Campus Times

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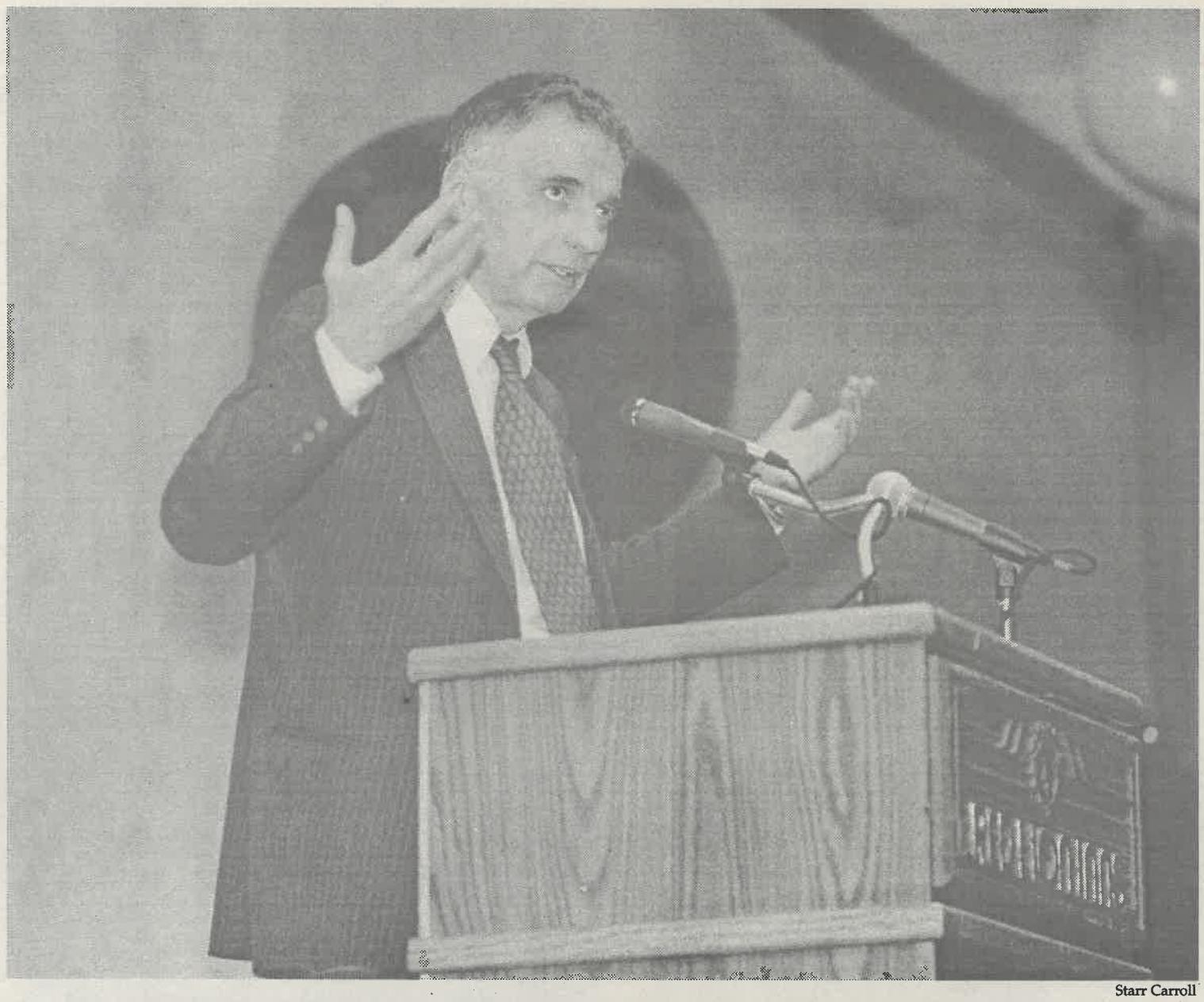

Starr Carroll

Consumer advocate Ralph Nader, a Presidential candidate for the Green Party in 1996, spoke at the President's Dinner. Nader's speech touched on many of the problems that exist in society, like television being used as a tool to separate children from their parents. He also described TV programs as "cartoon parents," or "electronic child molestors."

by Lori Cruz
Editorial Director

"Empowering Local Communities" was the theme of the evening at this year's President's Dinner at which attorney Herbert Hafif was honored with the 1997 University of La Verne President's Award.

Hafif, an attorney and philanthropist, received the award because he "exemplifies the mission and the values of the University," said Public Relations Director Deborah Mandabach.

Along with being a strong supporter of the University and education, Hafif founded the Hafif Family Foundation that supports a wide range of organizations.

President Stephen Morgan honored Hafif as a man "who has done something about some of the injustices that people have suffered not because of their own faults but because of the ignorance of society of addressing some of those challenges."

He added that "none of us should rest easily as long as one in four children are going to bed hungry tonight."

Author, former presidential candidate (with the Green Party in the 1996 election) and advocate, Ralph Nader spoke about citizen involvement, community empowerment and local activism in his hour long keynote address.

Nader asked the question why are there so many

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Positions take programming burden off R.A.s

by Julie Eklund
Staff Writer

The Housing and Residential Life staff is expanding for the 1997-98 school year to include five new Program Assistant (P.A.) positions.

Program Assistants will work with Resident Assistants and the Residence Hall Association. Their main task will be the organization of activities, social and educational, within the residence halls.

Currently, R.A.s are required to organize one program each month for their floor or wing. Next year, this will be omitted from their job description, and instead, P.A.s will put on one program every two weeks.

Julie Thurman, area coordinator for the Oaks, said, "If students are having some co-curricular education in the residence halls, it will benefit them with life skills. Part of a student's education is outside the classroom."

Program Assistants will receive the same benefits as R.A.s—free room and board and a $600 LEAD scholarship.

Three of the P.A.s will be housed in separate buildings in the Oaks. On floors where there is a P.A., there will be no R.A. The R.A. on the other floor will be in charge of the building.

In Stu-Han, a P.A. will stay in Wing One, and a nearby R.A. will carry dual responsibilities for the two wings. The fifth P.A. will live in Brandt, but will not replace an R.A.

Other nearby schools such as UCLA, UC Irvine, Pepperdine and Stanford have already instituted P.A. programs.

Junior Shelley Millone, a second year R.A., supports the new program assistant idea. She said of the R.A. position, "Sometimes it gets to be a little much. [If we don't have to do programming], we can have more time and energy to put into the other R.A. responsibilities."

According to Thurman, the new P.A. positions will give R.A.s more time to concentrate on building rapport within the halls, handling crises and dealing with maintenance problems.

Each P.A. position will have a slightly different description, as they will organize programs focusing on different issues. Topics are expected to include substance abuse, sexual assault, diversity and recreation.

Director of Housing Derek Vergara said his office is trying to create a living and learning environment to enhance the out-of-classroom experience.

"We need more quality programs, so student money isn't being wasted. We're really looking into servicing the students more, so they can have pride in living on campus," said Vergara.

The P.A. position will also bring about changes within the Residence Hall Association (RHA).

Within the past few years, RHA has had programming and the organization of events as one of its central goals. With the P.A.s taking over that job, RHA's focus may shift.

Sophomore Nancy Ikari, acting president of RHA, said, "I think P.A.s have to be a part of RHA, otherwise there will be problems with us stepping on each other's toes and competition."

Continued on page 9

Verdict reached in Bigornia case

by Erica Aguilar
Editorial Assistant

Sophomore David Riffle was convicted and sophomore Eric Britton was acquitted yesterday at 2:30 p.m. on two misdemeanor counts stemming from a 1996 attack on senior Jamie Bigornia.

After deliberating for less than six hours, the jury found Riffle guilty of one count of violating Bigornia's civil rights and another count of battery.

On the night of March 29, Bigornia called La Verne Police Department to inform them that he had been assaulted by two La Verne students at Nick's Place, a bar in downtown La Verne, allegedly because of Bigornia's homosexuality.

During the trial, Riffle did admit that he and Bigornia had a fight, but his argument was that Bigornia provoked the fight.

"The altercation was just a fight. We both fought each other. It had nothing to do with him being gay," said Riffle.

"I feel that I was wrongfully accused. I knew Eric was innocent. We were both innocent. I can't see how the jury would believe what we both said [on the stand] and found Eric not guilty and me guilty," he said.

"I think Britton was guilty. I think everyone knows that he was guilty," said Catherine Lombardo, Bigornia's attorney.

Deputy District Attorney for L.A. County Dan O'Connell said, "The evidence wasn't as strong against Britton. People witnessed Riffle punch Bigornia. Also, witnesses heard Riffle utter the words."

"I was disappointed that Britton was acquitted. Juries do a lot of illogical things," said Lombardo.

Britton and Riffle both felt that there were inconsistencies with Bigornia's story.

"His story changed all the time. He had three to four different stories," said Britton.

"Bigornia got up and said 10 blatant lies on the stand. He said 'I don't know' and 'I don't remember' 58 times," said Riffle.

Bigornia could not be reached for comment.

The restraining orders filed by Bigornia against Riffle and Britton last April will remain in effect for three years.

Sentencing for Riffle will be on Thursday, Feb. 13, at Pomona Superior Court. Riffle has 30 days to file an appeal.

Echelle Avelar, Lori Cruz, Araceli Esparza, Raechel Fittante and Andrea Gardner also contributed to this story.

Mac Kay, Beets take debate to South Africa

by Veronica L. McClendon
Staff Writer

Senior Scott Mac Kay and junior Shannon Beets, both on University of La Verne's Debate Squad, traveled to Stellenbosch, South Africa, to participate in the annual World Universities Debate Competitionin January.

These students were chosen "based on their record performance in international and national debate and because of their excellent performance at the Oxford intravarsity tournament last semester in England," said Jason Sandford, debate coach.

Mac Kay and Beets were ranked 10th in the world at the competition in England. Overall they tied for eighth place, barely missing the semifinal round. They beat many of the top teams in the world such as Cambridge.

Sandford was pleased with the performance of Mac Kay and Beets in South Africa.

After five rounds of competition, Beets and Mac Kay were ranked first in the world.

"This was an excellent tournament and it was the first time that the University had ever been ranked No. 1 in the world after the half way point," said Sandford.

Once Beets and Mac Kay began competing against the top universities in the world such as University of Sydney, Oxford and New South Wales, the tide began to turn. They dropped from 12th place to 15th and finally to 45th.

"I was really disappointed that we didn't continue to do well throughout the rest of the tournament," said Mac Kay.

Debate topics varied from the nature of governments to nature of rights in society. One of the topics was "this house would allow homosexual couples to adopt children," said Sandford.

The debate squad still has a number of significant tournaments this year. For the first time, the University of La Verne will attend the National Honorary Debate Championship, held by the academic forensics fraternity Delta Sigma Rho Tau Kappa Alpha, held at Northern Arizona University.

Other tournaments coming up include the National Parliamentary Debate Association (NPDA) National Championship in Colorado Springs, and the Western States Championship at Cal State Monterey.

The Regional Championship for the second half of the year is Feb. 28-March 2. Last semester, seniors Josh Heydorff and David Randall won the tournament, which will be held at Los Angeles Valley College.

"I would like to encourage members of the campus community to watch the University compete in local competition," said Sandford.

One such opportunity is April 19-20, which will encompass two different competitions, one for American style debate and the other for international style debate.

"The debate squad performed well nationally, internationally, and regionally," he said.

This year the squad had more students perform and more awards won than ever before.

There is an open door policy for anyone who wants to learn and put in the time to prepare for the competition.

Due to the fact that there are many students involved in debate and there is a limited budget, more on-campus debates have been established.

Exhibition debates will be held on campus during weekdays for students who have to work or have sports. This allows students in other activities who are interested in debate to participate. Universities participating in the exhibition include the Claremont colleges, Cal State San Benardino and Loyola Marymount University.

La Verne has the strongest record in regional and international competition, according to Sandford.

"We have a better record than Stanford," he said.

This weekend, Loyola Marymount is having a tournment in which La Verne has won first place for the past two years.

Award to benefit program

by Jennifer Parsons
Staff Writer

The University of La Verne is one of six recipients of a 1996 Edison International Grant for excellence in higher education.

Sixteen independent colleges in Southern California applied and only six grants were awarded. On Dec. 13, ULV received the largest award, $50,000. Smaller awards were made to Claremont McKenna, Mount St. Mary's, Occidental, Pitzer and Pomona Colleges.

Edison International provided the $150,000 in grants to colleges and universities for "innovative collaborative efforts addressing target objectives and meeting the needs of the community," according to the Edison proposal.

Dr. Barbara Jefferson, director of development corporate and foundation relations at ULV, received the invitation to apply for the grant, and after reading the criteria, sent a copy to the School of Business and the First Generation Student Success Program.

Britt Ortiz, director of the First Generation Student Success Program, wrote a proposal requesting the need for a $50,000 grant towards this program. The proposal stated that a new program entitled "Summer Assessment and Family Engagement Initiative" would begin this semester. The program will target "at risk students" from traditionally under represented and under served populations: first generation/ high financial need first year students and their families.

The program consists of Summer Assessment workshops that will serve to develop effective channels of communication with the families of the students. At the workshops, stu-

Continued on page 9

Dr. Clague elected Hillcrest chairman

by Sandra Archuleta
Staff Writer

The Brethren Hillcrest continuing care retirement community in La Verne has elected its Board of Directors for 1997. Dr. Donald Clague recently retired as professor of educational management at the University of La Verne and was elected chair of Hillcrest's Board of Directors. The vice chair of the Board is Marvin V. Snell, M.D., partner in U.S. Family Care in San Dimas.

As chairman of the board, Dr. Clague will be working closely with the chief executive officer of Hillcrest. His job includes handling public relations issues about Hillcrest and attending both state and national meetings for the latest information on the retired. Throughout the spring semester Dr. Clague will attend two meetings in Sacramento and one in Washington, D.C.

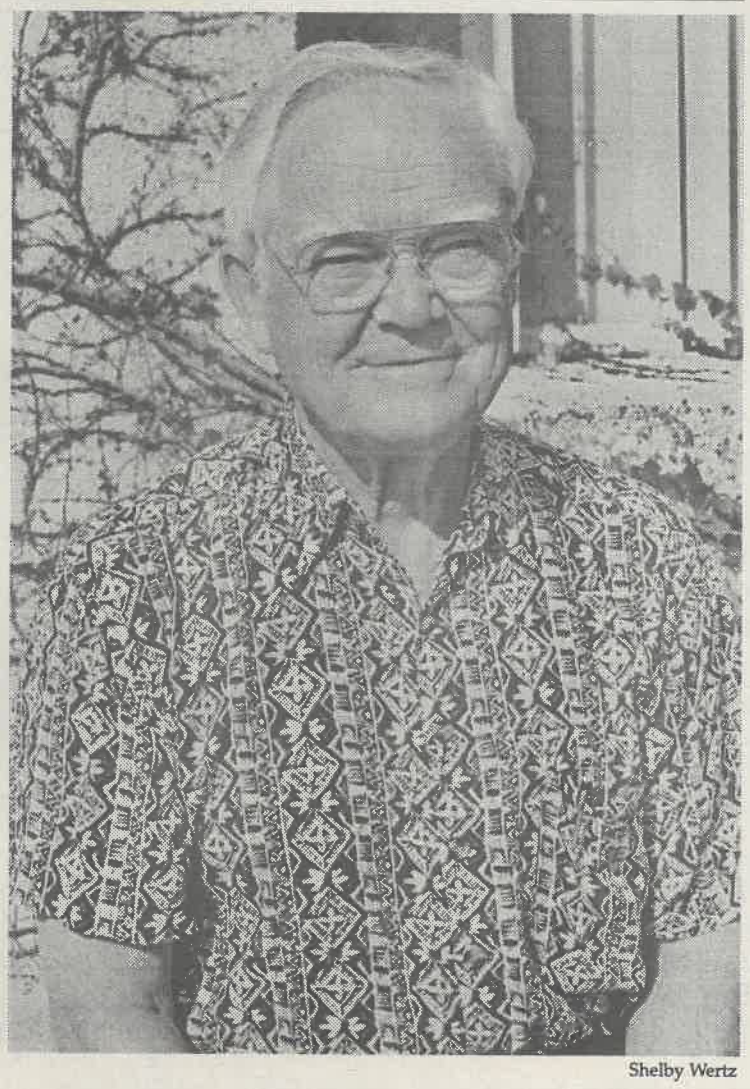
All of the work done by the board is volunteer work.

