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Banner News

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Finding out about finals

By Patrice Harson
Bear Facts Staff

The DMACC Boone Campus Final Exam Schedule for fall 1997 is posted.

"Don't panic!"

These two words of wisdom were spoken calmly by Pat Thieben, Group Leader and instructor of office technology on the DMACC Boone Campus.

Thieben said that students need to study for these tests but to keep in mind that the grades received on finals are only a portion of a student's entire grade.

Positive stress motivates, negative stress aggravates.

Thieben recommends study groups. "Study groups really help," said Thieben. "Don't get the group together to party. You're there to study and reread your notes together. Doing this is very effective because somebody in the group may bring up a point that another person completely forgot.

"If it's a skill area that you're going to be tested on," continued Thieben, "practice beforehand, don't just read how to do it, but actually do it physically."

This advice especially applies to difficult math problems. "Do some of the math problems in each area, and if you do not remember how to solve these problems, go back to the chapter, the instructor or get some help from your study group.

Thieben believes that stress reduction is very important and advises students to take it easy on their caffeine and sugar intake...and relax. Thieben also suggested students read their notes or glance at any charts that require memorization prior to going to bed at night. "The information will stick," said Thieben.

Turn off the Chumbawumba and sleep smart

Study while you sleep. Sound a little far fetched? Not according to Dr. Jane Martino, instructor of psychology on Boone Campus. According to Martino, the following steps can be taken by students who would like to give this bedtime memorization method a try:

- The night before an exam, reread notes right before going to sleep.
- After this quiet reflection, do not talk, do not watch David Letterman (or any other television show) do not check your electronic mailbox, do not listen to music--no Metallica, Garth Brooks, U2, Chumbawumba, Dave Matthews, Beethoven--nada. "Just," as Barbra Streisand would say, "roll over and turn out the light."
- Immediately upon awakening, reread your notes.

Rehearsal is the key to success

For some, simply writing notes out in longhand seems to aid retention. But for others, such as Thieben, transferring those handwritten notes from keyboard to computer screen can also help. Writing the material out, repeating the information orally or relating a story with certain details that fit your own life all contribute to memorization.

Mood, drugs, including alcohol, and location all affect the student's ability to transfer information into long-term memory. According to Martino, "If you learn it drunk, you'll remember it drunk."

Martino recommends students utilize background music, free of lyrics and played low, to create a conducive study environment when not attempting the aforementioned bedtime method of memorization. Martino said, "Avoid elevator music. If you can hum the lyrics to 'Hey, Jude,' it's the same as having them (the words) there."

Review and rejuvenate

Nursing instructor Sandy Chacko recommends keeping up with reading assignments/projects and allowing adequate time, three to four weeks, to review materials prior to finals. Both Chacko and Stephen VanBuren, English instructor, believe firmly in getting enough sleep and rejuvenating the soul by getting away from studies long enough to "do something special for yourself."

"Students need to individually decide what's relaxing, what would benefit them the most," said Chacko. "For one person it may be taking a bubble bath, for other people it may be window shopping at the mall, listening to classical music or going for a walk."

Ah, forget it!

VanBuren said one of the ways for a student to know that he/she actually retained what was studied is to "get away from it enough that you forget it."

"You have to get off on another track, change gears," continued VanBuren, "and doing something nice for yourself can do that."

VanBuren explained that when a student gets away from what's been bogging him/her down and then comes back, that student returns "with a fresh, new point of view," ready to try it again.

Now is the time...

Mathematics and physics instructor, Nancy Woods, said, "Some people say 'baby yourself.' I say, no, don't do that. Now is the time to push, to put your head down and go full bore!"

Woods reminded students that they will soon have three weeks off and to mark that break on their calendars, using it as a reward for working hard now.

"Still get your sleep and eat right," said Woods. "Don't stay up all night; pace yourself. But if you start giving yourself rewards now, you'll actually ease up."

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Woods recommends saving the rewards for later. “Realize what you’ve got ahead of you and make yourself a calendar plan, a schedule, of when you are going to study. Under a good plan, you cannot study just one subject per night. This is your work day. Apply the ‘old college rule’.”

