Clariﬁcations on New Police Car

by Daniel Woo

The exponent printed an article about the Police Department’s new car on April 8. Since then, the exponent has been notiﬁed of some factual inaccuracies and misrepresentations. The exponent met with UAH Chief of Police J. R. "Bud" Naymen and Physical Plant Director David Brown to clarify these matters.

"First of all, David Brown is not Chief of Police," said Naymen. "I am Chief of Police, and David Brown is Physical Plant Director and my supervisi­or. The Ford LTD has 76,547 miles on it and is an ’88 model. Bobby Langston is a Corporal. The radar gun is reconditioned. It would have cost us double if we did not go with a reconditioned radar gun. The one we did purchase cost us $500."

"Elaborating on the reasons for purchasing the radar gun, Brown said, “At the request of the faculty, SGA, and students, we bought a radar gun due to the excessive speed of those driving on campus. We received a mandate from the Faculty Senate and the SGA to support us in enforcing the speed limit. That’s the way we started using the radar gun. We want to help provide a more safe environment for those on campus, including both pedestrians and vehicles.”

Naymen said, “We also enforce the speed limit on outsiders who take a short cut through the UAH campus, not just students and faculty. Since the radar gun is portable, it can be moved between cars. We’ve never seen a need for a mounted radar gun. The portable radar gun has met that need.”

"Explaining the procurement procedures for a car, Naymen said, "Purchasing receives a state bid list each year. We get the list and order a vehicle with any extra equipment. The equipment is a spotlight. We also need heavy duty break seats. The cars are used 24 hours a day, 7 days a week.”

Brown said, "The car is bought according to which dealership has the lowest bid on the state bid list.”

Naymen said, "We got that car from Premier Chevrolet in Bessemer for $12,961. Each year, we were budgeted $12,000. In ’86–’87, the costs were $10,000. In ’87–’88, the costs were $12,000. In ’88–’89, the costs were $16,000 when we did not purchase a new car."

Brown said, "That’s the reason for the car. We normally retire a vehicle after three or four years. It’s passed down to maintenance or sold as surplus, depending on the condition. This is the only time we’ve been able to keep four vehicles operating.”

"Since our purchasing plans, Naymen said, “I’m going to ask for another car next year.”

Chancellor Names Senior Academic Officer

Dr. Charles Nash, an executive with the Southern Association of Colleges and Schools, has been named Vice Chancellor for Academic Affairs of the University of Alabama System. Dr. Nash succeeds V. Lane Rawlins, who became president of Memphis State University.

"Dr. Nash’s broad range of professional experience is ideally suited to the senior academic officer’s responsibilities,” Chancellor Philip Austin said Thursday while announcing the appointment. "He has worked extensively in academic programming and strategic planning, which are priority activities at UA, UAB and UAH. We are extremely fortunate to bring an academic leader of his caliber to this pivotal position.”

Charles Nash became Associate Executive Director, Commission on Colleges, Southern Association of Colleges and Schools in 1986. During his tenure, Nash assisted more than 100 colleges and universities on all aspects of accreditation. Among institutions with which he worked are Texas A&M, North Carolina State, and the University of Texas Health Science Center.

From 1979 to 1986 Charles Nash was Dean of the School of Education at Armstrong State College in Savannah, Georgia. In that capacity he administered degree programs at both undergraduate and graduate levels, supervising faculty and staff in all education departments. He was responsible for continuing education, public service and staff development for teacher education.

Dr. Nash served for five years as Assistant Vice Chancellor for Academic Development for the Board of Regents, University System of Georgia. That office is responsible for the full range of academic program development and review activities among all 33 institutions in Georgia System.

In his new position as Vice Chancellor for the UA System, Dr. Nash will be the chief liaison with academic and planning officials at UA, UAB and UAH, with state and federal agencies, and with various higher education associations. He always put off equipment purchases for our staff.”

The model year and mileage for the four police cars are listed below. Unit 91 is a ’88 with 76,547 miles. Unit 92 is a ’89 with 91,474 miles. Unit 93 is a ’92 with 2,304 miles. Unit 94 is a ’88 with 76,547 miles. The first three cars are new, the fourth is a Ford LTD.