"All members of the committee spend a lot of time for the good of Hillcrest because they think it's a valuable organization for the benefit of the retired," he said.

Dr. Clague finds the time spending long hours working at what needs to be done. He learned it by "long practice and managing time for 37 years of administration," in which 22 of those years were spent at ULV.

Hillcrest has a capacity of about 400 people. Skilled nursing is available as well as individual care. Dr. Clague spoke highly about Hillcrest but said, "An interesting sideline (at the present time) is that I can't get into Hillcrest because my wife has multiple sclerosis and I had an cancer operation two years ago."

His insurance company will not cover the charges required to live there. After five years of remission from cancer, he may be able to apply again. For now he will just serve on Board and help out Hillcrest all he can.



Shelby Wertz

Dr. Donald Clague, professor of educational management and administrator emeritus, was appointed chairman of the Board of Directors for Brethren Hillcrest Homes. As chairman, he hopes to increase the effectiveness of the board and reduce the time commitment the board has required of its members. Clague is an honorary member of the Chamber of Commerce and was Manager of the Year for Pomona Valley in 1985.



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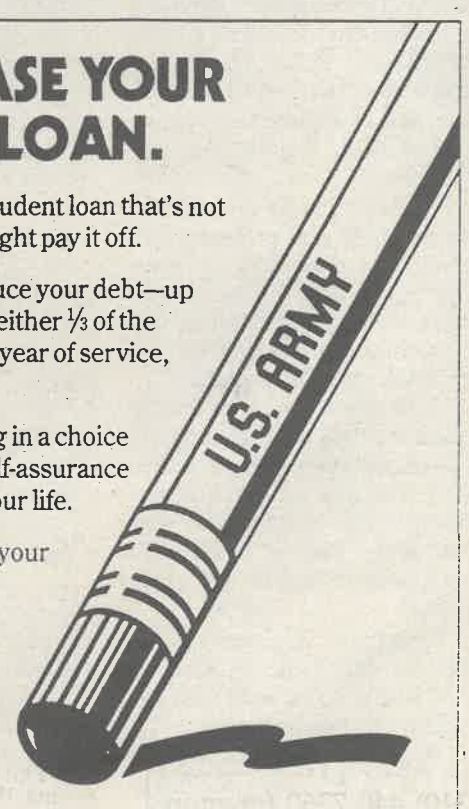

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Arts & Entertainment

Entertainment Briefs

High School Festival

The University of La Verne's Theatre Department will host its "15th Annual High School Theatre Festival" in the Daily Theatre and Cabaret from Feb. 12-14. Students will perform plays and attendance is free. Contact the Theatre Department at ext. 4550 for more information.

Comedy Duo

The Claremont School of Theology will feature the entertainment duo of Steve Allen and Jayne Meadows Allen on Sunday, Feb. 16 from 1:30 to 4 p.m. in the Mudd Theater. The program will consist of anecdotes, comedy and music. Tickets are $25 for general admission and $10 for students. For more information, call (909) 598-6868 or (909) 626-3521, ext. 1-280.

Kelly Exhibit

Opening at the Museum of Contemporary Art, Los Angeles on Feb. 16 will be "Ellsworth Kelly: A Retrospective." This exhibit will cover five decades of the artist's paintings and sculptures, and will run through March 18. For more information call (213) 621-1750 or (213) 621-1748.

Getty Programs

Exhibitions presently running at the J. Paul Getty Museum in Malibu are "The Eye of Sam Wagstaff," "Manuscript Illumination of the 13th Century" and "Figure Drawings." These programs continue until April 6. Contact (310) 440-7360 for more information.

—Kristen Dow



Born of a career in commercial art and photography, Roy Murphy's love of mountain wilderness has produced a large portfolio of wildlife and landscape photographs, including many from the San Bernardino Mountains and San Gabriel Mountains. Murphy's work has been published by the Sierra Club, Design and Environment the Nature Conservancy and the National Parks and Forests books. Many of those photographs decorate the interior of his Covina studio. Murphy's show of photography, entitled "Excerpts from Nature's Symphony," will be on display in the Irene Carlson Gallery of Photography until March 17.

Nature's art is Murphy's canvas

by Jody Bethel
Staff Writer

photography by
Rhidian Maehl

Well recognized nature photographer, Roy Murphy, makes his appearance at the University of La Verne from Feb. 3 through 18.

Murphy's photography will be on exhibit in the Irene Carlson Gallery in Miller Hall, and will display Murphy's love of nature.

"I picked Roy because it (the art) is right here and he is the only one I know of that has made a visual record of this kind. It's almost like we are honoring him," said Associate Professor of Photography Gary Colby.

Photography has been a hobby for Murphy for many years, but it was only after working as a commercial artist, illustrator and in print houses that Murphy took his hobby into the professional world.

The nature aspect of his work has always been with him. As a child growing up just outside Toronto, Canada, Murphy was surrounded by a scenic environment.

His father and brother were hunters. Murphy never found a liking for hunting, but rather a love for animals and their homes. He received the "Friends to Animals" award as his first Boy Scout honor.

Photography is artwork to Murphy, in the sense that the photograph is not what the camera sees, but instead what he sees. The interpretation that he has, and the mood and feeling that is felt from the photograph is what the picture is all about, but may be totally different for someone else taking the photo, according to Murphy.

After observing bad photographs hanging among the walls of the forest ranger and national parks stations, Murphy commented how the photos lacked the real beauty of the surrounding area.

With the ability to photograph, he was given contracts by parks and services to capture the true beauty of the areas. This opportunity gave Murphy a new career.

> 'It has to be art, because I would do the same in painting, but it would take longer.'
>
> *—Roy Murphy, nature photographer*

Getting up early and setting up his equipment before the sun even rose was when he captured the true beauty of the Angeles National Forest, his focus for the exhibit taking place at ULV.

He said a particular photograph may take a lot of planning and concentration. The idea, and setting may be present, but it may take awhile for the full effect to take place.

"Sometimes photographing nature can be like photographing a friend; you want to get them when they look their best," said Murphy.

Murphy sees himself as a "hard worker that loves work."

When people ask him when he is going to retire he says, "When you like what you are doing, how can you retire? What would I retire to?"

About his work, Murphy said, "It has to be art, because I would do the same in painting, but it would take longer."

"I admire Roy because he does with Photography what he loves. His photography instructes us and I find inspiration in his enthusiam," said Colby.

Murphy's work has been published in many national publications, including *Sierra Club Guides to National Parks, Outdoor Photographer, Modern Photographer,* Parks and Forests books, posters, maps and brochures.

He has also appeared in western publications, including *Sunset, Desert Westways, the Los Angeles Times* and maps and travel guides of the west.

From the Sierra Club, Murphy received the Elna Bakker Nature Interpretation Award.

Murphy will give a lecture Wednesday, Feb. 12 in Mainiero Hall at 4 p.m that will be based on his book, *The Angeles National Forest.*

A reception in the Carlson Gallery will immediately follow the lecture. Signed copies of Murphy's book will be available for purchase for $10 dollars.

For more information, contact the Photography Department at ext. 4285.

Opinions

Code of Ethics

PREAMBLE

We believe in journalism as an honorable profession and, recognizing the opportunities for service to the University of La Verne, do hereby establish the following canons for governance of professional practice as obligatory on every staff member of the *Campus Times*.

I. NAME

The *Campus Times* is the official student newspaper of the University of La Verne. It is published weekly during the regular semester and funded by the University Trustees as a laboratory publication of the University's journalism curriculum. The paper is distributed free on-campus.

II. PURPOSE

The primary purpose of the *Campus Times* is to publish unbiased news accounts, to provide a vehicle for the balanced expression of student opinion and to maintain strong, responsible leadership. Further, the *Campus Times* shall strive to be the mirror of the public mind, interpreter of the public intent and troubler of the public conscience.

III. RESPONSIBILITY

1. The *Campus Times* shall seek to uphold the finest standards and highest ideas of journalism, and, in particular, be devoted to truth, accuracy and fairness.

2. Realizing the power of the written word, the *Campus Times* staff members shall strive to use good judgment and sensitivity toward the protection of the well-being of the people of the University of La Verne.

3. The *Campus Times* is the information line of the University and shall be treated in a manner that reflects the personality of the campus.

IV. FREEDOM OF THE PRESS

1. Freedom of the press is to be guarded as a vital right of humanity. Freedom from all obligations except that of fidelity to the students' right-to-know is vital. It is the unquestionable right of the *Campus Times* to discuss whatever is not explicitly forbidden by law, while at the same time observing the responsibility cited in Section III.

2. A hands-off policy will be followed by University administrators, staff, students and faculty (other than the newspaper adviser(s) who serve as teachers) concerning story generation, writing, editing and distribution of the *Campus Times*.

3. The *Campus Times* will not be subject to censorship by University officials or agents unless a specific issue is deemed to include contents of a libelous or otherwise illegal nature.

V. COMMUNITY SCOPE

1. The *Campus Times* shall cover the entire scope of student activities as space allows and present a timely, unbiased and balanced representation of University of La Verne activities and events occurring on its campuses.

2. As space permits, the *Campus Times* shall strive to cover entertainment in the surrounding community, including major events on other area campuses.

3. Realizing that the University of La Verne is an integral part of the community, the *Campus Times* will report important events as news relates to the student body.

VI. FAIR PLAY

1. Publication of propaganda under the guise of news shall not be permitted. The *Campus Times* shall not invade the rights of any individual and will be restricted by the established principles of fair comment.

2. To protect freedom in the classroom, statements made by faculty members in the classroom shall not be quoted. Such statements may only be quoted with the individual's consent. However, statements made in public gatherings and in interviews with *Campus Times* staff members are subject to direct quotation.

3. Retracting false or malicious statements shall be considered a privilege as well as a duty. *Campus Times* staff members who violate this editorial policy may be obliged by the editor to relinquish their position, subject to appeal.

VII. IMPARTIALITY

1. The *Campus Times* shall not endorse political candidates or espouse political parties. However, editorial columnists shall be free to take positions on state and national political platforms and candidates.

2. The *Campus Times* shall print letters to the editor to provide an opportunity for reader opinion. Letters will be printed according to space available. When all letters are not printed, especially on controversial subjects, the editor will attempt to print the most cogent arguments made in the letters and approximately reflect the proportion of the letters received by the number of letters printed. Letters must conform to *Campus Times* policy and to applicable laws, including libel laws. All letters must be signed; however, names may be withheld upon request. Letters must be typed, no more than 250 words in length and are due by Tuesdays at 3 p.m.

3. The *Campus Times'* position, reflecting that of the editorial board, on issues is discussed only in editorials. There will be no editorializing in the news. Columns and features appearing on the editorial page shall be the opinion of the individual writers, unless so indicated.

VIII. ADVERTISING

The *Campus Times* assumes a definite attitude toward the advertising that is solicited, written and printed. The same canons of truth and justice should apply in advertising as are adopted for news and editorial matter. Advertising and advertisers shall in no way affect the content of the *Campus Times*. The business manager shall use good judgment in soliciting advertising, and questionable advertising shall be subject to the adviser's approval.

IX. AMENDMENTS

Further, the structure or existence of the code of ethics should be viewed as continually open to change and evolution. For just as the requirements and purposes of the University of La Verne are altered by time, so also its newspaper.

Press shines Clinton for O.J.



Raechel Fittante

As long as I can remember I have wanted to write. In my sophomore year of high school, I took Mr. Oswalt's newspaper writing class and fell in love with journalism.

Journalism—the feel of it. The way it pumped through my blood and dripped words out the tips of my fingers. To me, there was nothing more important than the responsibility of the media and the enormous power driving the American press to the realms of divine truth and educational influence.

All things change with time. As in many relationships where feeling is involved, love and hate can reveal themselves to be equal parts of opposite emotions.

Tuesday night, the President of the United States addressed our nation with the State of the Union speech, an event usually televised on every channel regardless of public opinion of what is newsworthy. Unfortunately, last Tuesday I guess the president was just not good enough because the speech fell on the same night the judgment for the O.J. Simpson civil trial was announced.

Even the television networks CBS, NBC and ABC had all day coverage of the verdict. At about 5:30 p.m., the opening of the State of the Union address began to interfere with the live coverage of the street outside the Simpson mansion, so the State of the Union was boxed off to the corner of the television screen until the very last minute prior to Bill Clinton actually talking, when the networks had no other choice but turn away from precious O.J. Watch '97 to let the President speak. The independent stations, KTLA, KCAL, KTTV and KCOP, did not even bat an eye for Clinton—they just kept the air cluttered with footage on what they considered to be the big local story.

The word "footage" is a grave understatement considering all the television had to offer on the verdict, due to a gag order by the court, was a variety of shots ranging from a helicopter view of O.J. on the freeway driving to the Santa Monica courthouse, the Goldmans in a glass elevator of a nearby hotel and a third story window which was supposed to be where NBC reporter Tracy Savage was talking to us from her cellular phone "live from inside the courthouse."

O.J. has been the most controversial public figure of this decade and his criminal trial remains to be the biggest hoax of the 20th century. Yes, the verdict of the civil trial was an important event because it showed Americans what might have happened 16 months ago if all of the evidence had been allowed into the first trial.

However, the handling of the case on Tuesday proved how full of itself the media is. It was another case of the media watching the media. The courthouse was turned into a circus of protesters chanting, reporters name dropping and spectators swarming. Considering all of this, I suppose the news gives us what we crave, but no longer do they give us what we need.

Nowadays, the news just is not news anymore. There is no love for journalism by the ones we look to for the story. The story is just what happens to be the hot topic for the day. In today's world, the truth is irrelevant, true investigative reporting is not necessary and the television is a sad mirror of our power hungry society.

Toward the end of the President's speech, the actual verdict was announced. Each network channel said goodbye to the leader of our nation to see the decision of the jury live, as well as the aftermath which captured the tragic yet triumphant reactions of the Goldman family and followed O.J. to Baskin-Robbins.

I still believe in the power of the press, but I do not trust the motivations behind what we see on mainstream television or even what we read in newspapers. I still love journalism, but I abhor the transformation so obviously taking place in the field.

Mr. Oswalt does not teach journalism anymore. The last time I saw him he said something about his heart just not being in it. We both agreed long ago that O.J. Simpson is guilty, but only now do I realize that O.J. is also responsible for so much more.

Raechel Fittante, a junior journalism major, is editor in chief of the Campus Times. *She can be reached by e-mail at* **fittante@ulvacs.ulaverne.edu**.

Campus Times
Spring 1997

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Unsigned editorials represent the opinion of the *Campus Times* editorial board. Signed columns are the opinion of the individuals and do not necessarily reflect the opinion of the *Campus Times*. Letters to the Editor are due by Tuesday at 3 p.m. Letters must be typed, no more than 250 words in length, relate to a topic covered in the *Campus Times*, and are subject to editing for clarity and space.

