

STUDENT HOUSING PROJECT PLANNED TO BEGIN THIS SUMMER

Whitney Vickers
Editor-in-Chief

Under Ohio law, two-year colleges are prohibited from operating student housing facilities. However, an apartment unit aimed toward students is planned to be built on the corner of Fourth St. and Ludlow, just two blocks away from Sinclair Community College.

and operate student housing, so in that respect it's not a Sinclair development," Madeline Iseli, vice president of advancement said. "But it would be related in the fact that it's being planned two blocks away from here (Sinclair) and the primary market for the residents of this housing development is expected to be Sinclair students."

As reported in the Dayton Daily News, the student housing project will feature 50 one-bedroom apartments

and 150 two-bedroom apartments in the unit.

Dick Davis, director of development for Student Suites and coordinator of the project said the one-bedroom apartments will be around 400 to 500 square feet, while the two-bedroom apartments will be around 600 to 700 square feet.

He said the apartments will not be laid out like a dorm, but instead will be like an actual apartment, featuring its

own kitchen and at least one bathroom per apartment.

"We're looking at probably having a courtyard feature, it'll of course have the latest security and it'll be restricted access with key cards and those kind of things," Davis said. "We're working, in fact, at having some kind of a food service component in the project other than the ability to cook in the kitchen — but we haven't finalized it yet whether that'll be complete food

service or a convenience store, snack bar sort of thing, and some common areas, probably a fitness area, along with the project."

He said he is hoping to have the apartments furnished.

Some amenities planned include a common area laundry facilities, a microwave, stove, full sized refrigerator, counter space, wifi and off-street parking.

Housing continued on page 4

SPRING GRADUATION 2013

Jennifer Franer
News Editor

The time for Sinclair Community College graduation is upon us.

On Sunday, May 5 at the University of Dayton Arena, graduates will hear a commencement speech from Congressmen Mike Turner.

Jennifer Brannan, associate registrar, said that she is the main contact for anything that is commencement related, as far as students are concerned.

"On the day of commencement, we don't have a rehearsal," she said. "Our commencement is all four divisions and runs very smooth."

Candidates for graduation are those who have successfully completed associate degree requirements since the last commencement, in fall of 2012.

"We are at 719 graduating this year, but that could change," Brannan said. "The bookstore orders more caps and gowns than what we typically need, so we can keep adding students to participate if they are eligible."

Brannan said that students can also sit wherever they choose.

"Students can sit wherever they want, as long as they are within their division," she said. "There are marshals within each division that direct the flow of traffic."

Students that have questions during the day of commencement can go to the marshals, who can be identified by the all red gowns they will be wearing.

"There will be several people running around with the red gowns on," she said. "I will be upstairs by the bookstore that is by the main entrance."

Brannan advises those attending graduation to wear clothes that are comfortable.

"Don't make it your first time in heels," she said. "Wear something that you are comfortable in, because you will march down and back up the stairs at [the University of Dayton] arena."

Brannan wishes graduates the best and to enjoy the graduation day.

"I want them to enjoy the day because they worked hard for it," Brannan said.

For those who have questions about graduation, email Brannan at jennifer.brannan@sinclair.edu or visit Sinclair.edu/commencement for more details.

For graduate reflections, see page 3



The spring graduation commencement will take place on May 5, starting at 6 p.m. at the University of Dayton Arena.

Sinclair recognizing Asperger's syndrome

Whitney Vickers
Editor-in-Chief

Asperger's syndrome is a form of autism, which features lowered social and communication skills, inattention, difficulty staying on task and staying organized, among others.

According to the Disability Services Office, some students at Sinclair Community College have been diagnosed with Asperger's syndrome.

"In a college setting, the social skills piece and organization are really what effect the students the most," Holly Brown-Wright, Disability Services Office manager said. "It's what we see the most, but it's also problematic in the classroom, as well."

Evan Bryant, Geology major, was diagnosed with Asperger's syndrome at 4 years old and feels that a club for people with all disorders to come together would be beneficial.

"I think it should be more about what positive things can come out of negative experiences, how we've overcome something and how we are today," he said.

Asperger's continued on page 4

Sinclair counselors give tips on surviving finals week

Jennifer Franer
News Editor

To survive finals week, Sinclair Community College counselors Gwendolyn Helton and Eric Henderson have advice for students on time management, how to find a balance and how to wind down from the day, with puppies that will be available on campus April 25 and 26 during finals week.