"We try to get equipment dollars in the budget. After three years, the operating expenses (for a car) get signiﬁcant,” Brown said. "They’re not available in the budget for a new car. Through budget cuts in personnel and operation, transfers from other departments, we were able to purchase a car. It’s a prime need. If we don’t buy one, we pay for it in maintenance costs.”

"The mileage (on the cars) doesn’t indicate their use. The mileage is 100 to 150 per day, but may be 16 to 18 hours of run-time when the engine is in use. That’s the wear and tear, yet they’ve got to be reliable to perform under those conditions. We have tried in years past to use smaller vehicles, but they’re much more expensive in maintenance. The larger cars hold up better for our type of usage.”

"Unit 94 is a backup unit,” said Naymen. "It is used when other cars are in the shop.”

Brown said, "The maximum number of vehicles used at any time is three. On shifts like the weekend, only one car is used. This is the ﬁrst year we’ve felt comfortable using our oldest vehicle in service. We normally retire a vehicle after three or four years. It’s passed down to maintenance or sold as surplus, depending on the condition. This is the only time we’ve been able to keep four vehicles operating.”

"Since our purchasing plans, Naymen said, “I’m going to ask for another car next year.”
Jeffrey Hanes began the 1992 History Forum in exciting fashion with his comments on "Japanese and American (Mis-)Perceptions of One Another." Hans, Assistant Professor of History at the University of Illinois, Champagne-Urbana, argued that communication problems have played relations between Japan and the West and have stemmed from the ethnocentrism of both sides.

A recent example of miscommunication occurred when the American media distorted comments by the Japanese prime minister. By taking phrases out of context, the media suggested that he had said American workers were lazy. In reality, the prime minister had said that both American and Japanese business had too much parasitical speculation and not enough productive engineering. Distortions by the media, Hanes thought, revealed more about America's domestic problems than about Japan.

Miscommunication between East and West has been typical since the first encounters in the Sixteenth Century. Missionaries from the Catholic Church were initially impressed by Japanese civilization and literacy. But the Westerners became disillusioned when they could not attract converts. Part of the problem was linguistic. The missionaries had difficulties expressing Christian ideas in Japanese terms and bad translations often confused the Japanese. Rather than blaming themselves, the missionaries concluded that the Japanese were tricky and inscrutable.

Still the biggest problem, Hanes believed, was the feeling of cultural superiority of both sides. The Westerners demanded that the Japanese give up all aspects of their religion and convert to the "one true faith." But the Japanese were accustomed to a religious pluralism, and refused to give up ways they believed superior for Western ones. Feeling frustrated, both the missionaries and the Japanese became intolerant. After the Westerners desecrated Japanese temples, the Japanese expelled them. So from 1620 to 1853 the only contact between the West and Japan came through Dutch traders who were restricted to an island in Nagasaki harbor.

When the United States Navy, under command of Admiral Perry, forced the Japanese to open their ports, misunderstandings continued. The Americans believed that the Japanese were primitive and the Japanese thought that the Americans were "barbarians." The Americans believed they were bringing "progress and civilization." The Japanese wanted to imitate Western culture, but only to strengthen Japanese ways. The Japanese in the long-run hoped to be as dominant as the Americans were. Such cultural conflict, Dr. Hans suggested, set the stage for the military conflict of the Second World War. Ethnocentrism has continued after 1945. The American occupation forces under MacArthur regarded the Japanese as children to be raised and made into "the Swiss of Asia." But since the Japanese have become successful competitors in world markets, the United States has been frightened. Recently Americans have come to believe in conspiracy theories about an imminent Japanese takeover and the Bush administration has tried to bully Japan into paying for the Gulf War and reconstruction of the ex-Soviet Union. The Japanese have also been to blame for current misunderstandings. Although they have tried to "internationalize," they remain ethnocentric. The Japanese believe they are culturally superior and assume that Westerners cannot understand the "Japanese mind and heart."

Dr. Hans expressed fear that unless ethnocentrism is overcome, relations between Japan and the West could degenerate as in the past. The goal, he believed, should be improved communication and tolerance for cultural differences.
Over the past couple of years, the buzzword Virtual Reality (VR) has been slowly seeping into more and more conversations. Since the movie Lawnmower Man, the term seems to be spreading rapidly.

