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A lot of journalism is as much a result of company policy and someone's personal perspective as anything else. The reader is often unaware of the level of maturity, education and experience of the writer and editor, or the philosophy and personal integrity that shape their efforts.

The journalism community at USP St. Petersburg invests time and money to learn it, challenge its practices and discover methods that most likely lead to truth and fairness.

There is little time for that on the job. "The deadline is always looming," said St. Petersburg Times copy-editor Susan Keith. There is significant "emphasis on production and the bottom-line," Keith said. "So much orientation toward getting out the product."

Keith, 36, raised and educated in rural Alabama, has worked 15 years in the field and is considering graduate school. Adding a class to her schedule has been "difficult and demanding."

Upholding journalism standards is important to her, as is having her intelligence respected. She is working toward creating a niche for herself in her life.

The program is filled with students like Keith. They are searching, questioning and analyzing. The "searchers" are primarily enthusiastic, traditional students in their early 20s. Those in their late 20s and early 30s, after some professional experience, are questioning their chosen path, returning to school focused. Those in their late 30s and early 40s struggle with issues and responsibilities and tend to be analyzers. They join with a well defined sense of values and philosophy, and an awareness of untapped potential.

Of course, no one falls exclusively into one category. Students are black, white, Asian and Middle Eastern, women and men. They can't be labeled. Each individual's characteristics are as much a reflection of underlying family influences, cultural expectations and momentary circumstance as they are intentionally manifested, self-controlled attributes. Maturity turns out to be less about looking in the mirror and seeing wrinkles than about the ability to look at yourself and admit the truth.

"A commitment to truth" is the most important quality of a journalist, Dr. Mike Killenberg said. "A commitment to become as aware as possible of the world around you and the people who populate it" is also important. Killenberg considers "a general responsibility to social justice" essential.

"We have to look out and speak up for people who can't speak for themselves." He believes many of our nation's problems stem from a lack of emphasis on social justice.

Killenberg, 52, the initial member of the journalism studies faculty on campus, has invested himself and his beliefs in the program. "I want students to understand what I'm trying to get across. I hope to help and guide, but I expect a lot from (students). I want them to develop their way of thinking."

With professors Bob Dardenne and Jay Black, Killenberg has developed a program that examines the "professional, social, cultural and ethical consequences of what (journalists) do; explores ways of doing it differently; and studies the theoretical implications of practice."

Putting those lessons into practice has been an "eye-opener" for Crow's Nest advisor Tim Craig.

Craig, 29, received his undergraduate degree from a private Christian college and then went to work for a North Carolina weekly before moving to a position as sports editor at another paper.

His personal philosophy comes from principles he learned in his devout Christian home. A Bible verse guides him: "A man plans his path, but the Lord directs his steps." In other words, we're not limited in achieving what we want. "Have goals, and understand that it may take more than one step" to achieve them.

In terms of news values, Craig considers...
Financial nightmare comes to life

Randi Kosiewska
Special to the Nest

Imagine a student's difficulties with financing her education at the University of South Florida. The student completes all of the necessary paperwork and turns the file into the financial aid office at the St. Petersburg campus in July. As far as she's been told she just has to wait for the disbursement of her money. Well, the disbursement date comes and goes and she doesn't receive her money. St. Petersburg's financial aid office tells her that she did not turn in certain required documents. So, she feels the documents to the St. Petersburg financial aid office and informs them that she already gave them this information.

A week later the student checks the status of her financial aid with the Tampa office and is told that they have not received her file. Tampa contacts St. Pete and St. Pete tells them that the student did not give them all of the necessary information. The student then feels her personal copies directly to Tampa and is told that she will hear something in a couple of weeks. These problems were the first in a series that would delay the disbursement of her financial aid until the last week of November.

By the end of the semester, public relations student Andrea Evans feels that the disadvantages of dealing with financial aid difficulties at the USF campus in St. Petersburg outweigh the advantages of attending the small, more personal campus. Evans said that she got the run-around from the financial aid offices at both campuses and could not get any real solutions to her problems nor any direct answers to her questions. Neither campus would accept any responsibility for the problems that developed, she said.

"Basically, Tampa blamed St. Pete, saying that they were incompetent and St. Pete was telling me that everyone in Tampa was incompetent," Evans said.