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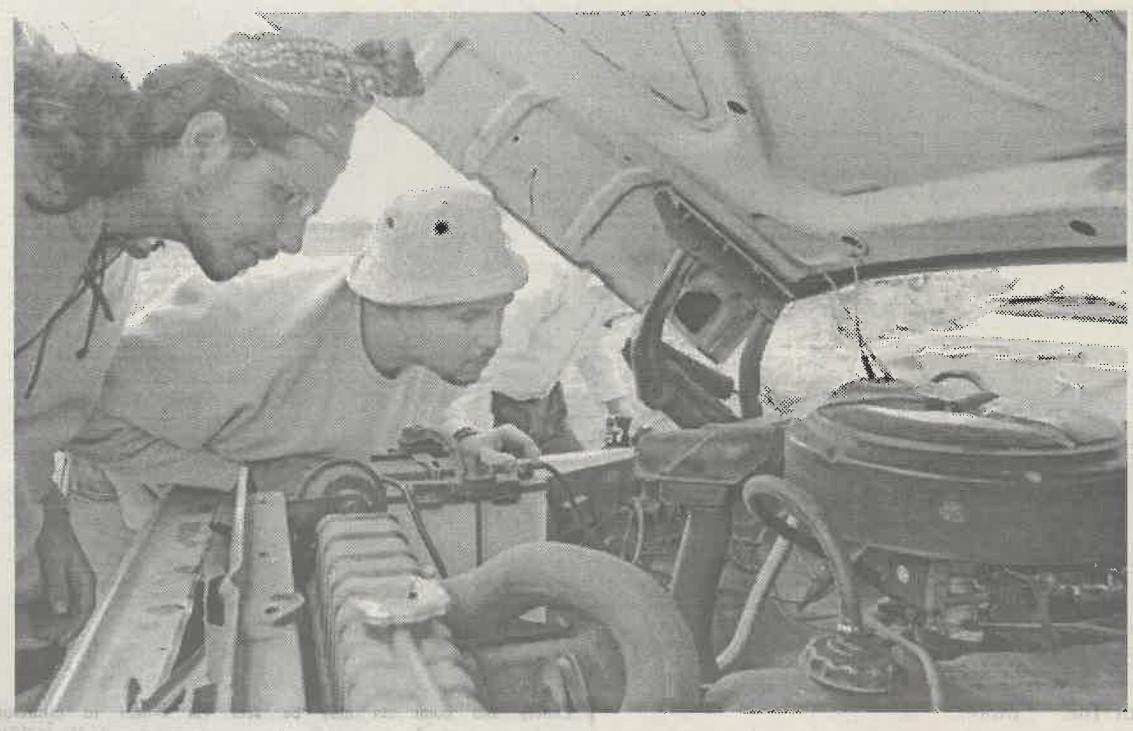
Biology team travels Baja California







The Natural History of Baja California class set up camp in several sites along the Pacific and Gulf coasts. This site is in the desert region, south of Guerrero Negro. The camper hauled two canoes and the group's food and water supply. Senior Rich Quesada conducts routine car maintenance along with sophomore John Keller.

Photography and story by Veero Der-Karabetian

During the month of January, a team of eight student biologists embarked on an adventurous and unpredictable trip across the Baja Peninsula. The purpose of the excursion was to study everything from geology to the flora and fauna of the area. The team was lead by Dr. Jay Jones, professor of biology and biochemistry. This would be Dr. Jones's first Baja trip in eight years.

The group included seniors Ary Farajollahi, Nathan McConnell, Rich Quesada and Debbie Hartman, juniors Kim Williams and Veero Der-Karabetian, sophomore John Keller and freshman Rhiannon Jensen.

The estimated time of departure was Friday, Jan. 10 at 8 a.m. The group ran four hours behind schedule and did not leave until 12:30 p.m. It was at this point that they realized the true nature of this trip was an unpredictable, unscheduled, unfolding of events yet to be experienced. Nothing was etched in stone and nothing was certain, except that the eight travellers, including Dr. Jones, wanted to reach Cabo San Lucas, the southern-most point of Baja California, no matter what happened.

The group entered into Baja through the large border town of Mexicali and proceeded to take the eastern route along the Gulf of California, driving until they felt the need to stop, which occurred quite often. Many of the stops happened because Dr. Jones spotted something off the side of the road that he thought was relevant to the student's learning about the local geology, flora or fauna. And at several of the stops they would camp for the night.

As part of the trip, the class went through several climate zones and studied the various populations of plants and cacti that could be found. Discoveries were made of everything from giant Cardon cactus to coconut trees. The group experienced everything from snorkeling in tropical waters to eating freshly caught fish with local pescaderos (fishermen). But nothing compared to what happened in Bahia San Luis Gonzaga.

Gonzaga is a small bay along the gulf coast about 150 miles south of the border. They spent three nights in this bay where Quesada and Williams researched inter-tidal marine life, Dr. Jones educated the class about the local geology, and Farajollahi, Keller and Der-Karabetian took a canoe ride that changed their lives.

It all happened when the three decided they wanted to try and canoe to the local cantina (bar) across the bay. Despite the large breeze and the semi choppy sea, they loaded themselves into one of the two-man canoes. The wind was hitting the canoers broadside which added to the already unstable canoe. Despite that, the three pressed onward, paddling harder and harder with every stroke. In the moment of a second, the canoe capsized in the chilly bay. Shock and fear came immediately, then the struggle to get back to shore began.

The three tried repeatedly to turn the canoe back over but it just would not happen. It was filled with water and if it was brought right-side-up it would sink. Once they realized this the trio decided to turn the canoe on

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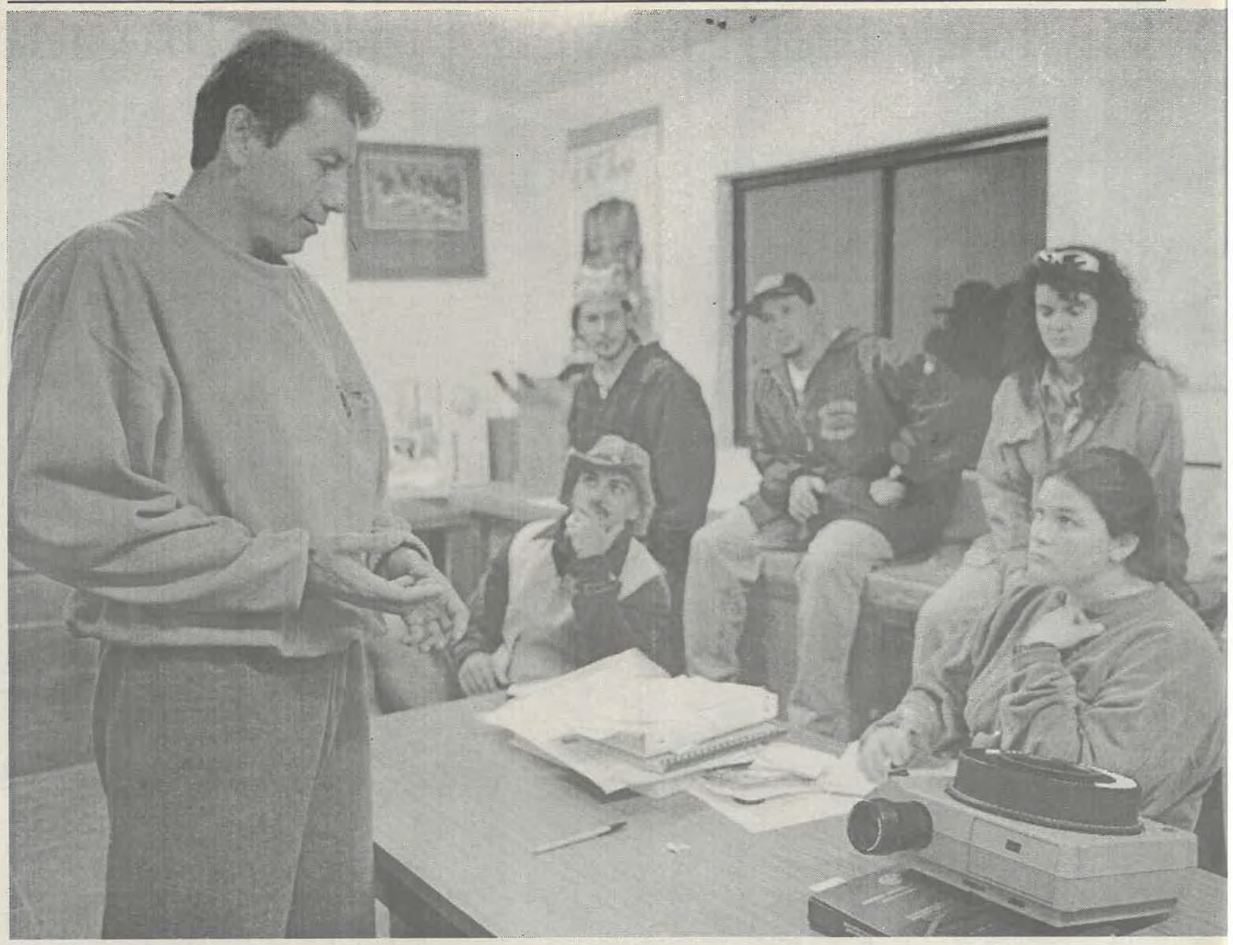


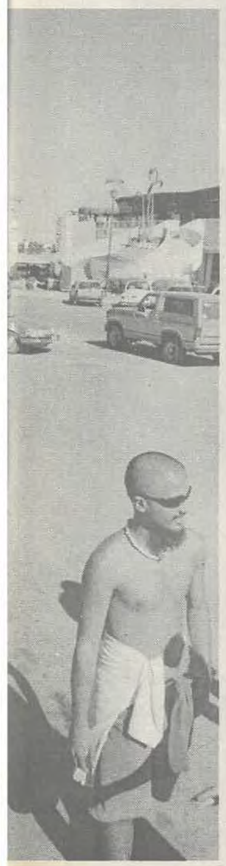








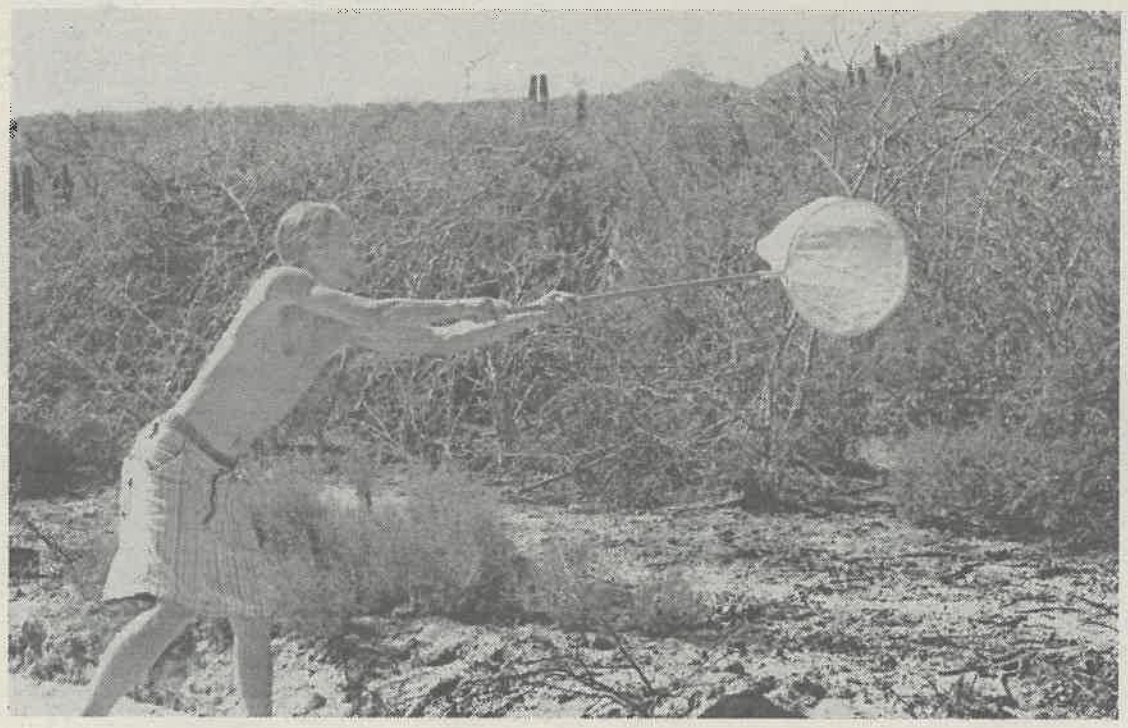


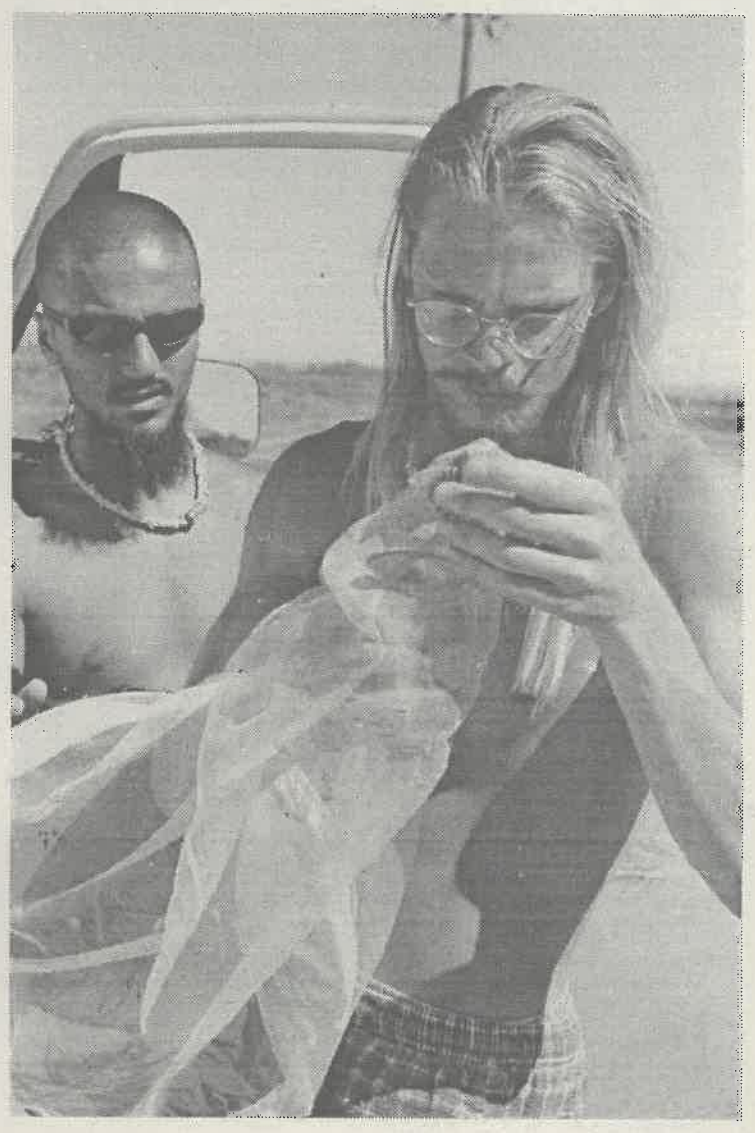


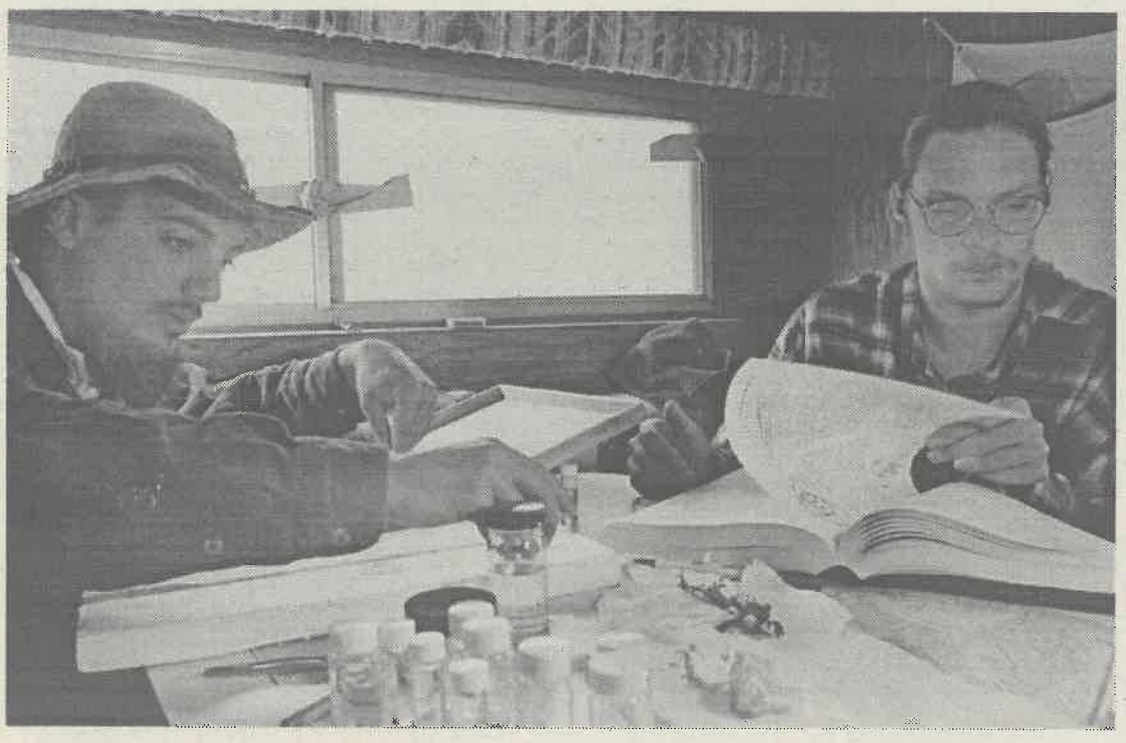


Clockwise from top left: The Baja class from left, senior Ary Farajollahi, sophomore John Keller, seniors Rich Quesada and Debbie Hartman, freshman Rhiannon Jensen and junior Kim Williams listen to Jose Sanchez from the Institute of National Ecology, stationed in Guerrero Negro, talk about Baja's natural history. Hartman digs for clams at an estuary in Gonzaga Bay along with McConnell and Farajollahi. The clams were boiled for the evening dinner which consisted of clam soup with potatoes and freshly picked pickle weed. Keller and Quesada (not shown) bargain with a local bar owner for the use of their showers which were nothing more than a tiled closet with a water pipe protruding from the wall. The final cost was two Pesos. Williams, Jensen, Keller, McConnell, and Dr. Jay Jones observe a vertical intrusion and other features along the side of the hill. Hartman, Quesada and Farajollahi cruised through the streets of Cabo San Lucas, enjoying the tropical weather and the tourist atmosphere. McConnell, Farajollahi, Keller, Dr. Jones and Quesada inspect what appears to be an insect trap.









