stories and back down again.

Within the garage there will still be a long line of cars skulking behind that one pedestrian, waiting for his parking spot like vultures.

A parking garage is an unnecessary and impractical, but expensive solution to this problem.

People say, "The parking here sucks!"

Does it?

Obviously, there is a problem here--there's no question about that.

But is the problem caused by a lack of available parking spaces, or is the reason much more insidious?

Photopoll

What role, if any, should the government play when it comes to gay marriage?



Joe Wasiqi
Nutrition
22
Batavia

"[The] government should legalize it, because it's a form of prejudice to ban someone from a right everyone else enjoys because of preference."



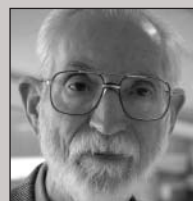
Josh Huff
Undecided
23
Schaumburg

"They should let it happen. A government that governs least governs best."



Maza Abra
Nursing
22
Winfield

"Gay marriage should be banned. I'm a Christian, and as a Christian, it's not appropriate to get married to the same sex. It doesn't seem natural."



Stu Anderson
Retired faculty
73
Downers Grove

"They shouldn't restrict it whatsoever. Marriage isn't the problem. They're trying to use the gay marriage theme again to say that they don't like gays."



Jean Kallas
Undecided
18
Downers Grove

"None. It's a personal decision and it's not something the government should be concerned with."

OPINION

MyOpinion

Does memorizing equal effective learning?

By Rick Kambic
News Editor

High school is finally over, but I still see the same problem staring me in the face. Hmm, should I chose A, B, C, or D? Who doesn't like multiple-choice tests, but who likes memorizing exact dates and names?

Tests for English classes were always fun because if I

read the book, then the story stuck in my head and I had something to relate to and think about during class discussions. A lot of my English tests would take the theme in the chapter or book and have me compare and contrast my life to that theme or book. I usually received an awesome score if I actually read the book.

I just don't see any need to

memorize what treaties were signed on which dates and where. I would rather discuss how the treaty changed foreign affairs of the time, how it affects current foreign affairs, and how it might have saved people's lives.

All the people I trust to take advice from tell me a college education is the only justifiable investment a person can make in their life. So appar-

ently I'm supposed to value a piece of paper that says I successfully memorized enough facts for 24 hours to pass countless tests.

I don't want to pay thousands of dollars just to get a piece of paper and memories of late night cramming. I think this problem can be solved in the classroom with the teachers that control our classes.

I know I always learn, or remember things better, when I'm involved in the class. I suggest teachers do less boring lecturing and more projects and skits. Talking until everyone in class has dozed off accomplishes nothing. Asking students questions and showing what the scientist learned is much better than having students copy the theories and definition

into their notes.

I know it's a liability for teachers to get to know students and see them as humans with flaws, bad lives, and low cut shirts, but good communication leads to a good education. I want to remember the things I "learn" in college, and it takes a caring teacher to truly make an impact on a student's life. So teachers shouldn't plan a lecture when they know they can do something creative with their material.

Just because I can't, or choose not to memorize all the boring facts my teacher blindly chooses to test me on doesn't mean I don't deserve to transfer into a four-year university. I'm sorry I chose to get the most out of my education. What's your education worth?

Letters to the editor

H.O.M.E. speaks about intolerance experienced on campus

A couple members of our group, H.O.M.E. (Heterosexuals Organized for a Moral Environment), recently visited your campus.

They set up an information table on campus and distributed flyers on homosexual issues to interested parties (students, teachers, parents).

Given the fact that there is no name-calling or other such hateful material in our flyers, and that the only information we give out is based on well-researched studies (one example of the well-documented information we convey to others, which info is censored by the biased liberal media---that are trying to impose their values on you, is that the anal cancer rate for male homosexuals is way above normal, maybe as high as 50 times normal) and/or logically derived opinions (meaning our positions are not based on preconceived notions).

Given all that, the amount of verbal abuse they were subjected to was remarkable.

One teacher in particular acted in an extremely juvenile and abusive manner, right in front of students (thus setting an obviously bad and intolerant and unintellectual example).

I would like to recommend a piece recently written by a syndicated columnist named Nat Hentoff ("College no place for closed minds," Chicago Sun-Times, Sept. 15, p. 45) to those who are concerned about free speech rights.