The Old College Rule

The “old college rule” states that a student expecting to earn As should plan on spending three hours studying outside of class for each hour spent in class. (Example: student taking 15 credits...45 x 3 equals a 45-hour work week.) If the student is enrolled in extremely difficult courses, this study time is longer.

Organize your information

“The whole key is organization,” continued Woods. “Right now, during Thanksgiving break, get all your papers, quizzes and tests in sequential order by chapter. Get papers that have been unstacked, stapled.

“Get everything really organized, now. And every night, read through—not study—just read through these papers, quizzes and tests for one half hour per subject. You do this for the next three weeks. You do not wait until the night, or even the week, before the final exam.”

Organizing data before approaching the instructor is beneficial to both the student and the instructor. Woods said that the student who gets the most help from her is the organized student who can say, for example, “I never did understand problem number four on quiz eight or problem number 15 on quiz 12.”

Organize your time

Accounting instructor, John Smith, endorses efficient organizational skills. However, he also believes that offering students a crash course in proper study techniques this late in the semester is a bit futile.

Smith said, “There’s two things in life that if you do, you are, in my opinion, a success. One is to manage your time and one is to manage your money.”

According to Smith, no matter what walk of life a student is in, the appropriate management of both time and money is what keeps the student in college.

Smith’s endorsement supports Larry Schroeder’s timely plan. Schroeder, Education Advisor on DMACC’s Boone Campus, said, “Start studying early, whatever you know is going to be on the final, and study in shifts.” Schroeder said that students also need to take breaks between their study sessions.

Cramming sessions create negative stress

Schroeder said that negative stress results from waiting until the last few days prior to final exams to study and then trying to study several hours at once in cramming sessions.

“Instead of pulling an all-nighter and taking a test in the morning,” Schroeder continued, “you’re better off using your common sense and having a good night’s sleep.” In addition to studying well in advance, Schroeder also believes in reducing stress through physical activity.

Start with fifteen minutes

Judy Hauser, English instructor, believes that major negative stress can affect a student’s ability to concentrate and this, in turn, can lead to procrastination. When a student is having difficulty sitting down to work, Hauser suggested setting an oven timer for fifteen minutes with the intent to study until the timer goes off.

Hauser said, “Force yourself to work through those fifteen minutes.” Next, take a brief break, rewarding yourself with some chocolate or other sweet treat, then force yourself to work through another fifteen minutes.

Following the second fifteen-minute study period, Hauser said most students become so involved in their work, they no longer need the timer. It’s the getting started that’s overwhelming and fifteen-minute intervals are less threatening thereby reducing anxiety.

Much to memorize? Flash cards work!

For students enrolled in courses requiring immense memorization, Hauser gave some instructions that will boost the process. She said, “Generate possible exam questions. Put one question on one side of the file card and the answer on the other, then use the file cards like flash cards to test yourself.”

Using rhyme, alphabet placement, word/picture association or catchy phrases also aids the process.

Practice makes permanent

Mary Jane Green, office technology instructor, said, “Practice makes permanent.” Green explained that the more a student repeats or practices, the more likely the information will stay in the long-term memory. Also, by breaking information down into manageable parts, the student becomes less overwhelmed and retains more.

In just one semester, Green improved her college grade point average by simply thinking of the test as a worksheet.

Green said, “I told myself that all I had to do was write down the information that I knew.”

“See the numbers, ‘hear’ the words’

Green also said that after looking at so many outlines, they all begin to look alike and, gradually, nothing sticks. She suggested “mapping” information, using visual aids such as ovals and grouping information with subheadings, colored pencils—assembling anything that involves the eyes and stimulates the senses. Recitation of bothersome terms can also spur retention.

Green also suggested getting caught up now. “Get the catch-up work behind you,” said Green, “then all you’ll have left to do is concentrate on the final exam.”

Multiple guess

Biology instructor, Dr. Tim Bergin, said that multiple choice questions are actually lengthened true and false questions. If a student is unsure of the correct answer, help can be found through the process of elimination.

Bergin said, “First, search for the choice that is most likely incorrect. Also, because these affect the exact meaning of the question and the correct answer, pay attention to words such as never, always, not, must, most, most important, best and all. Finally, use common sense in making your final selection.”