Clockwise from top: The Baja class enjoyed many sunsets, such as this one along the Pacific in southern Baja. Seniors Ary Farajollahi and Nathan McConnell inspect one of McConnell's latest insect finds, which was usually a butterfly. Farajollahi and McConnell organized, classified and pinned more than 180 insects which they captured during the trip. McConnell was not always successful in catching insects with his net even after five years of insect collecting.

Baja...

Continued from page 5

its side, hang on, and paddle back to shore. Every push and kick seemed irrelevant when compared to the current, which was taking them farther down the bay. It was at this realization when Keller started to panic. After several attempts of yelling for help with no one able to hear them, Keller's struggle became frantic. He pushed and kicked harder and faster, gaining only little ground, then fatigue quickly took its toll. It was at this point that another student spotted the group and was able to gather the rest of the class. They threw a rope out to the canoers and reeled them back to shore. Once the exhausted canoers were able to stand on solid ground, they were embraced with towels and laughter from the rest of the group.

From then on it was no holds barred straight to Cabo. They made the occasional biological stops and a brief stay in Guerrero Negro for two nights to observe the Gray whales.

On the 12th day of the trip the nine-member class finally reached the end of the Baja Peninsula, Cabo San Lucas. Once there, the group indulged in margaritas, shopping and the beautiful tropical atmosphere.

Interterm students explore childhood

by Amy M. Boyle
Staff Writer

Many students breathed a sigh of relief last Friday knowing that the four week long January interterm is over. However, for the students in the theatre performance class called Shifting Borders, a bond was built that those in the class believe will never be broken.

Shifting Borders was a course created by Jane Dibbell, associate professor of theatre arts, to promote awareness of diversity and unity among the students in her class.

The students were devoted to discovering who they are, where they had been, and most importantly, where they are headed. This discovery came through meditation, research, workshops, elements of movement and attending professional performances.

From the onset of the class, each day was used as a building block in the preparation of writing autobiographical scripts to be performed at the end of the month.

The class began with playing childhood games which recalled memories of a time that may have been lost in the students' minds, but never forgotten.

"Along with a childhood memory, a significant event of that time, as well as a song, were coupled together to begin the process of telling the story of this childhood memory," said Dibbell.

Sophomore Leila Acala, who was a member of the class, described the experience saying,"It was hard to recall exact details [of a childhood memory], but you always remember the good times."

Dibbell focused her students on the one childhood memory that was real to them. For junior Jennifer Rodriguez, the story and childhood memory that was real for her was the ironing of her grandfather's suit.

The students then worked to perfect their storytelling abilities, movement and voice in order to make their story accessible to their audience.

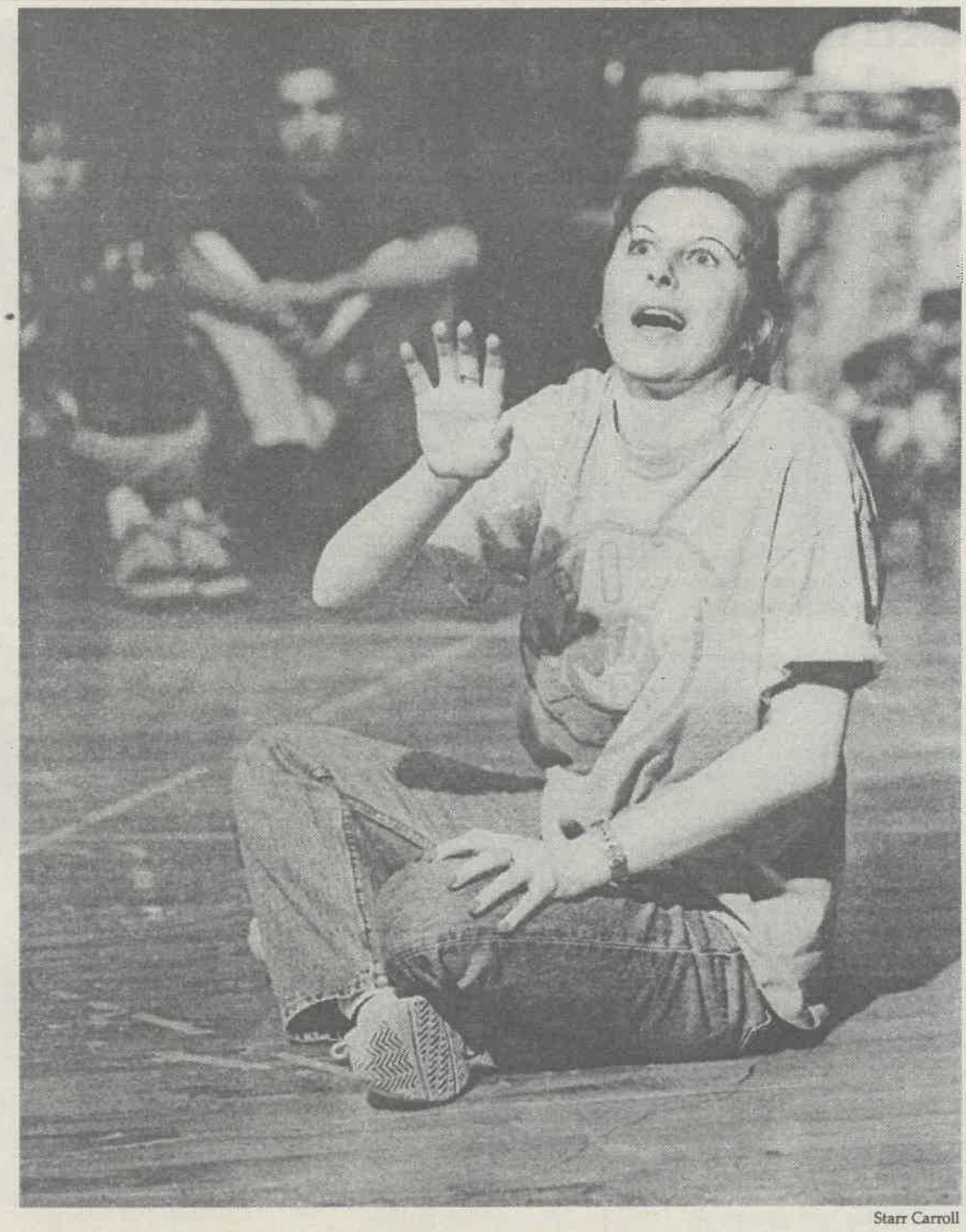
Due to the additional funding received from the Irvine Foundation Grant, the class also had visiting guest artists who shared their experiences on how to tell their stories.

One artist, Dolores Chavez, an alumna of ULV, knew what each member of the class had to do to perfect their stories. She pointed out contrasts in feelings—what may be fun on the surface could have pain inevitably buried underneath.

Sophomore Melissa Negrete said, "The class was an emotional roller coaster. It brought out everyone's personality, and we all developed a style portrayed through our characters."

As all things must come to an end, so did the interterm performance class. Its final performance was presented to an audience on Wednesday, Jan. 29.

Dibbell says she believes that everyone has their own story to tell, "It can allow them to be fully alive and not to be afraid of who they are."



Starr Carroll

Performing "The Mitchell Years," a personal childhood memory, freshman Kelly Young participated in the January Interterm art performance class entitled "Shifting Borders." In the class, students wrote individual skits encorporating a significant childhood memory, to be performed at the end of the term.

New mentor program to help build bonds

by Summer Herndon
Staff Writer

Volunteer faculty, staff and alumni will be selected to participate in a mentor program to be developed during the spring semester by the First Generation Student Success Program (FGSSP). This program will assist first generation college students with the development of their academic career and personal goals.

The new mentor program, administered by FGSSP Director Britt Ortiz, will provide guidance, role models, community building, increased retention services and a beneficial relationship between students, families and their mentors.

Ortiz said students "will have the opportunity to develop a relationship with supportive faculty, staff and alumni that will increase the probability for success."

The program has attracted attention from many people wanting to know more information about becoming a mentor. There are already 40 names on the list of people who want to volunteer.

Ortiz hopes the mentor program can spread to the rest of the campus if it is a success with first generation students. If the program does expand, Ortiz says they can hire professional mentors to work with students.

Mentors will participate in ongoing training for themselves and students. Both will attend events and activities which are going to be designed to encourage the development of quality relationships.

Sponsored events such as a picnic, which will be held in order to match students with their mentors, field trips and a luncheon are being planned for this program so students and their mentors can create a good friendship that could last after the student has graduated college and possibly for a lifetime, according to Ortiz.

Ortiz said FGSSP got the idea for the new program from Frank Puchi, a counselor program director for Palomar Community College in San Diego.

P.A.s...

Continued from page 1

Thurman anticipates that the P.A.s will meet at least once a month with RHA.

Vergara said, "We're encouraging students to get involved in their community. We're setting up the structure, and it's up to the students to take the path.

There will be an information session about the P.A. position tomorrow at noon in the West Dining Room.

Application materials are now available at the housing office; they are due Feb. 17. Interested students must have a minimum 2.5 GPA.

Award...

Continued from page 2

dents will be awarded an Edison International Book Award o motivate, support and provide an incentive for excellence.

"The grant enhances the existing family engagement initiative. ULV received the $50,000 because the proposal was very strong. It met the criteria in what they [Edison] hoped to accomplish," said Dr. Jefferson.

Edison's target objectives fell under the three categories of education, economic development and environment, and the funded programs needed to promote leadership and diversity in one of those areas.

Nader...

Continued from page 1

acknowledged problems at the local level and why are they not solved. He offered a few solutions but criticized many groups including corporate leaders, the media and the courts for their positions and inactiveness within the community.

"What this calls for is a recognition that we have to systematically began improving our democracy and our democratic institutions," Nader said.

Nader equated the problems of the communities to "wallowing in charity because we are so depleted in justice." Nader, an attorney, spoke of the need for citizens to have unlimited access to "justice" via civil court cases. He chastised those who want to restrict civil lawsuits however frivolous they may be.

"The only room for any kind of justice whether by individual or class is the courtroom," Nader said.

Nader condemned the Supreme Court for requesting a raise in pay (which he claimed is $133,000), yet he pitied trial attorneys for not having enough cases to file.

Nader said that communities need to be made stronger by the development of more institutions and used the phrase, "without people, nothing is possible, without institutions nothing is lasting."

He said it is time to "face reality" and urged citizens to keep on alert to avoid the euphemisms that plague the communities.

"Words like reform or reinventing or downsizing... are dismantling our democracy in one area after another,"he said.

Nader added that Hafif's work personifies that one "grows out of a community and gives back to the community."

The second annual dinner netted more than $75,000 for the University, in comparison to last year's event, which brought in $30,000. Mandabach said she is "so pleased" that the dinner was able to net so much in only its second year.

More than 600 community and University leaders and staff attended the dinner at the Red Lion Inn at the Ontario Airport last Thursday.

Roger Barkley, a member of the ULV's Board of Trustees, its Executive Committee and the President's Advisory Council, was the master of ceremonies.

X Games showcase extreme competition

•Alternative Olympics hit slopes

by Ryan Sones
Staff Writer

Southern California was thrust into a new era of sports last weekend when ESPN2 introduced the inaugural Winter eXtreme Games to the Snow Summit ski resort in Big Bear, Calif.

The X Games have revolutionized the sports world since their conception two years ago as a summer sports venue for extremely radical activities different from what the everyday sports enthusiast might view or participate in.

What is extreme? When ESPN introduced its Summer X games events like acrobatic bungee jumping, wakeboarding and skydiving board surfing it stunned the sports world. People had never seen such competitions in an olympic style format. Now, two years after ESPN initiated the Summer Games, the Winter Games came and were a big hit.

"The idea of the X games evolved from a rigging crew for ESPN about four years ago. Some of the setup crew always bugged producers about such a venue where the competitions were radically different like skateboarding and snowboarding, and from that idea we have created a monster," said media spokesperson Chris Madsen.

Madsen stated that the purpose of the X games was to enlighten the needs and wants of a new and fast emerging generation, known as Generation X. These young people have different wants and needs than their parents as does any new generation. With the help of things like computer technology and the Internet, young people have a much broader perspective of the outside world than their parents ever did.

The X Games are not only aimed at the young people that were there. The idea targets that age group but there was a huge response from not only the public but major advertisers wanting to help back these ideas.

The Winter games had many competitions that included a new idea of a crossover of events. This idea is very much like the pentathlon in the Olympics in which athletes compete in multiple events to gain one combined score.

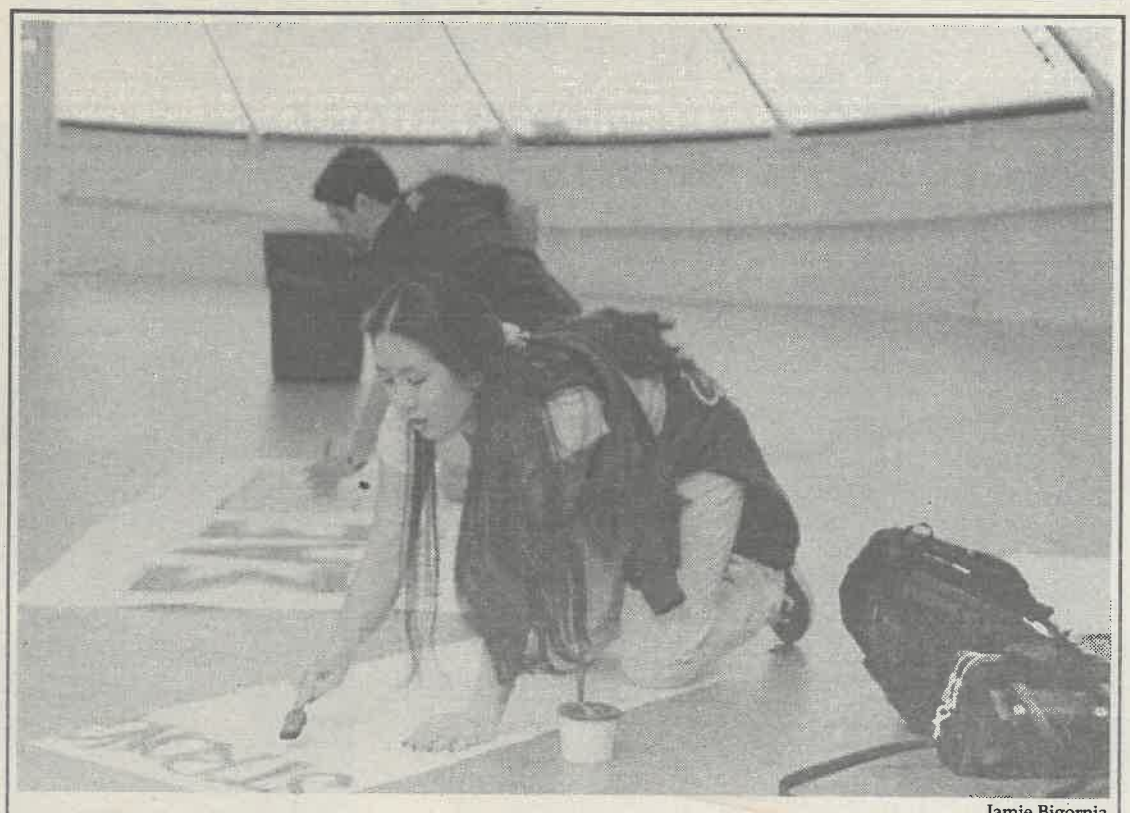
Among the crossover events were snow downhill mountain biking, vertical air half-pipe competition(skateboard/rollerblade/bicycle halfpipe) and a snowboarding freestyle event. Competitors would have to compete in each of the three talents in order to gain the highest score.