"They were saying that Tampa was moving things and Tampa was telling me that St. Pete was moving things..." Evans got the impression that neither campus had any idea of what was going on with her loan. One of the people Evans sought answers from was Jennifer Clarke, the coordinator of financial aid and veterans benefits at USF St. Petersburg. Clarke admits to certain difficulties in communication between the St. Petersburg financial aid office and the Tampa financial aid office. "We have to keep up good relations with Tampa," said Clarke, "and sometimes they consider it harassment when we call over and over again with a student's problem."

"I really have to walk a thin line when it comes to dealing with the student and with the office (in Tampa)."

However, after fighting with the financial aid office at both campuses for half of the semester, Evans' file was suddenly chosen for a random audit. This audit prompted her loan disbursement a few more weeks.

As far as Evans had been told, all she could do was wait for her check to come in. However, Clarke said that students should be notified of the options of taking out an emergency loan through the school or attempting to have the tuition due date deferred — but only when the school is fault. Clarke also said that she would recommend that students speak to Diane McKinstry of the counseling and career center if students have complaints. McKinstry advises approximately 74 students a year about financial problems. She said that she will "talk to the student about what the difficulty is and determine if they have pursued a resolution to their problem with financial aid through the appropriate channels."

Evans said that no one in either financial aid office mentioned counseling; tuition deferment or emergency loans to her when she complained that her school work was being affected. "You know, I'm supposed to be studying," said Evans, "and my time is being wasted worrying about my financial checks, and I'm not doing my homework..."

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WEDNESDAY JAM AT THE USP COFFEEHOUSE:
Clyde Walker
March 26 • 11:30AM-1:30PM • Bayboro Cafe
Enjoy the blues guitar and vocals of Clyde Walker while sipping on coffee or enjoying lunch. Mugs are just $2, and a roll of cappuccino or coffee (to go or to stay) are just 25 cents during concert events.

LECTURE: "Women's Attitudes Toward Spirituality and Religion in America"
by Ruth Whitney, PhD
Thursday • March 27 • 4:30-5:30PM • CAC 133
Whitney explains why some women practice Goddess religion and witchcraft and discusses women's place in different religions, in honor of Women's History Month.

PERFORMANCE: "Catherine the Great"
by Nan Colton
Friday • March 28 • 7PM • DAV 130
This portrait of the Empress as woman and ruler is one of the most tragic and unforgettable stories of the 18th century, in honor of Women's History Month.

TUESDAY MOVIE MADNESS:
The Shawshank Redemption
April 1 • 10AM, 1PM & 4PM • CAC 133
Andy Dufresne (Tim Robbins) is convicted of murdering his wife and sent to prison for the rest of his life. The film is an unlikely friendship with seasoned convict Red (Morgan Freeman), rated R.
context as important as timeliness. "Context
denotes timeliness," he said. When a
story is written "in context," people can "go
back in time and understand what's going
on."

He takes a "hands-off" approach as edi-
tor, and considers his primary responsibility
as being there for the editors. "What [we]
try to accomplish is up to the editors," he
said. "The decision making process is
theirs."

Co-editor Baird Lefter sees open debate
and constructive criticism as extremely
valuable. "A lot of these writers are just
learning," Lefter said. Ideally, he would like
to "take a piece, review it, talk to the
writer... and discuss ways it could be im-
proved. But "it's a commuter campus. It re-
ally limits the amount of time they have to
participate," Lefter said.

"Lack of willing participants and lack of
quality writers" are the elements he sees
holding The Crow's Nest back from its full
potential.

Lefter, 28, plans to leave the graduate pro-
gram after two semesters. As an environ-
mental issues advocate, he has been strug-
gling with how he can live his life in such a
way as to "minimize the harm of my exis-
tence," he said. He still sees journalism as
a possibility, but believes that to achieve his
lifestyle goals he is better off pursuing a
"practical education — where you achieve
something by doing it."

Success, for Lefter, is "based in character
— how you treat other people; how you
treat nature; how you treat other living
things," he said.

Lefter shares the co-editorship of The
Crow's Nest with Sara Jenkins, who holds
an undergraduate degree in economics.
Jenkins, 25, found the jobs available after
graduation unappealing. She originally
chose economics because "I was good at it
and it was easy," she said. And she admits
that when she first entered college she fig-
ured "it doesn't matter what you major in as
long as you have a degree."