If still unsure, and unless the instructor uses some type of randomizer when preparing these questions (ask him/her) Bergin suggests that selecting item “B” or item “C” is better than leaving the blank empty. “Try to reduce the odds of guessing incorrectly,” said Bergin, “and always give some sort of answer.”

The lectures are over, it’s time to insert the ear plugs!

Martino’s general psychology students have little excuse for being unprepared for finals—she’s been teaching study skills to this class all semester.

Martino also reminds her students from time to time that she really isn’t crazy when strongly suggesting that all students wear concentration-inducing earplugs while taking the final exam.
Stasko writes ag textbook

By Brent West
Bear Facts Staff

Gary F. Stasko, economics and finance instructor at the Boone Campus, wrote an agriculture textbook titled Marketing Grain and Livestock. The book was published in July of 1997 by the Iowa State University Press.

On the back cover of Stasko’s book Robert Wisner, extension economist from Iowa State University, said, “Gary Stasko provides a remarkably clear and concise explanation of how grain and livestock markets work and the steps in that producers can take to increase their marketing skills.”

“This book,” continued Wisner, “reflects the years of experiences as a broker, a teacher, and a consultant to farmers about marketing. Those who teach marketing or have farm products will find it essential to their professional libraries.”

The textbook is a practical introduction to the basic concepts of commodity pricing, (the pricing of grain, and animal productions that is available to the economy). It is written for classroom use as well as for farmers and ranchers wanting to improve their marketing skills.

The book also covers the principles of commodities pricing: futures, hedging, options, advanced pricing strategies, cash marketing and fundamental and technical price analysis.

Stasko’s book includes chapters on the mind-set needed for marketing and how to select a brokerage firm. It also explains commodity marketing with many examples, tables, and figures, as well as chapter summaries and lists of key terms.

“The main purpose of writing the textbook,” said Stasko, “is that there was no textbook for the two-year introduction to agriculture program. The instructors relied heavily on handouts and the market.”

Meet Vivian Khan

By Brent West
Bear Facts Staff

DMACC-Boone Campus hired Vivian Khan as a temporary library assistant. She began her duties last week. Khan attended DMACC, Ankeny and Boone Campuses from 1971-1973 majoring in accounting and liberal arts. She worked in the Boone Campus library on a work study program during the 1972-1973 academic year. “So far I am liking it, and I am enjoying the people and the work,” said Khan.

Thanks

I would like to thank all of the students and faculty members who have supported my mother and our family throughout this difficult time. Your thoughts and prayers have given us strength and hope. Although we are not out of the woods yet, your support has made each day a little easier to deal with. It’s nice for me to come to school and find comfort from the staff, my teammates, and fellow students. Thank you.

Katie Kirkgaard
DMACC Student

Attention International Students

Interested in transferring to ISU?
Iowa State University
International Student Admission Advisor
Pat Parker
will be on Boone Campus
Friday, Dec. 5 at 11:15 a.m.
in the Courter Center
Don’t know much about biology?

Van Meter--biology with a passion
By Moses Lueth
Bear Facts Staff

In the profession of teaching, passion is an integral part of the teaching process. Dr. Karin Van Meter, a biology instructor on the Boone Campus is passionate about teaching biology.

"I love life, that's why I love biology! I enjoy everything about it. There is nothing I don't enjoy about biology," said Van Meter.

According to Advantage magazine, Van Meter was born and raised in Austria. She attended a high school for math and science, and her interest in biology was sparked. Van Meter attended Paris-London University in Salzburg and earned a Ph.D. in Zoology at the age of twenty four. She developed a technique in electron microscopy, which lead to job offers in the United States.

Van Meter worked as a research assistant at the College of Veterinary Medicine at ISU and taught pharmacology at the University of Nebraska. She eventually stopped working so she could spend time with her children, but after awhile she became bored.

Science lab in works
By Scott Kovach
Bear Facts Staff

The Boone Campus administration is in the process of designing a new science lab. Funding for the lab comes from a $25,000 contribution made to the Boone Campus Foundation last fall.

There are currently two science labs on the Boone Campus: Physics and Chemistry. Biology classes are taught in normal classrooms.