Altogether the games included the crossover event, snow downhill mountain biking, snowboard big air, snowboard freestyle, ice climbing and super modified shovel racing. All events, excluding the shovel racing, took place in both men's and women's heats.

The most amazing and radical of the events was the downhill shovel racing. The so-called shovel (a $10,000 non-powered aerodynamic sled on steroids) is released from the top of a slope acquiring speeds of 65-70 miles per hour for a distance of only 150 yards. Athletes competed against the clock for the best times.

The climax of the event was the terrible spills taken by the sleds when acquiring speed caused the sled to wobble and crash into the track walls, usually flipping down the remainder of the track.

The X Game venue will take place from now on every two years, in winter and summer, matching the world's best extreme athletes against each other.



Jamie Bigornia

Wendy Lau, junior, and Chris Braunstein, senior, create posters for Rush Week to encourage students to join one of the Greek organizations on campus. Lau is the philanthropy coordinator for Phi Sigma Sigma. Braunstein is a member of Sigma Alpha Epsilon and is also the fraternity rush coordinator for the Inter Fraternity-Sorority Council (IFSC).

TeleFile gives new tax avenues

by Ramzi Rabadi
Staff Writer

This year there are 22 million people scheduled to receive a personal TeleFile invitation from the Internal Revenue Service to file their 1996 federal income tax return by using a touch-tone telephone.

Inside the package, there are instructions, a worksheet and a personal identification number (PIN) to enter at the end of the call that acts as a signature. The system will calculate the numbers and determine if there is a refund or a balance amount to be paid by April 15.

A refund from a TeleFile return can be expected in about three weeks. The option of a direct deposit refund into a personal checking account is also available.

According to IRS spokesperson Keith Kimball, using a touch-tone telephone is considered the quickest, easiest and most convenient way to file instead of the traditional method of mailing in the paper tax form. At most, the whole process should take 10 minutes. TeleFile offers a toll-free number which is available 24 hours a day, seven days a week, to further ease the process.

"A lot of students qualify, because they meet the requirements of income less than $50,000, single and same address as the previous year of filing," said Kimball.

The only reason a taxpayer would not qualify for TeleFile is if they must claim dependents, need to change filing status, name or address, need a deduction for being over 65 or blind, already received advanced earned income credit payments or repaid unemployment compensation in 1996. Other reasons include using someone else's tax booklet or filing a deceased taxpayer's return.

He explained that the need for the same address as the year before is for security reasons, since there is always the possibility of mail being stolen.

The TeleFile system started seven years ago and expanded to the whole nation last year.

"Students who used Telefile last year liked the fact that it was free, fast and convenient," said IRS spokesperson Laurie Keleman.

Also offered by the IRS, is a web page on the Internet (**http://www.irs.ustreas.gov**) that supplies forms, publications and instructions on filing taxes. In addition, the web page will offer answers to frequently asked questions as well as IRS press releases and fact sheets.

'Students who used Telefile last year liked the fact that it was free, fast and convenient.'
—Laurie Keleman, IRS spokesperson

For people who frequently need tax forms and publications, including small businesses, a CD-ROM disk is available with this information for $25 from the U.S. Government Printing Office.

In regards to students, Kimball maintains that the best way to go is the TeleFile system, which in 1996 achieved a 99.6 percent accuracy rate for processing tax refunds.

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*These figures are preliminary and will be confirmed in April of 1997.

Women suffer double overtime loss

by Katrina Hall
Staff Writer

Tuesday was a tough day for the University of La Verne women's basketball team. It played the No. 1 school in the Southern California Intercollegiate Athletic Conference (SCIAC), Pomona-Pitzer, whose record going into the game was 4-0 in conference. The Leopards lost, 73-72, in double overtime.

The Leopards refused to go down without a fight and gave the Sagehens a run for their money. At halftime, La Verne was ahead, 25-17. But Pomona-Pitzer outscored them in the second half resulting in a 58-58 tie.

"If they stop playing at their opponents' level and start playing at the level and intensity that they can, that would be a turning point for the better," said head coach Julie Kline.

La Verne's overall record is 8-11, 3-3 in SCIAC.

Pomona-Pitzer was the last college in the conference La Verne went up against. Now the Leopards will play all six schools again this month.

"Playing a strong defense wins games," said Kline.

There was no doubt about that after the women's team proved her theory correct. On Jan. 10, the Leopards edged a 65-64 win over Wheaton College

'We're getting contributions from different players and they still have great potential for the rest of the season.'

—Julie Kline, head coach

After a strenuous double overtimes, neither team would back down and Pomona-Pitzer finally pulled through, barely grasping the win.

Freshman forward Lori Johnson scored a team high of 25 points, senior forward Katie Miner racked up 23 points, and sophomore guard Jennifer Spring pulled through with 13 points.

Cal Lutheran, Claremont and Pomona-Pitzer all have to come to the Supertents and play the Leopards.

If La Verne plays the remainder of its games with aggression, strength and quick defense, it will not be hard for them to place high in the conference.

of Illinois, ranked eighth in the nation. After one overtime, strong defense, and consistent shots, they were able to walk away clinching a hard earned victory.

The highlight of the night came from Spring when a Wheaton player attempted to put in a lay-up and Spring shattered all possibilities of her scoring by slapping the ball against the backboard. The crowd was brought to its feet in an uproar. Junior forward Alicia Gibson scored the team high that night with 32 points.

It took the Leopards a while to learn what it takes to win after a rocky five-game losing

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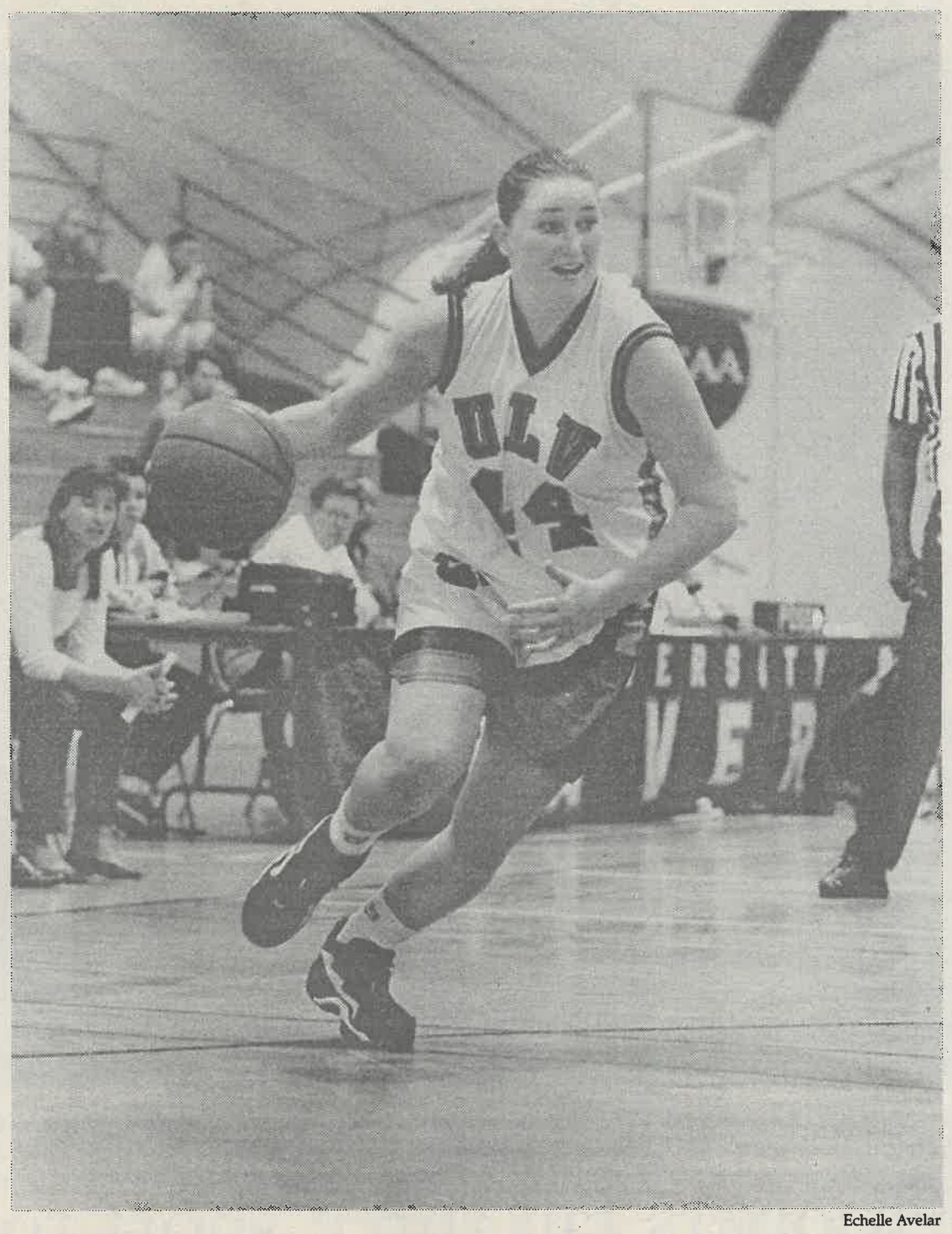

Echelle Avelar

Senior forward Katie Miner plows through Occidental's defense at the women's basketball game last Friday night. Minor scores an average of 10.4 points per game. The Leopards won 68-49 and are scheduled to play Redlands at home tonight at 7:30.

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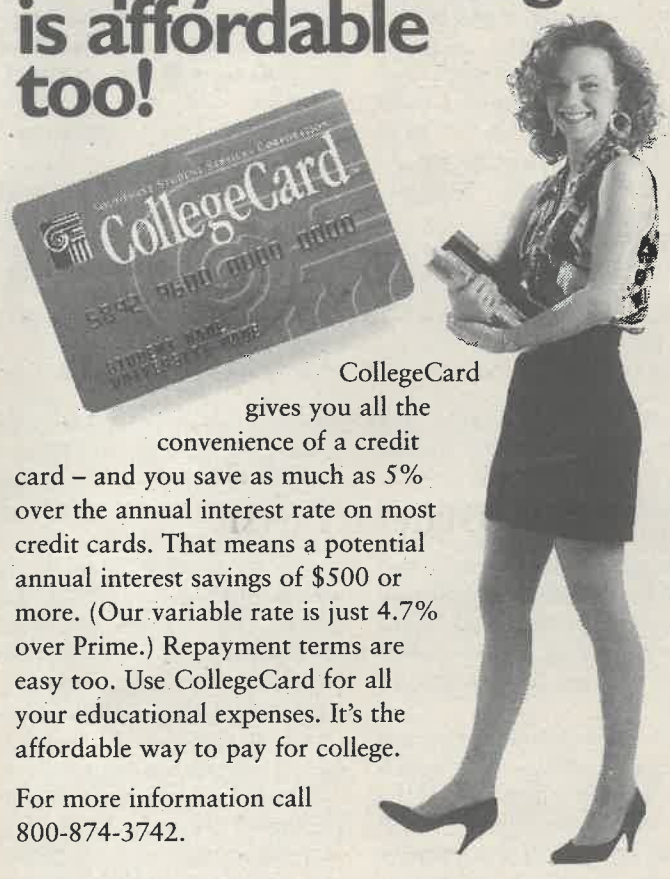

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Spikers knock off UCSD

by Ryan Sones
Staff Writer

Tuesday night, the Supertents were on fire as the University of La Verne men's volleyball team terminated UC San Diego, along with its No. 2 national ranking for small Division I schools.

Leading the offensive efforts for the Leopards were outside hitters sophomore Chris Peterson (16 kills, nine digs) and senior Rob Sneider (19 kills, six digs, six blocks) along with the defensive bulwarks directed by sophomore outside hitter Sean Douglas passing 57 UCSD serves.

La Verne won in four games, 15-8, 13-15, 15-13, 15-5.

"It was a good game to turn the tempo around on; they are our arch rivals and the team chemistry was there," said Peterson.

Head coach Don Flora said, "When the team comes first and everyone believes in the team and the goals of the team, the success will follow."

Last Friday the team got off to a rocky start as it dropped its fifth straight match at Cal State San Bernadino.

The Leopards went down in three games.

"We haven't played to our potential quite yet; the team hasn't found it's style and certain people need to pick it up," said Flora after the San Bernardino game.

Freshman middle blocker Adam Black and Sneider led La Verne's attempt with 10 kills apiece.

"We lost the game by the way we executed on the court. Right now we are having trouble finding that rhythm, feeling the flow and lack the team unity on the court that you need to have to be successful," said Black. "I really feel that the team wasn't pumped up tonight."

The only hope in the match was during the third game when the substitution of freshman middle blocker James Klimkoski seemed to change the tide and give the Leopards that needed momentum as they managed to take the game into extra points and lose the third.

"Both middles played really well and we know we are strong at that area of the net. We just need to find a left-side-hitter that about four people are capable of playing; we just haven't found the one to step it up," said Flora. "Our passing was poor and that is where each rally begins with the pass. For us to turn it around we are really going to need to take care of our ball control."

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Tigers triumph over Leopards, 7-2

by Heather Morales
Sports Writer

With a new coach and a crop of new, young players, the women's tennis team is looking forward to a season that will bring it closer as a team and make the program stronger.

"We're just taking it one match at a time," said sophomore Tracy MacArthur.

Returning this year are MacArthur and seniors Tiffany Hall and Catherine Padilla. Playing for the first time are sophomore Pauline Duran and juniors Emily Judd, Tracy Huigens and Sandy Thay.

The team has set one main goal for itself this season.

"We're shooting for fourth place in the conference," said head coach Erin Hendricks. This is Hendricks' first year as coach for La Verne.

Last Saturday, the team took on Azusa Pacific and lost, 7-2. Hall defeated Tressa Nordin (6-4, 6-2) and Huigens defeated Marie Torres (6-4, 7-6). MacArthur lost to Michelle Solt (6-3, 6-1), Padilla lost to Izzy Bolles (4-6, 6-0, 6-1), Judd lost to Lisa Andres (6-3, 6-2) and Duran lost to Rosalyn Rodriguez (6-2, 6-0).

In the doubles matches Hall/Judd lost to Tressa Nordin/Carrie Nordin (6-2, 6-0), MacArthur/Padilla lost to Joy/Hartley (7-6, 6-2) and Huigens/Duran lost to Kristen Barne/Jeanee Corum (6-0, 6-0).

"We lost all three doubles matches with Azusa, so we're going to work on that," said Hendricks on the team's match against the Cal Lutheran Regals at 2 p.m. today.