After graduating from the University of
North Carolina in Asheville, she worked
with the Suncoast Seabird Sanctuary and
was given an opportunity to work on the
newsletter. "I realized I could do this for a
living." She entered the masters program
hoping the degree would give her writing
credibility.

Her long-term goal is to "work for myself,
or in a start-up business," she said.

Jenkins focuses on her work at The
Crow's Nest. "I feel it's very important to
maintain the consistency we've strived for...

"I've been very impressed with the
quality of writing, given the fact that we are
all beginners."

Sweet Pea Jones is one of the writers
Jenkins and Lefter count on. Jones, 40, has
spent most of her adult life writing music
and playing bass for a living. Her entry into
the graduate program is an elaboration on
her undergraduate degree in English.

Jones said she came to the program "with
trepidation" because there "are a lot of
things I see in journalism that I don't like."

But "there is a strong sense from the mass
media faculty that there is something rotten
in Denmark, and an intense focus on figur-
ing out how we can fix it.

"Production values pervert the product,"
Jones said. She realized it when she covered
the mayoral debate. "To accurately report
the story, I would have had to take up all the
pages in the student paper. I saw that it was
my personal values that came into play in
deciding which issues to focus on," she
said. "Rather than use sound bites, I used
full quotes — it made it more difficult for
the reader. I don't feel I achieved my goal,
in that I could not represent accurately what
happened due to space restrictions."

There is a serious gap between image and
reality. A force is perpetuated by the media
and individual journalists, and certain orga-
nizations exist ignoring, rationalizing, even
couraging the harm that may stem from
their work. But media consumers who scan
without thought or question are accessories.
Each individual's responsibility is to ask
"How complete can this article, or broadcast
on this subject be?"
Welcome back! We hope that everyone had an enjoyable spring break. Of course, it’s never long enough.

It’s time to buckle down and start thinking about the end of the semester. For most of you, that means finals. Final exams, final papers, everything. During the last four issues the Nest will bring you tips on studying and preparing for exams. We want to help you through these tough times. (Okay, so we also want to know these tips, and reporting them to us teaches you just as much!)

For some lucky souls, the end of the spring semester means graduation! If you haven’t already been doing so, it’s time to think about life after graduation (read: a job). Check our classified ads for job opportunities. The recreation office offers beginning this week new members. Look in our classifieds and local community. Thus, I feel that if there is anything journalism can do to prevent such acts, we must act on that mandate. However, such displays (“Racist Slur Source Campus,” Feb. 19-25) only create more dissension and only provoke more of this behavior.

I know it is the media’s duty to make the public aware. But don’t you think that the public is aware enough about this problem? Everywhere I look there is something about racism. I feel that the lesson of repetition isn’t going to work here. I am not suggesting that the incident shouldn’t have been reported, but the coverage could have been less exclusive. But by using the flyer to vividly depict the act only creates more anger.

As for the culprit, I feel he/she has succeeded in what they wanted accomplished. By showing the flyer, I feel that the publisher has indirectly aided this low-down dirty scoundrel. As for the culprit, I feel he/she has succeeded in what they wanted accomplished. By showing the flyer, I feel that the publisher has indirectly aided this low-down dirty scoundrel.

I do not promote nor condone any behavior characteristic of a racist. I just feel that the content could have provided more of a tasteful style of delivering the story than that of the flyer.

Kurt Kraus

—Sara Jenkins
Crescent City cuisine spices up downtown

Cary Wimer
Nest Staff

Tired of the typical lunch fare? Then drop by La Cuisine Louisianaisse located at 1101 First Ave. N. for a Bourbon Street lunch experience.

Upon entering the restaurant, you are engulfed by a New Orleans atmosphere. The decor is done in dark greens and purples with Mardi Gras paraphernalia littering the walls. Cajun music plays in the background adding to the dining experience.

For beverages, they offer Pepsi products, coffee, iced tea, milk, and orange juice. Fortunately, they have a full liquor bar (the bartender has a generous hand) complete with a selection of beer from Louisiana. I sampled the Turbo Dog, a Louisiana beer, which was dark and tasty while my dining companion had an Absolem screwdriver which he described as "perfecto."

To start off lunch, try one of the New Orleans style soups. We sampled a cup of the chicken and andouille sausage combo for $2.50, which was yummy. For main entrees they offer a nice seafood selection including blackened grouper, Cajun catfish, and crawfish etoufee to name a few. They also offer daily specials, Po Boy sandwiches and a children's menu. We passed on the dessert, but I had the chicory coffee minus the cream, and it was good and strong.