Some of the points he makes: college liberal professors outnumber conservative professors by a 5 to 1 ratio; in

some classrooms on various college campuses "conservative students are intimidated into silence, ignored or occasionally ridiculed;" and "indoctrination---instead of free inquiry---...characterizes much of higher education."

We at H.O.M.E. have noticed over the years a serious decline in civility among those who disagree with us.

We believe it's because, as we at H.O.M.E. have become more skilled at nuking their flawed pro-homosexual arguments and exposing their liberal preconceptions and prejudices for what they are, they have grown more insecure; and their increased insecurity is being translated into increased animosity towards us.

We now easily win debates on homosexual issues; a significant number of those who lose those debates now get angry with us.

Such behavior is clearly irresponsible and counterproductive, and coming from teachers (who should know better) is pretty juvenile.

The so-called "politically correct" movement has gone too far.

There is a saying, "power corrupts, and absolute power corrupts absolutely."

The PC movement has acquired tremendous influence on many college campuses, and it looks like that power is going to its head, i.e., is corrupting it.

It's high time that colleges across this country established programs aimed at promoting free speech, aimed at promoting tolerance of the opinions of others, aimed at ending discrimination against conservative views, and aimed at ending liberal indoctrination disguised as education.

If they refuse to do so, sooner or later lawyers will

have a field day filing lawsuits against those colleges that discriminate.

Information that could be used in those lawsuits is being gathered as we speak.

There is a definite problem. It needs to be fixed one way or another, and soon.

Wayne Lela
Member of H.O.M.E.

Army recruitment presence seeping into the student press

When I first saw the military recruiters on our campus, I was upset - but satisfied to see the "Students for a Democratic Foreign Policy" distributing anti-war flyers right next door.

When the Army came to flaunt their NASCAR in front of SRC, I imagined the millions in public funds being wasted so the military can compete in the racing circuit.

I was angry.

The Courier has an illuminated signboard in front of their office.

They sell space on it to boost revenue and support the costs of paying their editors and publishing their paper.

I've seen movies advertised there, but now our very own Courier has sold out to the military, too.

The new poster in front of the Courier office says, "Lower your tuition; join the Army National Guard."

I am saddened to see the Courier publish the student voice with the help of the military's dirty money.

Can't the Courier find other, more ethical sources of advertising revenue?

Name withheld

A scientific case for intelligent design as part of the evolution of life

The belief that nature alone accounts for life attributes to nature the power to presuppose what's fit and then choose it, with an ability to avoid catastrophe by enacting a course that meets all the essentials, at all critical junctions, at all times, by a non-conscious entity.

Yet, science finds nature limited to only variation within fixed boundaries.

To assume an ordered evolutionary process derived by random chance seems overwhelmingly improbable!

This secular belief in unguided evolution, that when measured with true scientific methods remains only theory, is a dogmatic faith that believes nature is solely capable, through unconscious random coincidental action, in defiance of it's own physical laws, of creating a programmed universe.

One that statistical science estimates the odds of occurring are 1 in 10 to the 123rd power (10 to the 9th power is a billion!).

Layman's terms for that probability is loosely defined as impossible and cannot explain such facts as: the origin of life, the genetic code; sexuality; scarcity of transitional fossil forms; the biological Big Bang of the Cambrian era; complex organ systems and other irreducibly complex systems (systems which can't function unless all components are in place simultaneously, since nature can only select a functional system, it cannot accumulate partial changes, waiting ages for the rest of the necessary components).

Belief in intelligent design then isn't made from ignorance, nor dependent on religious faith.

It fully complies with a sound scientific methodology including known inherent constraints and precise interrelationships between necessity, chance and design.

Kim Rogalin
student

Peace! Back by popular demand

Peace! Back By Popular Demand

The "Freedom" we seek Cannot be forced upon Other's view from their prism She doesn't march, but glides Unopposed, unforced and desired

Ethnocentric expectations fly away

Cultures do not fit into one mold

Lies going in, mid-stream mission change Hatchet credibility hollows agendas

Over eighteen hundred gone and counting Tens of thousands will never be the same

The "why" is never answered, addressed

His war of terrorism has hurt us, not helped

Six billion dollars evaporates per month

Our students wait still, parents sigh

A patriot beckons and hopes Back by popular demand- Peace

Patrick Lambert
Part-Time Faculty

Write a **letter** to the **editor**.
editor@cdnet.cod.edu
Deadline: noon Monday