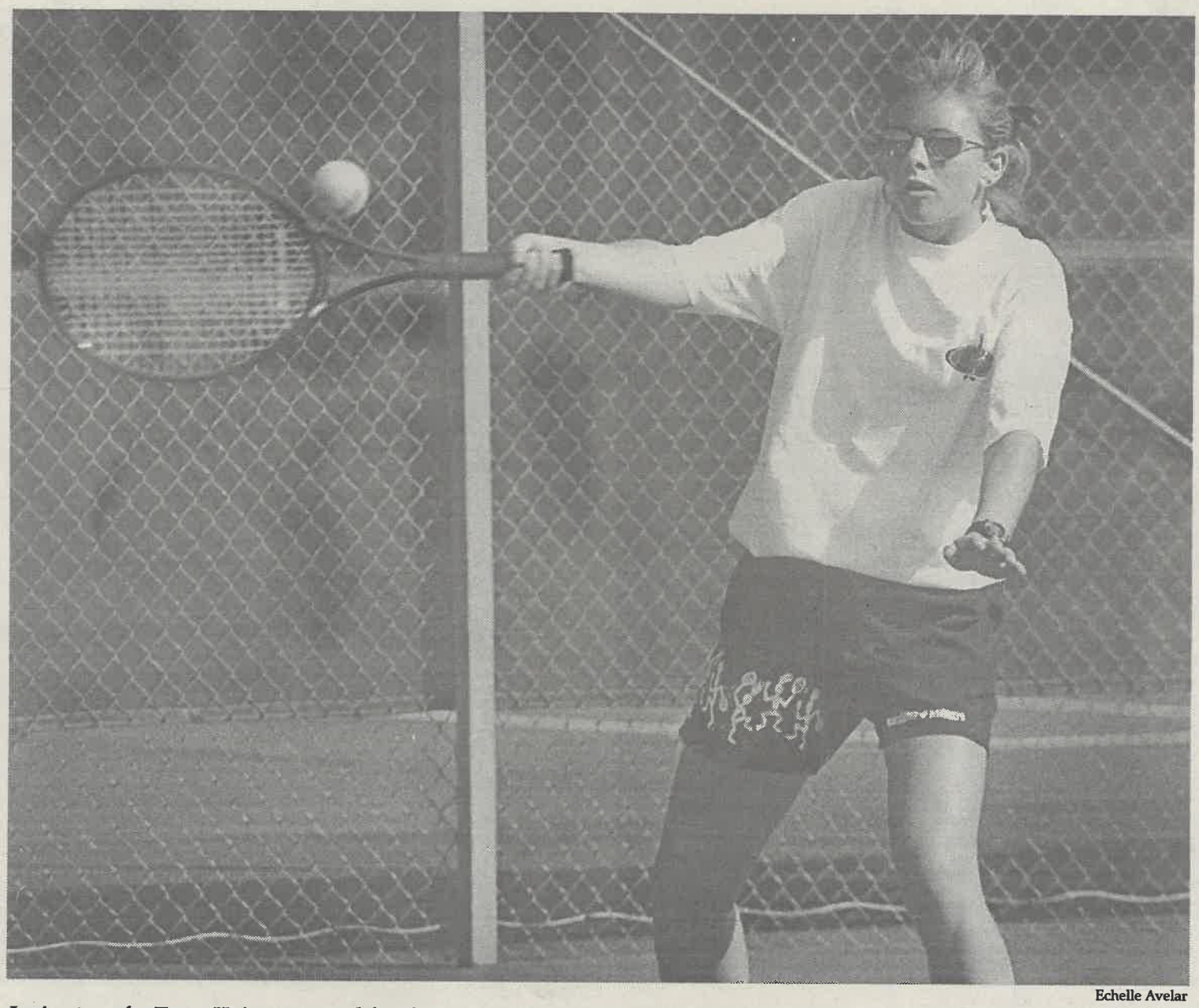
"We're going to try and put it all together this week," she said earlier in the week.

The Leopards started their season Jan. 28 against Southern California College and lost, 9-0. Their first match against Caltech on Jan. 25 was rained out.

The team finished their season in seventh place in the Southern California Intercollegiate Athletic Conference (SCIAC) last year.

"The thing that affected us most this year is a new coach and more players," said MacArthur.

With only three returners, the team is rebuilding. "They're getting a lot of instruction and they're doing well," said Hendricks.



Echelle Avelar

Junior transfer Tracy Huigens started for the women's tennis team for the first time this season and finished Saturday's individual match against Azusa Pacific with a score of 6-4, 7-6. The team finished the match in a loss of 7-2.

Hoopers fall three short to Bulldogs, 85-82

by Echelle Avelar
News Editor

Whipping out a close first half is nothing new to the University of La Verne's men's basketball team, but finishing it up is what seems to be the hard part.

The Leopards hosted Redlands University Wednesday night and in a close, but no cigar game with Redlands triumphing, 85-82.

It seemed that a win over the Bulldogs would end a six game losing streak the Leopards have had since their last match up against Redlands.

The game began with a quick shot and a 2-0 lead from Redlands, but senior forward Scott Fitzgerald soon gave La Verne the 2-2 tie.

A baseline jumper from junior guard Paul Celeya kicked the Leopards up to 4-2. Redlands evened it out at 4-4 and with that, both teams began to pick up the pace.

The Leopards and Bulldogs switched off leads, never letting each other get too out of reach, but by halftime La Verne was up 35-32.

A number of fouls by the Leopards, who gave up nearly 21 points in free throws in the second half alone, kept the second half slow in time but jammed packed with action.

Celeya fouled out with 6:41 remaining in the game.

With Celeya out and the game at 67-66, Redlands, junior forward Chris Moreland gave La Verne a temporary lead Redlands returned the favor and then two free throws by junior guard Dale Schroeder made the score 70-69, ULV.

On a burst of action, Redlands drove the ball down the court, hitting the post for the lead, 71-70. La Verne, having a hard time with the rebound, gave the Bulldogs the ball who went for the three-pointer. Schroeder later tied it at 74-74 with a three-pointer.

Each team exchanged leads until the clock wore down, and with 1:31 left and Redlands up, 81-79, neither team could score. A time out by Redlands stopped the clock at 44.9, with the score still at 81-79. La Verne came back with fire in their eyes and Schroeder delivered a three pointer, making it 83-82.

A foul gave Redlands the ball and they picked up two more points. La Verne was unable to make the shot and the game ended 85-82.

Sparking the conference season with a close 64-61 road win against Redlands on Jan. 11, the Leopards were looking in prime condition. They then took on Caltech at home winning 63-46 giving them a 6-6 record, 2-0, in the Southern California Intercollegiate Conference (SCIAC).

A hard 68-52 loss to Occidental College and then another heart breaker to Claremont-Mudd-Scripps had the Leopards down to a 6-8 record, 2-2 in SCIAC.

Unable to get back in the saddle, the men could not pull the win from Whittier in a 73-70 overtime nail bitter and when facing Pomona-Pitzer at home on Jan. 29 the 82-68 loss still did not hit the men that hard.

"Our goal is to take it one game at a time. Nothing changes for us. We are not going to give up," said Schroeder.

The men traveled to Thousand Oaks Saturday night to play Cal Lutheran, second in SCIAC, and ULV hoped to improve its SCIAC standing, sixth, under Whittier.

CLU's Kingsmen had just come off a three game winning streak previously winning 58-55 against Occidental. The Leopards came out roaring and ready to go leading the game for the majority of the first half. The Leopards held tight and went into half time with a 38-34 lead.

But as luck fell so did La Verne's lead, and the game ended with the Kingsmen winning 83-67.

"We just didn't come out with the same intensity that they did. We dug ourselves a hole and we couldn't get out," Schroeder said.

Women's basketball...

Continued from page 11

streak over the winter break.

They lost to Southern California College, 51-65, Albertson of Idaho, 56-66, Augustana of Illinois, 65-68, UC San Diego, 63-71, and Cal Baptist, 58-59, all from which are NAIA schools.

They came back with a two game winning streak edging the win from Wheaton College and overpowering Redlands 56-34, in their first SCIAC play.

LaVerne lost to Cal Lutheran 71-57, but turned around and beat Whittier Jan. 21, scoring over twice as many points as the Poets, 84-40.

The Leopards came short of winning to Claremont-Mudd-Scripps Jan. 24 in overtime, in an intense game. The bleachers were filled and both teams came out to win. At halftime, La Verne led by 12 points, 48-36.

Gibson was shooting three pointers consistently, senior point guard Kelly Perkins was handling the ball very well with outstanding assists, and Miner was rebounding the ball well. Miner averages 10 rebounds per game.

Claremont learned LaVerne's strategies and came back with a new plan. That plan caused the two starters, Miner and Perkins to foul out almost immediately one after another in the second half. That mishap put LaVerne in a tight bind which allowed the back-ups to step up.

"We're getting contributions from different players and they still have great potential for the rest of the season," said Kline.

They went up against Occidental Jan. 31 with an expected win of 68-49.

Johnson contributed to the team scoring 24 points that game. She averages 18.4 points per game with 10.0 rebounds. Miner is averaging 10.4 points per game. Gibson and Spring have stepped up to the challenge and are playing very well.

Junior forward Laura Czingula is expected to be back for the second round of conference after having been out since the beginning of the season due to surgery on her left knee.

The Leopards play Redlands tonight at 7:30 p.m. in the Supertents.

A Student's Guide to Financial Aid



The myriad of paperwork and directions students face in the financial aid process can be tiring and frustrating. Students also have questions that arise during the process. This guide provides information about the application for and interpretation of financial aid.

Aid goes beyond FAFSA form

By LaShanda D. Maze

It is the time of year again, when students are rushing to fill out financial aid information for the next academic year. Once all the documents are turned in, many students view the process as mysterious, a little unusual and end up just hoping for the best.

One of the first steps is filling out the Free Application for Federal Student Aid (FAFSA). If a student filled out the application last year, the government will automatically send a renewal form. The student can choose a new form or the renewal form.

Once the FAFSA is received by the processing center, the information from the application is keyed into a computer system. A formula is then used to determine the financial need of the student.

Once the information is computed, a Student Aid Report (SAR) is printed out and sent to the student. It takes four to six weeks for the SAR to reach the student. During peak months, like January, it usually takes the longest amount of time, averaging six weeks.

Bob Allen, Federal Student Aid phone information specialist, recommends that students read the instructions carefully.

"Ninety-nine percent of the problems will be eliminated [by reading instructions]," said Allen.

The second step is to complete the University of La Verne financial aid forms. This year, ULV is only requiring students to complete the Data Sheet.

In previous years the University used a verification system in which students were required to submit not only the data sheet but their parents' tax returns if they were a dependent student and or their own if the student was independent.

This year the school has switched to random student verification. Students will now only be responsible for turning in the Data sheet and getting the FAFSA completed and turned in.

Adeline Cardenas-Clague, dean of enrollment services, says there are advantages and disadvantages with this new process. Those students who are not selected for verification have their award letters processed quicker. For those who are selected the process can become delayed.

It will take until the SAR is sent to the student that the student will become aware if any additional documents are needed. It will take even longer for the school to be alerted that particular students need to provide more information.

"It's real important for students to read their documents more than ever. The federal government will be informing you [the student] first," said Cardenas-Clague.

In the first few paragraphs of the SAR students, will see the lines, 'You have been selected for a process called verification,'" said Cardenas-Clague.

The federal government will select students who show a discrepancy in their data

Once the documents are submitted and all problems are resolved, a financial aid adviser reviews the student's file to make sure everything is correct.

Academic progress is also reviewed and a student can be put on financial aid probation if they fall below a 2.0 grade point average, or if the ratio of units attempted and units completed are not satisfactory for the student's class standing.

Award letter packets are then constructed. Those who were not selected for verification should receive their packets in early May.

When students open their packets, one of the first things they should be aware of, if they are traditional undergraduate students, is the direct cost. If they are living off campus, they must be aware of receiving enough to cover tuition costs.

If the student chooses to live on campus, he or she needs to make sure his or her aid covers on-campus housing. If there is a gap, the student should begin planning how they will manage that gap and plan exactly how they will pay throughout the semester.

After reviewing the document carefully with parents or a spouse, students must sign and return their copy of the award letter. Signing the award letter

Continued on page 4

'It's real important for students to read their documents, more than ever.'
—Adeline Cardenas-Clague, dean of enrollment services

Online scholarships

By Bonnie H. Chuen

Listed here are several general scholarships and other search mechanisms specifically for finding private scholarships. This is to help students get started researching scholarships on the World Wide Web. Note that scholarships vary and there are restrictions that may apply to each scholarship.

•Coca-Cola Scholars Foundation. (http://www.coca-cola.com/scholars/)

•Orphans International Foundations Inc. George Washington Awards: One does not need to be an orphan to apply, but other restrictions apply. (http://www.gwa.org/)

•The Scholarship Page: A topical listing of scholarships available. (http://cao.psu.edu/~jlf101/finaid/)

•National Association of Home Workshop Writers. (http://www.hammernet.com/scholar.htm)

•ExPAN Scholarship Search. (http://www.collegeboard.org/fundfinder/bin/fundfind01.pl)

New verification policy to speed students' financial aid packaging

By Raechel Fittante

Beginning this year, the Federal government in correlation with financial aid to universities has put into effect a verification policy which injects changes in the current process.

Verification is a term by which the government verifies the information a student lists on his or her Free Application for Federal Student Aid (FAFSA) against proven records. In the past, all students were required to submit tax returns and federal verification forms along with a FAFSA, as well as tax forms for parents when applicable depending on a students dependency.

Now, however, there will be selected verification only, meaning students do not need to submit tax return forms with their FAFSAs initially. Only students who are randomly selected in March will be required to provide these forms at a later date.

This may be easier for students initially, but the anticipated number of students to be selected for verification in March is 50 percent of applicants. This may be because the government requires at least 30 percent to be selected.

"Simply, verification is proof to us that the information on the FAFSA is consistent," said Adeline Cardenas-Clague, dean of enrollment services.

Students who are not selected for verification, are packaged quickly. Yet, perhaps more importantly, students who are selected are responsible to follow through with the financial aid process.

It is no longer the responsibility of the financial aid office to remind students to turn in forms because the student will know before the University if he or she has been chosen. The Student Aid Report (SAR) which is sent to the applicant's home upon submission of the FAFSA will be the student's only indication of selection.

According to Cardenas-Clague, two things determine selection—a random pick by the government or a red flag.

"A red flag constitutes inconsistency. For example, if a parent makes $50,000 a year and only reports $200 in income tax, that is a red flag for the government," she said.

The reason for the new process is to save time so students can be packaged earlier.

Cardenas-Clague indicated that a glitch to the new process is that, because the offices of financial aid are less involved, "we won't be able to catch errors like we have been able to do in the past."

Now, financial aid is not required to catch errors on students federal documents, that responsibility lies with the students.

Appeal process gives second chance

By Andrea Gardner

The University of La Verne Financial Aid Appeals Process enables students who are academically ineligible to receive financial aid the chance to justify their academic situation and receive federal aid.

According to Adeline Cardenas-Clague, dean of enrollment services, the federal government intends to give federal money to students who are succeeding in school. For this reason, when students fail to make satisfactory academic progress, they may receive a warning from the university or could be declared ineligible for federal money.

Cardenas-Clague says that the financial aid department checks for satisfactory academic progress for every student applying for aid.

"It occurs at the end of every term when the grades come in. They [Registrar's Office] update Banner, and when we do an award, we do a satisfactory academic progress check for each student," said Cardenas-Clague.

For students who receive no federal aid due to unsatisfactory academic progress, an appeal can be made to the ULV Financial Aid Appeals Board, where the student's financial aid adviser represents the case, explaining why satisfactory academic progress was not made.

Qualitative and quantitative standards and a unit cap are set as criteria toward achieving satisfactory academic progress.

Under qualitative standards, undergraduate students must receive a minimum 2.0 cumulative grade point average, students entering a graduate program must have a minimum 2.5 GPA and students enrolled in a graduate program must receive a minimum 3.0 GPA.