A basic VR system consists of four things: headsets, eyephones, a sensory-input device (usually a glove), and a computer. The eyephones are where most of the technology comes into play. The ability to sense movement, viewing angle and spatial orientation, allows the computer to send an appropriate image to the user's eyes. In short, a person can look up, down, and turn around, and the computer automatically sends an image of the new viewing area.

With the advent of 3D LCD screens, the image becomes even more real, but most current systems use only plain LCD screens due to cost and computer memory constraints.

Even though the technology is there and being used, many people are still scratching their heads and wondering "What good is it?" While entertainment and games are an obvious answer, many other applications are floating around.

Education and simulation are two of the most promising features of VR. Doctors have scanned in the human knee and have learned the techniques in a virtual environment. They can perform "virtual surgery," without having to perform a real surgery. In this way they can learn the techniques in a controlled environment, with the only difference between virtual and real surgery being that the instruments have weight and the patient's blood will be wet.

Another example of the learning capabilities involved with VR is the ability to have the computer slow down a situation. A very simple example of this is learning to juggle. In the VR realm, a user can slow down the speed of the balls and learn the hand movements involved. After getting the basic motions down, the simulation can then be speeded up at the user's pace. In this way, the learning time is cut to about half of what it would take by starting with real balls. Again, the only difference between VR and the real world would be that the balls would have weight.

"Object-oriented programming" allows a programmer to "place" instructions and data in order to make more efficient programs.

Architects have also found a few uses for VR—the main one being the ability to design a building and allow the prospective buyers to take a walk-through tour of the building, even before ground has been broken.

The military also has its own applications for VR. Flight simulation has been around for quite a few years, but current investigators are looking into ground-combat simulation. A good number of the battles that took place during Desert Storm have already been entered into computers and are now being simulated for visitors.

NASA uses VR, with most of the data from the Viking 2 mission being used in a simulation that allows one to take a walking tour of Mars.

While NASA has one of the largest budgets for VR research ($1 million per year), many smaller companies are responsible for the advances in technology. VPL research has recently introduced a system for the Macintosh Quadra 900 computers. The new setup includes a smaller, lightweight eyephone with integrated stereo sound. A system has also been introduced for the Amiga 3000T computers. This system will be traveling throughout the country's malls, allowing anyone to step into another world (at about $1 per minute).

One of the largest problems with VR has been the ability to render a lifelike image, one in which the viewer has his or her full peripheral vision and the ability to change focus from one object to another (at present everything on the screen is in perfect focus). But with the advent of binary optics, LEEP lenses and 3D LCD, the problem doesn't look like it will exist much longer.

With as many applications already being used by VR and the number of researchers working on improving the technology, it shouldn't be long before everyone will have access to other worlds.

Don't expect just to run out and buy a system for your home computer, though. Even the cheaper models cost more than a few paychecks. The VPL version for the Macintosh Quadra costs about $58,000 (including the Quadra 900). But almost all of the current companies developing VR systems have vowed to keep improving the technology while reducing the price.
First off, the deadline for applications turned in to the UC Info Desk is at noon, May 8. This means that if you are interested in running for SGA office, you must get the application before May 8, fill it out, and then give the completed form back to the helpful folks at the Info Desk by noon on May 8. Also on May 8, at 5 p.m., there will be a mandatory candidates' meeting in UC 131. If you get an application, fill it out, and turn it in, you must be at this meeting. I assume that if you do not make it to this meeting, nobody will hunt you down and force you to be there. Probably, you will just be dropped from the list of candidates.

From May 8 until May 21, if you are running for anything, you are allowed to campaign, which usually consists of plastering pictures of yourself all over campus, and trying to offend a lesser number of students with your ideas about student government than the other candidates. May 20 and 21 are the election dates. On these dates, you can vote, if you have a valid student ID card, at the UC, Materials Science, Engineering, or Administrative Science buildings. It's not difficult. All you have to do is show your ID, get a ballot, and fill it out. It takes a couple of minutes.

As to the more interesting positions, there are three seats on the Publications Board open for students, one on the Student Affairs Advisory Board, and two on the Financial Aid committee. It is not clear, from the information I have, whether these are elected or appointed positions, but they still have to be applied for.