"My big thing is studying, a lot of people think that cramming and studying right before finals is a good thing," Henderson said. "I'm a big believer of still following the golden rule for studying, that for every credit hour you should be studying two hours outside of classes."

Helton said that the best thing to do is to take it one subject at a time and to prioritize.

"Don't throw all self-care out the window, still get proper rest, eat meals, stay hydrated," Helton said. "Sometimes people get into survival mode and start cramming and not sleeping, which causes them to not do well."

Helton also said that a time management schedule for finals can be beneficial for a student.

"Prioritizing what they may need to study first," she said. "Breaking things down and putting a structure to finals, so they can transition easily."

Henderson said finding a balance and realistically looking at what

they can handle throughout the day is a good strategy.

"If they look at what they can do now, in a few days and at the end of the week and so on," Henderson said. "Just getting a structure laid out to help."

For students who cannot seem to get to sleep after a long day of studying, Henderson recommends writing thoughts down on paper.

"Sometimes it's hard to sort thoughts out," he said. "Writing them all out and evaluating them — it's kind of like you are erasing negative thoughts and replacing them with more positive thoughts that actually make you feel better and feel like you have a plan."

Helton suggests staying away from electronics before bed and unplugging from the day.

"The bright lights have been shown to stimulate us and avoiding that maybe for a half hour or an hour before bed could help," Helton said. "Because we are so plugged-in electronically and otherwise, we should find time to step away from that stuff and relax."

Both Henderson and Helton said the student preparing should not change their lifestyle during finals week and abandon all of their good habits just because they are studying.

"Sometimes people freak out about tests and so-forth, and I try to talk to them," Henderson said. "A test is just a quiz with more ques-

tions."

In addition, Henderson said that taking a look at the big picture can help.

"Trying to kind of remind yourself that this is one final in one class over all the span of classes the student is going to be taking," he said. "Just trying to take the stress away from it by self-talk."

Helton said when she was in college, she looked at the week realistically.

"I realistically said that this was one week of my life; so if I have to do extra stuff, next week I will get a break," she said. "Remembering that it was temporary and I didn't have to go at that pace forever, I could do it for one week and get through it."

In addition, Helton said self-reward is something that students should also remember.

"It isn't about all work and no play," Helton said. "But it shouldn't be all play and no work."

Henderson said that he feels a lot of the time, students do not think about self-reward and it is the small things that matter.

"Treating yourself to a reward is motivation that keeps momentum going for the next final," Henderson said.

On April 25 and 26 from 11:30 to 1:30 on the first floor lobby in Building 8, puppies that need to be socialized will be available for students to come and play with.

TIPS FROM SINCLAIR COUNSELORS FOR SURVIVING FINALS WEEK

1. Prioritize what the student needs to study first, putting a structure to finals week.

2. Write your thoughts on paper and evaluate them. Turn negative thoughts into positive thoughts.

3. 'Unplug' from electronics for at least a half hour before bed.

4. Stay realistic, this is only one week out of your life, the next week you will get a break.

5. Self-reward, it isn't about all work and no play.

6. Take advantage of resources available on campus and take a break from studying.

Tips provided by Sinclair Counselors
Eric Henderson and Gwendolyn Helton

"There is an organization coming and they are going to be bringing puppies from 11:30 (a.m.) to 1:30 (p.m.)," Henderson said. "We are encouraging students to come and stop by."

Helton said that there are many resources on campus a student should take advantage of if they are feeling stressed about finals.

"Taking advantage of some things on campus that help find to find balance," Helton said. "Taking breaks from getting prepared gives time to also have some fun."

campuscalendar

April 23
Sinclair Talks:
Prepare for Finals
Building 2 Room 334, Noon to 1 p.m.

April 24
Sinclair Talks:
Substance Abuse and Dependence
Building 2 Room 334, Noon to 1 p.m.

April 24
SLD Office Spring Fling Block Party
Building 8, 11 to 2 p.m.

April 25
Weight of the Nation series -
Challenges
Building 8, Stage Area, 12:30 to 1:30p.m.

April 25
Career Planning and Career Exploration
Englewood Learning Center, Room 112

April 26
Choral Concert:
Men's Ensemble, Sinclair Singers, Contemporary Gospel Ensemble, Vocal Jazz Ensemble
Building 2, Blair Hall Theatre, 8 p.m.