Under quantitative standards, the ratio of earned semester hours is compared with attempted semester hours.

Freshman students must have a ratio of at least 75 percent; sophomores, a ratio of at least 80 percent, juniors at least 85 percent; seniors at least 90 percent; students pursuing a second bachelor's degree or teaching credential at least 90 percent; and graduate students must hold a minimum ratio of 92 percent.

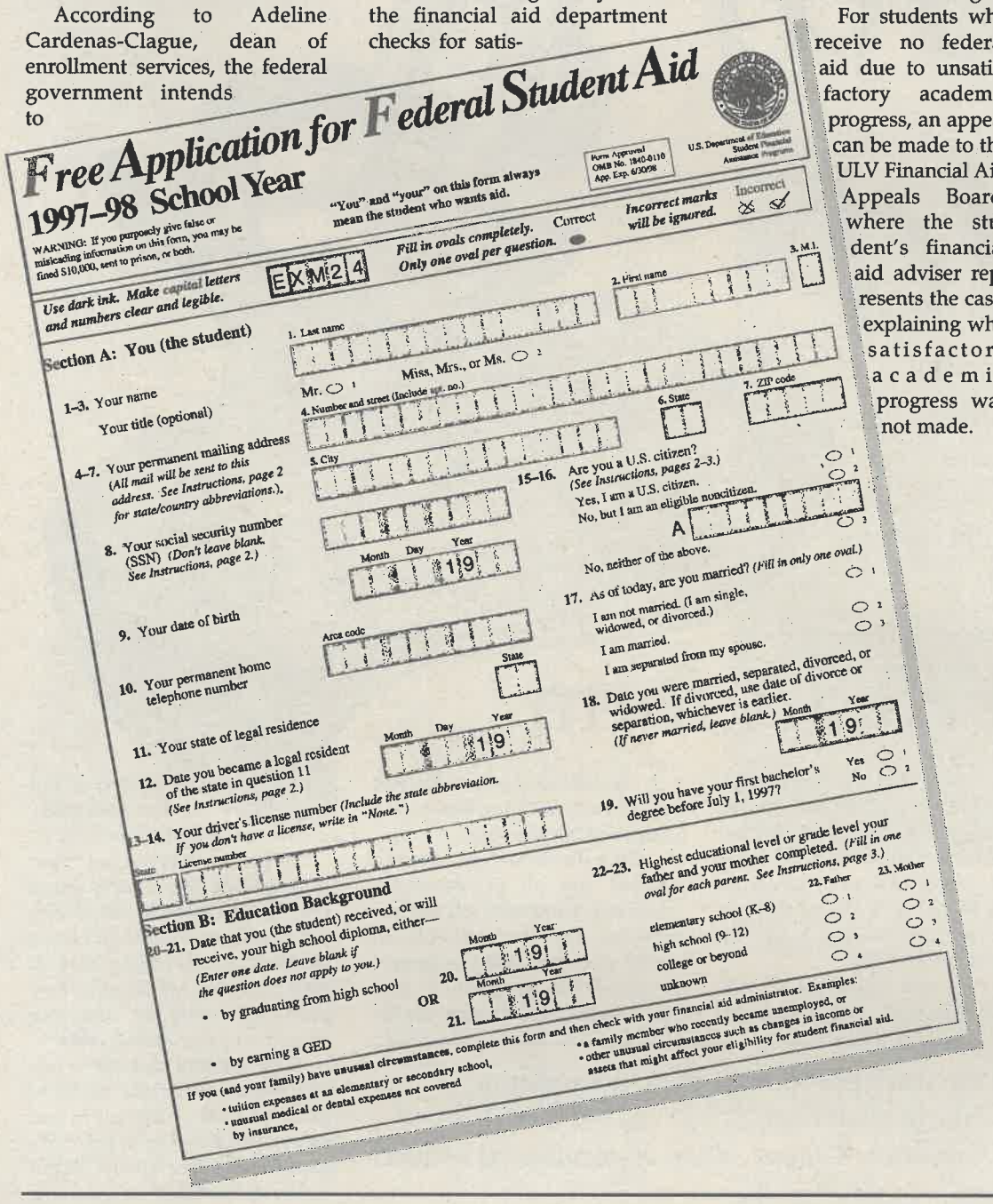
In addition to these standards, the number of units students achieve in order to graduate is also evaluated.

Students studying to earn a bachelor's degree become ineligible after 140 unit hours completed. Candidates earning an associate's degree are expected to complete their objective with no more than 70 unit hours.

Students not meeting these standards may receive a warning or be declared ineligible. This triggers the student's ability to appeal their ineligibility.

Cardenas-Clague says the majority of appeals are honored.

Cardenas-Clague requires students failing to meet the qualitative and quantitative standards to sign an agreement, promising to improve their academic progress. Students failing to achieve unit cap requirements are required to make and follow a plan of projected unit hours needed for graduation.



Free Application for Federal Student Aid
1997–98 School Year

"You" and "your" on this form always mean the student who wants aid.

Form Approved OMB No. 1840-0110 App. Exp. 6/30/98

U.S. Department of Education Student Financial Assistance Programs

WARNING: If you purposely give false or misleading information on this form, you may be fined $10,000, sent to prison, or both.

Use dark ink. Make capital letters and numbers clear and legible.

Fill in ovals completely. Only one oval per question. Correct

Incorrect marks will be ignored. Incorrect

EXM214

Section A: You (the student)

1–3. Your name — 1. Last name — 2. First name — 3. M.I.

Your title (optional) — Mr. ○ 1 Miss, Mrs., or Ms. ○ 2

4–7. Your permanent mailing address (All mail will be sent to this address. See Instructions, page 2 for state/country abbreviations.) — 4. Number and street (Include apt. no.) — 5. City — 6. State — 7. ZIP code

8. Your social security number (SSN) (Don't leave blank. See Instructions, page 2.)

9. Your date of birth — Month Day Year 19

10. Your permanent home telephone number — Area code — State

11. Your state of legal residence

12. Date you became a legal resident of the state in question 11 (See Instructions, page 2.) — Month Day Year 19

13–14. Your driver's license number (Include the state abbreviation. If you don't have a license, write in "None.") — State — License number

15–16. Are you a U.S. citizen? (See Instructions, pages 2–3.)
○ 1 Yes, I am a U.S. citizen.
○ 2 No, but I am an eligible noncitizen. A
○ 3 No, neither of the above.

17. As of today, are you married? (Fill in only one oval.)
○ 1 I am not married. (I am single, widowed, or divorced.)
○ 2 I am married.
○ 3 I am separated from my spouse.

18. Date you were married, separated, divorced, or widowed. If divorced, use date of divorce or separation, whichever is earlier. (If never married, leave blank.) — Month Year 19

19. Will you have your first bachelor's degree before July 1, 1997? ○ 1 Yes ○ 2 No

Section B: Education Background

20–21. Date that you (the student) received, or will receive, your high school diploma, either— (Enter one date. Leave blank if the question does not apply to you.)
• by graduating from high school — 20. Month Year 19
OR
• by earning a GED — 21. Month Year 19

22–23. Highest educational level or grade level your father and your mother completed. (Fill in one oval for each parent. See Instructions, page 3.)

	22. Father	23. Mother
elementary school (K–8)	○ 1	○ 1
high school (9–12)	○ 2	○ 2
college or beyond	○ 3	○ 3
unknown	○ 4	○ 4

If you (and your family) have unusual circumstances, complete this form and then check with your financial aid administrator. Examples:
• tuition expenses at an elementary or secondary school,
• unusual medical or dental expenses not covered by insurance,
• a family member who recently became unemployed, or
• other unusual circumstances such as changes in income or assets that might affect your eligibility for student financial aid.

What to do after receiving La Verne's award letter

By Amy M. Boyle

The financial aid award letter provides students with necessary information about their eligibility for financial aid and attending their college or university.

The award letter also holds types and amounts of funding, which can be vital for a student, whether a returner or a freshman.

According to Bob Peters, director of financial aid, there are different types of loans, grants, and scholarships available to students. These options are indicated on their award letter.

Traditional undergraduates may be awarded funds in up to five separate student loan programs. Four are federal programs, Federal Perkins Loans, Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans and Federal PLUS Loans.

ULV has one institutional loan program, the ULV Loan, which is reserved for students living on-campus. Except for the Federal PLUS Loan, which is borrowed by the parent of a dependent student, all of the loans are borrowed by the student.

An applicant must keep one copy of their award letter and all of the accompanying materials for their records. The award letter must be signed, dated and returned, in person or by mail, to the Office of Financial Aid, preferably as soon as it .

The Office of Financial Aid reviewed files and calculated awards for about 4,000 students for the current academic year.

Students may choose to accept only a portion of the award, but generally the only reason an entire award is declined is if the student does not attend ULV.

ULV also offers two basic types of scholarships: Merit and Named. Merit scholarships such as President's and Dean's are awarded on the basis of academic merit. Named scholarships are awarded competitively using a single institutional application for scholarships from endowed and other restricted funds.

Federal Work-Study is another form of award that can be found on an award letter. It is a need-based employment program. At ULV, traditional undergraduates may be awarded funds to allow students to earn money at part-time jobs on campus to help defray their educational expenses.

A student's academic performance can also affect their eligibility for an award in two ways. First, the federal government, the state government, and the University require students to maintain satisfactory academic progress to show eligibility for aid under the University's Satisfactory Academic Progress Policy. The requirements have three separate standards: qualitative (a minimum grade point average), quantitative (a ratio of units earned over units attempted), and unit cap (units above the minimum needed to complete the degree/certificate objective).

Second, for traditional undergraduates, the eligibility for institutional grants and scholarships is determined based on the student's grade point average.

Federal grants, loans serve as type of student funding

By Erica Aguilar

As days pass, students are requested to complete the application process for financial aid as soon as possible this year.

As of Jan. 1, all students are eligible to begin submitting forms. The deadline for submitting California Grant applications is March 2.

This year, many new ways of filing have been established by the government, and there are new steps to take when renewing applications.

Students must refile their Free Application for Federal Student Aid (FAFSA) form in one of two ways. The easiest way is to return the renewal application that was mailed in January. The other way is by filing a new application.

After submitting the 1997-98 FAFSA form to the processor, students need to submit a ULV data sheet to the ULV Office of Financial Aid in order to be eligible for aid awarded from the school for this year

After submitting the 1997-98 FAFSA form to the processor, students need to submit a ULV data sheet to the ULV Office of Financial Aid in order to be eligible for aid awarded from the school for this year

"I think this year in particular, the students need to take the time and the trouble to read the documents given to them, especially from the federal government," said Adeline Cardenas-Clague, dean of enrollment services.

There are different types of financial aid available to students beyond money directly from the University. Some of the funding includes Federal Pell Grants, Cal Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Stafford Loans (subsidized and unsubsidized), PLUS Loans, Consolidation Loans, Federal Perkins Loans and Federal Work-Study are all available to undergraduate students.

Graduate students can receive work study and loans, but are ineligible for Pell Grants or SEOGs.

Pell Grants are awarded to undergraduate students based on their Expected Family Contribution (EFC), whether they are full or part-time students and whether they attend school for a full academic year or less.

There are three different types of Cal Grants available to students from the state—Cal Grant A, B and C.

Cal Grant A assists low and middle-income students. It is based on the student's financial need and grade point average. Students that list on their FAFSA forms that they will be attending a community college will only be considered for a CC Reserve Grant. This grant does not have monetary value for students enrolled in their first year at a community college. Also, new applicants that indicate that they will be at their senior level in college or higher will not be considered for Cal Grant A.

Cal Grant A and B apply to four-year college students. The difference between the two is that Cal Grant B assists very low-income, first-year students. Until June 30, 1997, new awards may be awarded to those students who have completed no more than one full-time semester, or two full-time quarters or 16 semester units of part-time study or the equivalent.

All loans awarded must be repaid when students graduate or withdraw from school. A six month grace period begins once the student graduates or fails to remain full time.

Named scholarships offer extra incentive, money

By Veronica L. McClendon

This is the time to take advantage of the opportunity to receive what can range between $50 and $2,000 in grant money.

All one needs to do is pick up a Named Scholarship Application from the Office of Financial Aid.

The application consists of an autobiographical essay, two personal recommendations from faculty or staff and questions regarding extra-curricular activities, honors received and personal interests.

All traditional undergraduate students are eligible for named scholarships and are encouraged to submit applications.

"We encourage all students to apply," said Donna Kent, assistant director of financial aid. "In order to be considered for the scholarship you must apply for financial aid at the University of La Verne."

In December, a notice was sent out to notify all students of the named scholarships.

The priority deadline is Friday, Feb. 28, which coincides with the Cal Grant deadline. The scholarships are based on a variety of criteria.

"Scholarships are based on majors, grade point averages, religious affiliation and leadership," said Kent. "Some scholarships may say 'a woman vocalist' or 'a junior business major.'"

A few of the scholarships offered say that the recipient needs to be from a certain city and some are based on financial need.

The nature of the scholarships vary as do the guidelines for each individual scholarship, so students should not be discouraged from applying. A listing of some of the scholarships and their criteria are in the University catalog.

Recipients are chosen by a committee, based on the scholarship requirements. Scholarships are ultimately given to the most qualified student.

"It is almost like applying for a job; someone may be a little more qualified than you are," said Kent.

For example, if three students are all female music majors and they all meet the scholarship qualifications, their GPA's are then looked at which may determine the recipient, said Kent.

Some of the scholarships are renewable if the student maintains the same qualifications, but they have to reapply to receive it again.

The scholarships are limited to one per student so that more money can be given out.

Because of rules from the National Collegiate Athletic Association, student athletes cannot receive scholarships based on their athletic ability.

"We cannot award based on being an athlete because we are a Division III school," said Kent.

Athletes can apply for the scholarships, but they must qualify under the same requirements that non-athletes do.

Each November, University Relations holds a named scholarship reception, where the donors are able to meet the recipients of their scholarships and vice-versa.

In writing the autobiographical essays, Kent said it helps to get a little personal and tell the readers something unique, such as an accomplishment or experience from which something was learned.

"When they [students] write about a moment in their life that changed them, they say so much more about themselves than they realize," said Kent. "But, when they write something like, 'I really need the money,' they [the financial aid committee members] already know that, or you wouldn't be applying."

The essay may be about anything ranging from trials and tribulations, important people influential in a person's life or the person's best experience at La Verne.

"Sometimes the donor may ask for something specific that is not necessarily on the application, but by reading the essay the committee is able to match the donor with the recipient much better," said Kent.

"I encourage all students to apply even if they miss the priority deadline date," she said. "That just means that you missed the first round of the scholarships. Throughout the year other organizations donate money, so it is possible that you may receive a scholarship in the spring semester."

Time, energy pay in search for outside scholarships, grants

by Bonnie H. Chuen

Numerous outside scholarships are available to students willing to spend the time researching them.

However, when receiving outside scholarships, students must realize that outside money does effect the money they may be awarded from the University of La Verne.

"All outside money has to be coordinated with what you have received. It depends on what the donor specifies," said Adeline Cardenas-Clague, dean of enrollment services.

That means certain outside scholarships specify how students must use the money. For instance, the California Grant (Cal Grant) must be used specifically for tuition. If a student received the full amount of tuition from a Cal Grant and also qualified for an outside scholarship for tuition, then the amount of money that is not needed will be deducted from the student's award, meaning the award will be adjusted.

"There is no situation where a ULV grant will generate cash to you [the student], but we can use outside scholarships to decrease loans," said Cardenas-Clague.

According to Cardenas-Clague, the idea is to help students decrease their debt amount. Because most students need loans in order to get a college education, outside scholarships may help students decrease the amount they owe when they get out of college.

Avoiding common mistakes can expedite award process

By Scott Mac Kay

Many delays in the processing of financial aid forms can be avoided by taking a few simple precautions. Following are some of the common mistakes made by students, and some tips from the University of La Verne Office of Financial Aid on how to avoid them.

• COMMON MISTAKES IN APPLYING

Forms have not been signed

Application materials must be signed to be valid. Unsigned documents will be returned for a signature.