Student activity being at the level it is around here, I just know there will be absolute multitudes of applicants in the days to come. Anticipating this rush, I have checked with the Info Desk and found out there are no applications to be had there. The other place advertised as having applications, the SGA office, is closed right now, so I have no way of proving the applications actually exist or not, but if you want to know, I'm sure that your representative can help you out.

Finally, if you do not have time to serve on the SGA, I'm sure you have time to vote for others who do. As I'm sure you already know, the election dates are May 20 and 21, from 9:15 a.m. to 8:15 p.m. both days. Try to be there.

See you next time.
GI Offers Study in Environmental Fields

From the U.S. Forest Service and the Sierra Club to AT&T and Dupont, the link between environmental concerns and career opportunities is a strong one. Unfortunately most college students are not sufficiently familiar with this rapidly expanding environmental field to know that it offers many new career opportunities.

To help college students, particularly recent graduates and those seeking a challenging career, Government Institutes (GI) is offering a unique 9 day Environmental Careers Institute at The Catholic University of America in Washington, DC, from June 12 to 20, 1992.

This comprehensive yet practical program will provide the students with:

• extensive knowledge about the environmental fields.
• access to invaluable informational resources.
• personal contact with key leaders in the field.
• practical information on possible careers.

In today's distressing economic times when most recent graduates are having difficulty finding jobs (much less careers), the Environmental Careers Institute (ECI)

Program Immereses Students in Japan's Business World

The Council on International Educational Exchange, a non-profit organization, established a seven-week academic program that allows young professionals who have recently begun their careers, as well as undergraduate and graduate students planning for business careers, to get an insider's view of Japanese society and its business culture.

The Cooperative Japanese Business & Society Program takes place from June 11 to August 3, 1992, in Tokyo. The two courses that make up the program are held at the Waseda Hoshien Center and are conducted in English by Japanese and foreign faculty from Japanese colleges and universities.

The first course, the Business and Society Seminar, provides an overview of Japanese business, with an emphasis on its international aspects. In addition to classroom instruction and guest lectures by prominent Japanese and international business leaders, coursework includes an individual research project. Outside the classroom, students visit Japanese business firms, banks, government offices, labor associations and factories, representing a cross-section of Japanese industry.

The second course, a Japanese language course, focuses on practical language needs, whether students are learning basic Japanese for the first time or enhancing established skills.

During the program, participants are housed with Japanese families, creating an opportunity for further cultural contact. Students may request alternative housing in a budget hotel or similar facility at an extra cost.

Those eligible for the Cooperative Japanese Business & Society Program must have completed their sophomore year of college, have an overall average of 2.75 grade point average on a 4.0 scale, and have completed at least one of the following courses: principles of economics, international trade, finance, accounting, operations research, or organizational behavior.

For more information on this program, contact CIBE, University Programs Department, 205 East 42nd Street, New York, NY 10017. Telephone: (212) 561-1414, ext. 1228.

Glacier Park Hiring 900 Students

College students from across the country are being sought for summer jobs at one of the nation's most spectacular national parks.

Glacier National Park, located in the northwest corner of Montana, is best known for its rugged mountain wilderness and its historic lodges. Glacier Park, Inc., is looking for students to fill more than 900 summer jobs in all segments of the hotel and hospitality areas.

Jobs include a large variety of hotel positions such as hotel front desk, maids, cooks, waitresses and bus drivers. Some students also participate in the guest entertainment, another Glacier Park tradition. Employees are needed this year from mid-May to early October. The highest demand is for employees who can work through late September and early October.

The seven hotels and lodges and the famous red vintage tour coaches operate throughout the 1.4 million acres of Glacier National Park. Since the early 1900s, it has been a tradition for college students from across the country to work at the park while enjoying a number of outdoor activities such as hiking, caving and fishing in one of the nation's last examples of pristine wilderness.

For details on jobs and salaries call Glacier Park, Inc., at (602) 207-2612, or write Glacier Park, Inc., Dial Tower, Phoenix, AZ, 85077-924.

Orville Redenbacher's® Second Start Program

1992-1993 Scholarship Program Information

• Twenty $1,000 scholarships will be made available to qualifying students for the 1992-1993 school year.

• Applications will be accepted from March 1 to May 1, 1992.