"Science is supposed to be hands on," said Dr. Karin Van Meter, head of the Science Department. "And we don't have that (for biology)."

Van Meter is also working with the administration to design a new two-year program relating to exercise science. The details of this program will be heavily influenced by the results of interest surveys.

To counteract test anxiety

- Breathe deeply, get oxygen to your brain to help you think clearly
- Practice tensing and relaxing your muscles
- Visualize a favorite relaxing place
- Tell yourself positive things
- Visualize doing well on your exam
- Organize your time
- Organize your information

Bergin can tell you about the birds & the bees

Biology classes offered this spring

Biol 118 Environmental Conservation
Biol 127 Human Biology
Biol 132 Health Science Microbiology
Biol 133 Health Science Anatomy
Biol 134 Health Science Physiology
Biol 141 Principles of Biology I
Biol 142 Principles of Biology II
Biol 147 Introduction to Botany
Biol 149 General Microbiology
Biol 154 General Anatomy & Physiology
Biol 165 Genetics
Blood drive set for December 1st
by Boone Campus Nursing Students
Michelle Reiff & Joanne Johnson

Why donate blood? Donate blood for all the little reasons; for children with cancer, with hemophilia; for children who go through red lights and windshields; for premature babies who are fighting for life. Yes, you can help build a healthy community. You can save the lives of up to four patients with just one pint of blood. Saving lives through a volunteer blood donation is proof of that statement. How many lives have you saved? At the Boone Campus of DMACC, 81 pints of blood were drawn at two previous blood drives over the past year.

There is no better feeling than giving the gift of life through a volunteer blood donation. The procedure is safe, quick, and easy. It only takes an hour from registration to refreshments. The actual donation process lasts five to seven minutes. All of the blood collected will remain in central Iowa and has helped the following types of patients in the past year.

- Cancer - 19%
- Obstetrics - 4.3%
- Heart Disease - 16%
- Liver and Kidney - 6%
- Gastrintestinal - 16%
- Anemia and Hemophilia - 5.1%
- Injuries - 12%
- Bone and Joint - 3.5%

The Blood Center of Central Iowa and members of Nursing Students United, Boone Campus, are sponsoring a blood drive for all eligible donors of the Boone DMACC on Monday, December 1, 1997. Donors can donate between the hours of 8:00 a.m. and 2:00 p.m. in the Courter Center.

Because there is no replacement for blood, patients depend on dedicated donors to give regularly. Donors must be 17 years of age or older, in general good health, weigh at least 110 pounds and have eaten a good meal prior to donating. To make an appointment, please fill out a registration form found around the campus and turn it in to any nursing student by Monday, December 1st, or call chairperson Rachel Thomas at 433-5075.

Talkback
What do you think about the septuplets?

Teresa Espinoza
"I am glad that people are helping her (the mother) out. I hope everything works out well for them. I could not give birth to seven children because of the pain, and I would worry too much about them."

Rob Van Dyke
"Quite an undertaking! I think it's good for her that she was able to go through with the whole ordeal. It is also good that the community is helping them and bringing everyone together."

Aimee Beatty
"I think it would be a difficult experience, not because of the labor, but because of everything that goes along with raising seven children as opposed to one or two kids. I feel sorry for her. She has a lot of responsibility."

Russ Helms
"I think it's highly fortunate that the mother and the babies came through 30 weeks in reasonable health. Successful birthing of seven babies has never happened before. And with the grace of God, seven babies will become seven good citizens."
There Goes The Bride

A luxurious lesson in lunacy

By Patrice Harson

Bear Facts Staff

Conquering disappointment created by a co-actor who, just days before production, quit the demanding role of Timothy Westerby, the DMACC Boone Campus cast and crew of There Goes The Bride exemplified courage and produced laughter in mega doses.

Tim Knapp, Boone Campus student, heard of the cast’s dilemma and one week before opening night gave Director Kay Mueller, speech and drama instructor, a call. He bravely volunteered his services and the Ray Cooney and John Chapman script, along with the awesome responsibility of playing Westerby, the slightly neurotic architect in waiting to a London brassiere manufacturing company, was placed in his trust.