April 27
Jazz Combo Concert
Building 2, Blair Hall Theatre, 8 p.m.

April 30
Handbell Concert
Building 2, Blair Hall Theatre, 7:30 p.m.

May 20 - June 19
Triangle Gallery featured artist:
Suki Kwon
Building 13, Fourth Floor

May 20 - June 19
Works on Paper Gallery, featured artist:
Magi Weir
Building 13, Fourth Floor

June 26 - July 23
Works on Paper Gallery, featured artist:
Kate Shannon
Building 13, Fourth Floor

July 31 - August 14
College For Life Long Learning Off Campus Seniors' Show

tartanspotlight

meet **CALEB LITHANDER**

Mike Huson
News Editor



Caleb Lithander | Photo Contributor

Sinclair Community College graduates are often faced with a myriad of choices after leaving school, from continuing to a four-year university to finding their place in the workforce. But 2009 Sinclair graduate Caleb Lithander honed in on his goal early.

Through hard work and determination, he landed his dream job in 2011 as an Air Traffic Controller in Colorado. Lithander, 24 years old, works at the radar display in the tower at Denver Air Route Traffic Control Center, also known as the Denver Center, "separating aircraft and keeping a safe and expeditious flow of air traffic."

Lithander said he works eight-hour days, not only behind the radar display with an FAA-certified trainer, but also continually training in various sectors within the Denver Center.

Lithander lives in Longmont, just north of Denver. He said the draw of the Rocky Mountains was a major factor in his decision to apply to the Denver Center, and that he enjoys the outdoors and spends his free time mountain biking, hiking and snowboarding.

After graduating from Beavercreek High School, he enrolled at Sinclair in 2006 and graduated with an associate degree in Aviation Technology two years later.

"All the classes were pretty fun," Lithander said. "It was good to study something and learn something that I was really interested in, and being able to go through it in three years and walking away with a degree — it felt good to accomplish something and to learn something that I was going to use."

While studying Aviation Technology at Sinclair, Lithander said that an optional air traffic control course sparked his interest.

"I thought it was a great opportunity to learn what the whole field of aviation had in store and after I found out what it was like, I thought that's what I wanted to do," he said.

Walt Davis, former chair of the Aviation Department recalled that Lithander was an outstanding student and described him as being "highly motivated, alert and an excellent participant in class."

"I knew he would be successful at whatever he pursued,"

Davis said. "When you see a lot of students over a period of time, there are some that just stand out. You know they are headed for success. He was one of those. He was a pace-setter in that class."

During his second year at Sinclair, he interned at the Dayton Wright Brothers Airport. There, he worked a myriad of jobs, met experienced workers in the field and observed their varying roles and positions.

Lithander also worked on a friend's farm while earning his degree and was actually able to graduate debt-free.

He said time management was the key to his success at Sinclair. He made an effort to plan out his course schedule as far ahead as possible, while bunching his weekly course-load together and studying between classes.

After graduating, Lithander spent four months of initial tower and terminal radar training at the Mike Monroney Aeronautical Center in Oklahoma City, and was forced to wait two years before being admitted into the Denver Center on-site training program.

"In that waiting period to get the FAA job, my whole family and my church family were pretty encouraging," he said. "They'd always be curious if I had new information; if I was going to be going or not. And after they found out that I had been accepted, we had a party and everything. A lot of people were behind me."

Lithander recognized that obtaining a job as an air traffic controller is a somewhat specific goal, but that there are a lot of lesser known jobs out there.

He said that if you find out about those jobs, find you're interested in one and it becomes your goal, then you can achieve it with education.