• Students and schools can receive information and applications by writing: Orville Redenbacher's® Second Start Scholarship Program, P.O. Box 4137, Blair, NE 68009.

• Eligible students must be 30 years or older at the time of application.

• The scholarship recipients may enroll in either an associate, bachelor or graduate degree program at an accredited college or university and can attend either full- or part-time.

• All applications will be screened by an independent judging panel, which includes administrators in the field of financial assistance and continuing education. A check for $1,000 will be sent to the recipient's financial aid officer made out jointly in the name of the student and the college. The grant will then be credited to the student's account upon endorsement by both parties.

• The receipt of individual applications cannot be acknowledged.

ACHE Offers Teacher Scholarships

Scholarships are available for 1992-93 for juniors and seniors and certain graduate students who plan to teach high school math or sciences. Sponsored by the Alabama Commission on Higher Education (ACHE), the "Emergency Secondary Education Scholarship Program" requires that a student must be enrolled full-time in a Teacher Education Program, must have a "B" average in area of teacher certification (math, chemistry, physics, biology, general science), and must agree to teach math or science in a public school in Alabama for 3 years after graduation. (See Dept. of Education for other requirements.) Deadline for 1992-93 is June 1; applications may be obtained in the Department of Education, MH 232-K.

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ANDY 1918

By Jonathan C. Yost

Hurt? No! Damn it all man! Do you realize we've finally landed a plane on a ship! We're the first! We'll be famous!

I can see it now; my autobiography! The Chronicles of Sir Egbert Beckett! But maybe if I peak too early I won't be interesting later on in my career!

But this isn't just my fate! You pilots will be famous too!

I say old chap! Where did you get that fine German jacket?

What? Oh! One of a kind sir!

That's a lie! That man is Captain-Lieutenant Wilhelm Kugel!

With his Oxford accent! Nonsense!

Take the prisoner to the brig!

You fools! I tell you he's a top German u-boat commander!
**Mr. Moon and Nub-Nub**

**SHREVEPORT, LOUISIANA**

**HEY ARLO, TAKE A LOOK AT THAT ONE SITTING AT THE BOOTH, OH, COME ON, MOON, SHE'S NOT EVEN YOUR TYPE, NOT MY TYPE, SHE HAS BREASTS AND A SPINAL CORD, DOESN'T SHE?**

**HEY BABY, COULDN'T HELP BUT NOTICE YOU SITTING OVER HERE AND LOOKING PRETTY, GET LOST.**

**SO... UH... WHAT'CHA READING THERE?**

**A BOOK BY THE REV. BILLY GRAHAM, AS IF IT WAS ANY OF YOUR BEESWAX.**

**WHAT A COINCIDENCE, I'M THE REV. BILLY GRAHAM.**

**HE'S MY BEST FRIEND AND I LOVE HIM LIKE A BROTHER, BUT HE IS THE SLEAZIEST MAN ON EARTH.**

**SO, LET'S GO BACK TO MY MOTEL ROOM AND YOU CAN DRAIN MY LOVE MANGO.**

**WELL, I GUESS IT WOULD BE ALL RIGHT.**

---

**Ordinary Heroes**

**by M. Lee Newman**

**IN ORL, YOU Weren't NOTICED I'M A BIT MORE POWERFUL THAN THE LAST TIME.**

**IT'LL TAKE MORE THAN A FEW JUNIOR RED-IONS TO DEFEAT ME, RUST-HEAD.**

**GEH? I THINK LESTER JUST MIGHT HAVE A FIGHTING CHANCE, COULDN'T YOU?**

**CARRY OUT THE PLAN, SHUT THAT UNIT DOWN.**

**WHAT?**

**IT'S... SHUTTING DOWN? Be careful!**

**ALWAYS, M'LOVE.**

---

**Hey!**

**ALWAYS, M'LOVE.**

---

**Hey!**

**ALWAYS, M'LOVE.**

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**Hey!**

**ALWAYS, M'LOVE.**

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**Hey!**

**ALWAYS, M'LOVE.**

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**Hey!**

**ALWAYS, M'LOVE.**
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If you've missed us because you're so busy or if you want to know more about us, come to the Student Union Building during the following times. We're set up to get acquainted!

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