Tim Knapp let no one down! His performance last weekend—which included the biggest speaking part of the play—was excellent. Fifteen minutes into the first act, few noticed he was carrying the script, and by the play’s second night, Knapp barely glanced at the text while delivering delightful insanity and immense enjoyment to the audience.

Knapp danced, sang, fell out of a window and tripped across stage in every-woof an imaginary flapper, played vo-hearts. In one act, Knapp kissed and side-stepping, interchanged with Brice’s healthy does of hilari-ousness. Brice’s grace under pressure made one possibly given birth to the play’s whining misfit, the pouting Judy Westerby, the slightly absent-minded protagonist, even the hand-stenciled roses that bordered the set bowed in reverence.

By the middle of the second act, the only sane characters on stage were Daphne Grimmond, played by Katie Niemants and Charles Babcock, performed by Joe Siple. Niemants successfully provided clarity to the confusion and Siple forcefully presented a future in-law that would sufficiently wit even the most passionate romantic. When Siple spoke his disagreement, even the hand-stenciled roses that bordered the set bowed in reverence.

The long hours devoted by the set crew, consisting of Marlene Cone, Jeremy Summerlin, Greg Hager, Brice and Mueller were not wasted. Even though Peterson’s marvelous portrayal of the flirtatious flapper would have sufficiently illuminated any London drawing room, the bright pink set crowned victorious over a delightful evening of fantasy, laughter and pure enjoyment.

There Goes The Bride Crew

Marlene Cone is a freshman on the DMACC Boone Campus. She plans to transfer to Ankeny to study restaurant management in hopes of someday owning her own establishment.

Jeremy Summerlin is in his freshman year on Boone Campus majoring in Industrial Technology.

Greg Hager, a former Boone Campus student, performed in many shows while at DMACC and generously donated his time to the set.

There Goes The Bride Cast

Tim Knapp as Timothy Westerby
Knapp hopes to graduate from DMACC this spring with an Associate in Arts degree. Although this was Knapp’s first performance on Boone Campus, he also performed in Bye, Bye Birdie and served as a student director in other plays.

Kathleen Brice as Ursula Westerby
Brice is currently a sophomore majoring in biology and chemistry in order to pursue a career in medicine. Last year, Brice performed in two DMACC Boone Campus plays; Play On and Clown’s Play. She also performed in Meet Me in St. Louis and Fernando El Feroz.

Charity Peterson as Polly Perkins
Peterson’s natural talent is music but, for now, her major interest of study is business. She is a sophomore at DMACC and previously performed in Bye, Bye Birdie and The Music Man. Peterson also contributed to the play’s choreography.

Derrick Gorshe as Bill Shorter
Giving his second performance on Boone Campus, Gorshe is a sophomore at DMACC and plans to transfer to Iowa State University then pursue a career in radio. He has performed in several plays including Bye, Bye Birdie, Meet Me in St. Louis and Hello Dolly.

Taunya Winters as Judy Westerby
Before coming to Boone Campus this year, Winters performed in Annie, South Pacific, The Man Who Came to Dinner and The Miracle Worker. Last year, Winters attended Northwest Missouri State University then pursue a career in medicine. Last year, Winters attended Northwest Missouri State and will either return there or go to Iowa State next fall to earn a degree in marketing.

Alan Fredericksen as Dr. Grimmond
Fredericksen is a DMACC freshman earning a degree in liberal arts. From there he will transfer to Iowa State to pursue a degree in secondary education.

Katie Niemants as Daphne Grimmond
Niemants is a sophomore at DMACC majoring in leisure studies with hopes of finding a job in Florida next year.

Joseph Siple as Charles Babcock
Siple performed last fall in the Boone Campus production of Play On. As a communications major, he plans to transfer to a four-year university to finish school and play baseball.

A Neighbor You Can Bank On

A community is made of dependable neighbors—someone you can count on when you need them. We’re the home of Boone’s best checking with our attractive MercOne & Mesa Club accounts.

Open your new checking account at our South Story location.

We’re proud to be a neighbor you can bank on for all your financial needs!
Hey, sports fans, it’s Thanksgiving time—the time for all of us to give thanks, pig out, and watch a ton of football. Still, the best game of the weekend won’t be until Monday night, when the Green Bay Packers take on my own personal favorite, the Minnesota Vikings. “Gee, Mr. Favre, we’re not in Lambeau Field anymore.”