La Cuisine Louisianaisse is open from 11 a.m. to 2 p.m. Monday through Friday for lunch and 5 to 9 p.m. Monday through Saturday. (Unfortunately, they're closed Sunday.) Take out and catering is available. For more information call 821-0087.


good goal of releasing muscle tension and quieting the mind can dissipate anxiety and improve concentration. A person's mood can also make anxiety more likely. If you approach the test with dread and discouragement, you are more susceptible to feeling test anxiety. With practice, it is possible to learn how to redirect your attention to more neutral or positive evaluations and away from "gloom and doom" expectations.

Cognitions also contribute to anxiety and make the testing situation worse by distracting the test taker with negative talk. Although negative thoughts like "I'm going to fail this test" and "I can't do anything right" are normal, they elicit the anxiety response and take up time and attention away from the task at hand. Test takers can practice replacing these thoughts with positive, goal-directed thoughts such as "I can expect to feel some anxiety during an exam, but I can take a deep breath and the feeling will pass" or "I am well prepared. I can only do my best." Finally, nothing contributes more to reducing test anxiety than good study habits and adequate preparation for exams. Learning to balance with class assignments and scheduling regular review sessions will help you approach exams with confidence. The Counseling and Career Center offers individual counseling and workshops on test anxiety management.

Answers to this crossword are on page 7.

Words from the Wellness Center

Exams coming up? Don't freeze!

Diane McKinstry
Guest Columnist

Many students experience test anxiety and find that it interferes with their ability to perform well on exams. The problem can show up in a variety of ways. Some students go "blank" during an exam, even though they know the material well beforehand, and can recall the information after the test is over. Other students find that they are highly distractible during exams and that they become irritated at normal noises in the room such as coughing, erasing and turning pages. Sometimes students experience feelings of panic that interfere with concentration, reading comprehension, and accuracy.

Research shows that a moderate amount of anxiety actually helps performance on tests, but that too much anxiety disrupts academic performance. A variety of techniques can be used to reduce test anxiety in a moderate and useful level. Since anxiety has physiological, affective and cognitive components, anxiety management can utilize strategies from all three approaches.

Physiological responses to anxiety, the familiar muscle tension and rapid heartbeat that accompany arousal, can be controlled through relaxation. One approach that can be useful in the classroom setting involves using slow, deep and regular breathing along with an intention to relax. Even half a minute of deep, slow breathing with the goal of releasing muscle tension and quieting the mind can dissipate anxiety and improve concentration.

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A sunny study

Accounting majors Katie Sims, left, 20, and Lynn Walters, 40, use the sun and harbor to help them study for a business law test Friday. The sunny day turned rainy in the afternoon — hopefully, though, the pair's grades didn't share the same fate.

briefs

Exchange hosts needed

Volunteers are needed to host foreign exchange students coming to St. Petersburg this summer. Both the International Education Forum and Admiral Farragut Academy are sponsoring programs.

The IEF students are middle to high-school aged, speak English, have insurance and spending money and come here to learn about American culture. Families provide meals and a bed and welcome these students into their families. IEF provides 24-hour on-call support, orientation, and organizes half-day and full-day excursions each week. Families can earn scholarships toward a "homestay abroad" for their own children.

The Admiral Farragut program provides $500 to a host family. Students stay for four weeks.

For info on the IEF program call Curtis Dorrie at 894-0260. Contact Chad Stager at 823-2123 to find out more about Admiral Farragut's program.

Call for nominations

The Honors and Awards Selection Committee is seeking nominations for awards to be presented at the May 1997 Commencement Ceremony.

Eligible students must be graduating in either May or August 1997, in good academic standing, and must have demonstrated a commitment to campus organizations, university activities, or community work.

Two students will receive the following honors: Outstanding Senior at USF St. Petersburg and Who's Who in American Universities and Colleges. A third student will be recognized by the St. Petersburg Chapter of the USF Alumni Association as Outstanding Graduate, St. Petersburg Campus.

Submit forms and recommendations to the Financial Aid Office, Davis Hall, Room 114, no later than March 28, 1997 at 5 p.m.

To publish listings or briefs, submit in writing to The Crow's Nest, CAC 128.