Questions left blank

Unless the instructions specifically indicate that a blank is acceptable, provide a response for every item. Use "0," "n/a" or "none" if it is the best answer.

Information is illegible

Forms that cannot be properly interpreted will be returned for clarification.

Submitted materials that cannot be properly identified

Name and Social Security number must be placed prominently on all materials submitted for financial aid consideration. Pre-printed forms normally have spaces for name and Social Security numbers but letters and copies of other documentation do not.

Applying late

Funds at ULV are awarded using up to three criteria: application date, academic ability and financial "need." College grade point average determines academic ability. The federal calculation determines financial "need." Students must determine whether their applications are complete before funds in certain programs are exhausted. Complete and legible forms should be submitted in January and February to guarantee that funds are available. Prompt responses to all requests for information will also speed the process.

Not notifying Financial Aid about address changes

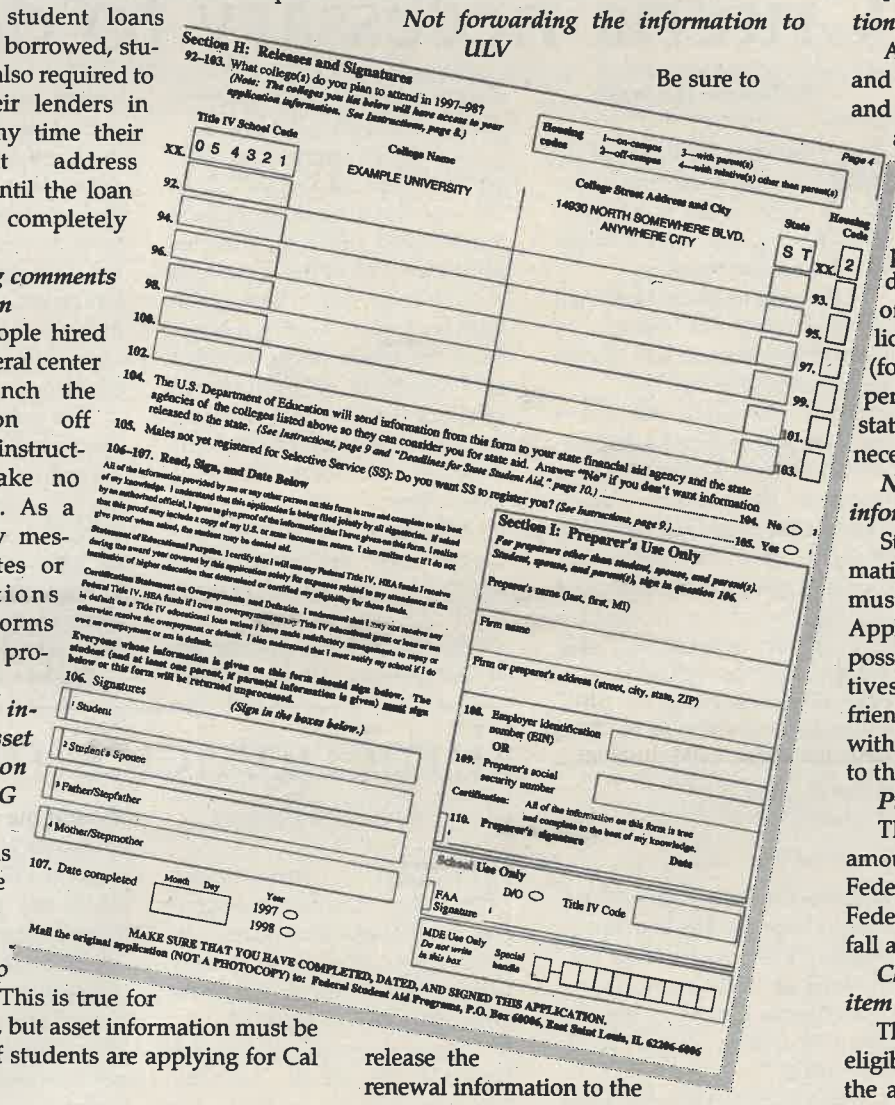
Because the University maintains several different student databases, students should notify the Office of Financial Aid in writing any time their permanent address changes. This is true even if students have already notified the Registrar's Office or academic department. If student loans have been borrowed, students are also required to notify their lenders in writing any time their permanent address changes until the loan has been completely repaid.

Writing comments on the form

The people hired by the federal center to keypunch the information off forms are instructed to make no judgments. As a result, any messages, notes or explanations put on forms will delay processing.

Not including asset information in Section G

The instructions indicate that certain filers may skip Section G. This is true for federal aid, but asset information must be provided if students are applying for Cal Grants.



• COMMON RENEWAL MISTAKES

Using last year's income and asset amounts

Because the form comes with last year's figures, it may be tempting to carry the amounts forward. While some amounts may not change significantly from year-to-year, many will; some significantly. Students should review each question and determine whether to use last year's amounts or to develop better estimates.

Not forwarding the information to ULV

Be sure to release the renewal information to the University of La Verne.

Waiting too long for the Renewal FAFSA to arrive in the mail

If one has not received a Renewal FAFSA from the federal processor by Jan. 31, he or she should fill out the FAFSA. In any event, students only need to fill out one or the other, and although some may find one form easier than the other, each asks for the same information.

• COMMON MISTAKES ON ULV FORMS

Not initialing crossouts and corrections

Applicants must initial all crossouts and corrections in order for the lender and guarantor to be able to accept the application.

Not providing complete information

Every question should be completed. For example, item 6 asks for a driver's license number and the state of issue. Many students put their license numbers and forget to put CA (for California). Banks and lenders will pend applications which are missing the state designation until provided with the necessary information.

Not including complete reference information

Students must include complete information on two different references, who must live at different addresses. Applicants should use relatives whenever possible. If one does not have two relatives who qualify as references, list friends, business associates or someone with a similar description as relationship to the borrower should be listed.

Putting down the wrong loan amount

The loan amount should be the amount desired, not to exceed the total Federal Subsidized Stafford Loan and the Federal Unsubsidized Stafford Loan for fall and spring combined.

Checking only the subsidized box in item 11

The award letter indicates maximum eligibility for Federal Stafford Loans for the academic year. If a student qualifies for a combination of subsidized and unsubsidized loans, he or she must check both box 11a and box 11b. If students check only one of the two boxes and want to borrow in both programs, the original application can only be used for part of the loan.

Tomorrow's wedding to reap benefits

By Brandi E. Baumeister

Season Degner and Kris Arellanes met as sophomores in high school when they were 15 years old. Arellanes asked Degner to a Christmas Formal Dance on Dec. 18, 1991. She agreed and the rest is history.

Degner and Arellanes planned to get married on July 18, 1998. They have been dating for over five years and got engaged on Aug. 22, 1995.

Because of their recent financial aid situation at the University, Degner and Arellanes have moved their wedding up to tomorrow, to receive marriage benefits.

"Our need for financial aid is greater because we will be independent of our parents and dependent on each other in our household of two," said Degner.

Degner and Arellanes will know how much financial need they will have this year because the Free Application for Federal Student Aid (FAFSA) forms are due on March 2.

Because of the changes in the financial plans and their perceived burdens, Arellanes will not attend ULV in the spring and will return in fall semester.

"I have had financial problems every since my second year here," said Arellanes. "I had to take out more loans and make more payments."

Degner said, "Kris had no problems his first year."

Both Degner and Arellanes do not know how much they owe exactly in loans. But Degner said, "It's probably in the thousands range."

Arellanes recently gave his leave of absence notice and said, "I met with someone. They [financial aid] didn't really help me that much, but they gave me an application for a Parent Loan.

"My mom is a single parent and she didn't qualify before for the Parent Loan because her income is low," he said.

Arellanes said that he pays the school $549 every month and hopes the University will not make him pay his loans back until after graduation, even though he is taking a leave of absence.

Student loans become due when a student drops below halftime status, whether it is through a leave of absence or graduation. Students are given a six month grace period after graduation before loan payments begin.

Degner filled out forms to state that she was moving out of the dorms. "Housing said to me, 'Just fill out the note and she'll call you back,'" she said.

Degner and Arellanes said they have not received a call back.

Because they are moving out of the dorms, Degner and Arellanes must show proof of their marriage, but are not able to until after the spring semester has started.

"We have to show the marriage license because we signed a contract to stay for the fall and spring semesters. There are only three priorities to move out: marriage, financial burdens and health problems," said Degner.

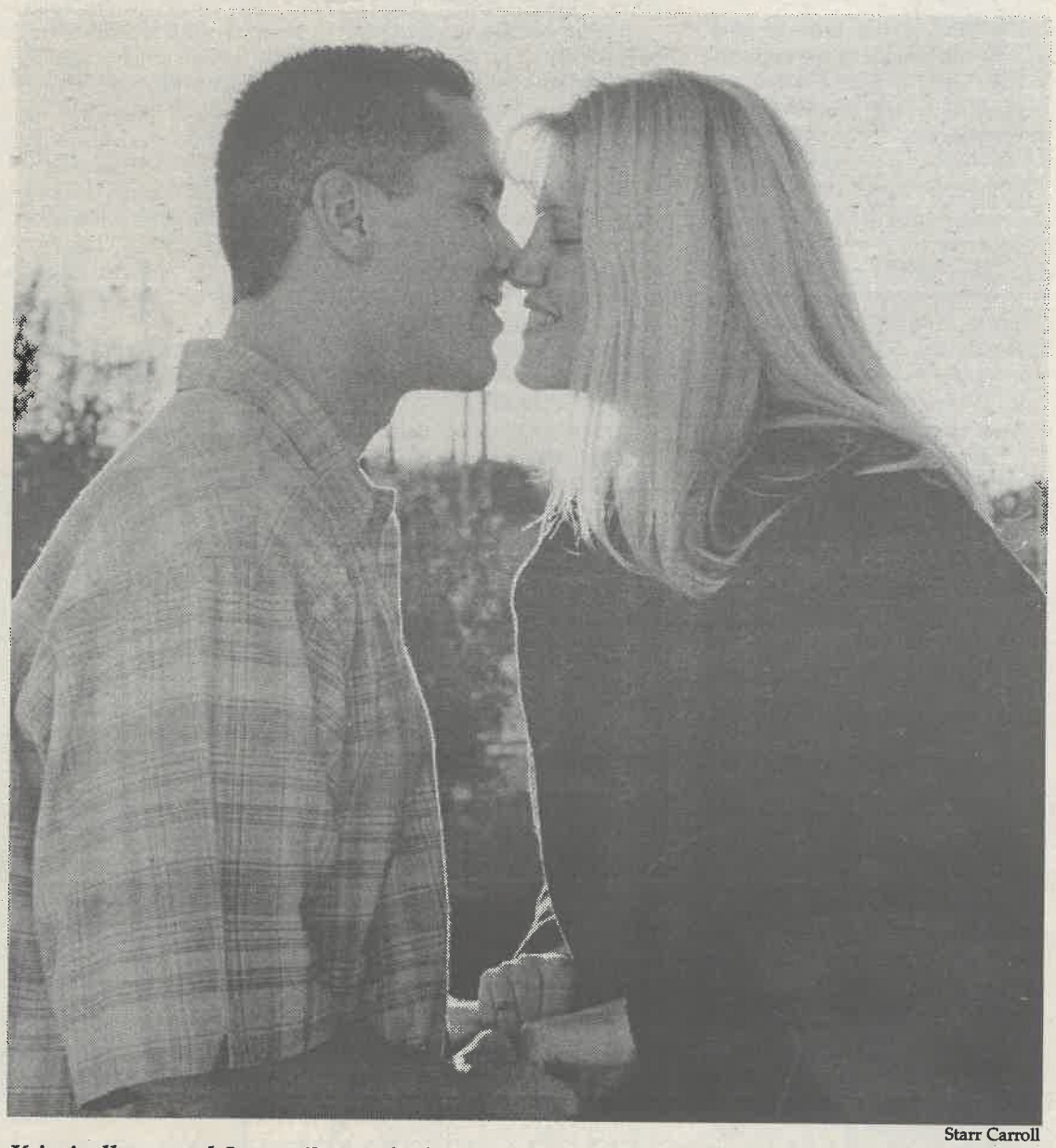
"In general, people must show proof of why they want to leave housing," said Derek Vergara, director of housing and residential life.

He continued to say that he hopes students read and understand the license agreement upon signing it.

However, Degner said she is unable to register for next semester until her financial aid award is revised and she knows how much she owes the University.

"I don't even know who my financial aid adviser is," said Degner.

Arellanes said, "It is very hard to get an appointment with them [financial aid]."



Starr Carroll

Kris Arellanes and Season Degner had originally planned to be married after graduation, but plans changed due to a lack of financial aid. Tomorrow, Arellanes and Degner will be wed with hopes that marital status will result in larger award letters.

"I feel like they are just leaving me hanging," he said.

Senior Makayla Benjamin, housing office manager, said students need to give 30 days notice prior to moving out of the dorms. The cancellation date for moving into the dorms is Aug. 2, and moving out is Dec. 9.

Criteria necessary to determine status

By Bonnie H. Chuen

Applying for financial aid can be confusing, especially when it comes to determining the status under which a student applies.

Applying as an independent student does not necessarily mean that a student will receive more financial aid.

There are slight differences between an independent student and a dependent student. Being an independent student means that "you receive direct benefits of your education, therefore all of the resources that you own or have go toward the cost of your education," said Adeline Cardenas-Clague, dean of enrollment services.

Because of this, it is "not always a benefit to be independent," said Cardenas-Clague.

In order to apply as an independent student, Section D in the Free Application for Federal Student Aid (FAFSA), students must meet one of the six criteria listed. They must have been born before Jan. 4, 1974, a veteran of the armed forces, enrolled in a graduate or professional program in 1997-1998, married, an orphan or ward of the court until age 18, or have other legal dependents.

According to Cardenas-Clague there are assumptions implied by the federal government.

For a dependent student, his or her parents get an indirect benefit from the student's education, so the federal government gives more money to dependent students because their parents have other obligations. This holds true whether or not the parents contribute to the education. The philosophy is that parents still have a primary obligation to their children's education.

The number of independent students is on the rise. According to Cardenas-Clague, the average age of students attending community colleges is 28. Many of those will transfer to four-year schools, raising the percentage of older students in these schools.

Student applying for graduate schools should also be aware of the fact that once you graduate from a four year university, the dependent status no longer applies. Once a person is pursuing a graduate degree, that person is then considered an independent student. Graduate students are also not illegible for grants. Instead, the only financial aid they will receive are loans.

Senior David Randall said it is both an benefit and detriment to filing as an independent student.

"On the student loans, I get unsubsidized loans, but on the other hand, I get more financial aid because they only consider what I make," he said.

Process...

Continued from page 1

reserves the money for the student. If there are any loan applications the student should also fill those out right away.

Cardenas-Clague recommends that all students, "Read, read, read."

There is material provided in the Financial Aid Office for students to read in order to further help them understand the award letter process.

Another recommendation is to meet with a financial aid adviser periodically and not just when problems arise.

Emergencies may allow for help

By Andrea Gardner

Students encountering major financial emergencies at any time during the year may be able to receive additional financial aid from the Office of Financial Aid.

Major financial emergencies include significant financial changes such as a parent's job cut or the death of a working family member.

According to Adeline Cardenas-Clague, dean of enrollment services, many students attending the University of La Verne are dependents of their parents, so these types of emergencies are most common.

In this kind of emergency, a student's first point of contact is his or her financial aid adviser. After being notified of the problem, the Office of Financial Aid normally asks for additional documentation, such as unemployment papers, documenting an emergency such as a loss of job, according to Cardenas-Clague.

"In a real emergency, the University is able to use professional judgment," she said.

Because of the nature of an emergency, the financial aid department can act alone in deciding whether to award a student more aid.

There are, however, federal guidelines that can prevent a student from receiving additional aid.

Said Cardenas-Clague, "No matter how good an appeal, we can not violate federal guidelines."

Some federal guidelines include, but are not limited to a student having satisfactory academic progress and being free of defaults on student loans. Federal guidelines are also restrictive, according to the determination of whether the student is an independent or a dependent student.

A Student's Guide to Financial Aid
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