But enough about football. How ’bout our own DMACC women’s basketball team? Yeah, sure, they’re 1-4, but some of those losses were to Division I teams. Monday night, they sent the Simpson JV squad home sorry, knocking off the Storm 71-66. It was a close game, but an impressive win for the Bears. Between Jeana Crouch and a three-point play by Angie White off a missed DMACC shot, Simpson managed to reduce the score to 69-66 with under a minute to play, but Schmidt’s free throws with eight seconds left sealed DMACC’s first win of the year.

“Just a good game all around,” said Head Coach Kim Carlson, “especially) from our three top scorers.” DMACC’s second half started much like the first, with DMACC regaining the lead by scoring the first six points of the half. Schmidt played the biggest role in the second half, running the offense while Peter fought her way through a shooting slump. Simpson fought back yet again, and the two teams were neck-and-neck until late in the game. The Bears took the momentum for good, with two clutch three-point shots by Jeana Crouch and a three-point play by Angie White off a missed DMACC shot. Simpson managed to reduce the score to 69-66 with under a minute to play, but Schmidt’s free throws with eight seconds left sealed DMACC’s first win of the year.

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Thanksgiving Day. You sit down at the family table, pile your plate full of turkey and stuffing, and stuff your face to the point where you can't move except to grab that slice of pumpkin pie. What's missing here? Well, did you stop at some point and give thanks? Now, you might be saying, "Well, I don't believe in God/praying/etc." That's not necessarily the point. The point of Thanksgiving is to stop, at least a moment, and realize how blessed/lucky you are to be living comfortably. We so often take things for granted—things like going to college, eating good food, having a loving family and a good home. People all over the world—people reading this article—know what it's like to not have those things.

If you want to truly appreciate how thankful we should be, do more this weekend than just eat like crazy and watch football. Go down to a homeless shelter or food kitchen. See for yourself how the people there survive. Talk with them, listen to them, walk a mile in their shoes. You'll realize just how blessed you really are, and you'll start to understand the true spirit of the holiday. Then, don't just sit around thinking, "Boy, I'm glad I'm not like them!" The truly thankful people are the ones who not only appreciate their blessings, but also reach out to help those who are less fortunate. Find a way to be a blessing to others.

From all of us at Bear Facts, have a happy, safe Thanksgiving.

TRUTH OR CONSEQUENCES

How Much Do We Really Know?

By Lorraine Powell
Bear Facts Staff

Knowledge is a strange thing. It is always producing more of itself. My children have classes in school today that I never had forty years ago. They learn what smoking and alcohol do to your body, they learn about AIDS and other STD's; they learn about the consequences of sex. Knowing these things will make them more accountable for their actions than I was, not being taught the truth.

However, one thing that perhaps is not taught today is how dangerous it is to think that you know everything. Life and life's experiences teach us that Einstein was one of the greatest thinkers of this past century, but did he "know" that the consequences of sex? Knowing these things will make them more accountable for the consequences of their actions than I was, not being taught the truth.

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The 21st century is the gateway to a new millennium that will usher in new knowledge. Some are oh, so sweet like raisins. Yet others, like bran flakes, are good for you but difficult to swallow without sweetening. The trick is to ration out the raisins so that there is a raisin and bran flakes in every bite.

Math courses are my bran flakes. I knew that if I procrastinated I would be dreadingly in my classmates. From there I went to Introduction to Algebra. Neither basic math or introductory algebra count except as stepping stones to Finite or Statistics or Math for Elementary Educators. From Finite I went to Survey of Physics. From there I went to Survey of Physics.

This semester I'm finished with math so I have a bowl of more raisins than bran flakes. Yummy.

I really enjoy fruit with my breakfast cereal. Banana or peaches with cornflakes or raisins and bran flakes. I would eat cornflakes without fruit, but there's no way I'd eat bran flakes without raisins.

Courses at DMACC are like raisins and bran. Some are oh, so sweet like raisins. Yet others, like bran flakes, are good for you but difficult to swallow without sweetening. The trick is to ration out the raisins so that there is a raisin and bran flakes in every bite.

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