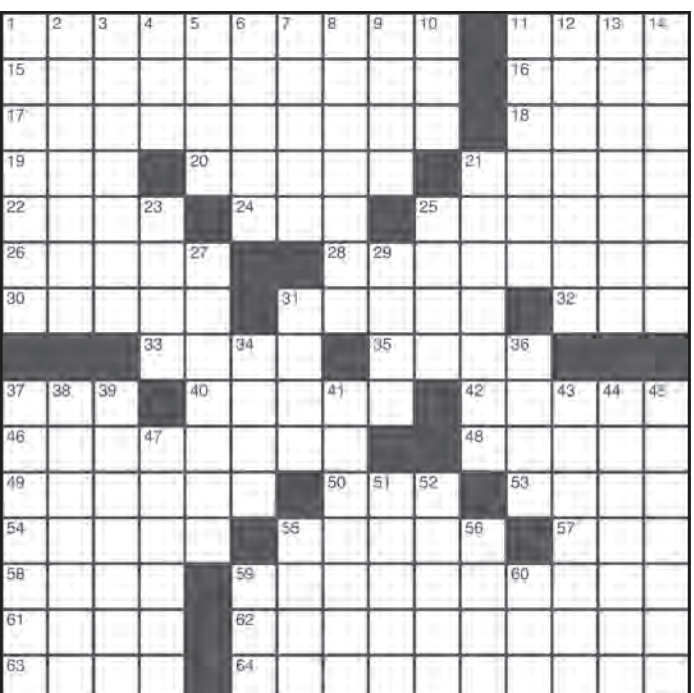
"Sinclair is a great step and there's a lot of value in the school," Lithander said. "There are a lot of instructors there who care a lot about the students and their future. And it's a great, inexpensive way to start doing what you want to do."

campusphoto



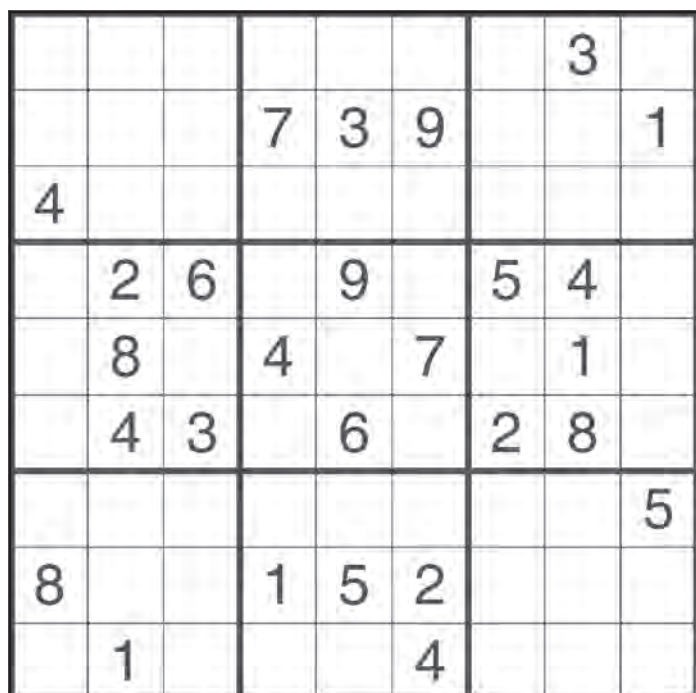
Each week, the Clarion will feature a photo taken by one of our staff members at a random area on campus. The photo will feature many faces with no name. It's up to our readers to figure out if you or someone you know has been spotted.

crosswordpuzzle



- ACROSS**
- 1 No ordinary joe?
 - 11 Fabergé egg decor
 - 15 Without a firm grip on reality
 - 16 Slightly off
 - 17 Mad about
 - 18 "Handwriting on the wall" word
 - 19 Pre-date stop-off, maybe
 - 20 Poet whose muse was Maud Gonne
 - 21 Rodeo catcher
 - 22 Reneges, with "out"
 - 24 Bloemfontein's country: Abbr.
 - 25 Coot
 - 26 Garden bulbs
 - 28 Fits behind the wheel?
 - 30 Terrier on "Frasier"
 - 31 Hardly a Brown cheer?
 - 32 Hot __
 - 33 Nearly extinct island language
 - 35 New Mexico county or its seat
 - 37 Word in a manual size description
 - 40 River valley silt
 - 42 Register button
 - 46 "No kidding!"
 - 48 Avalanche
 - 49 Odorless gas
 - 50 Oscar winner Lee
 - 53 Málaga title: Abbr.
 - 54 "Paint Your Wagon" composer
 - 55 "Things fall __; the centre cannot hold": 20-Across
 - 57 Squat
 - 58 Genetic lab samples
 - 59 Pub diversion
 - 61 Run out of steam
 - 62 Queen Mary, e.g.
 - 63 Stable diet
 - 64 Top-notch
- Down**
- 1 Wonder
 - 2 Like some salamanders or sloths
 - 3 Held in place, in a way
 - 4 Prince in both parts of "Henry IV"
 - 5 One working with you
 - 6 Coat
 - 7 Cover
 - 8 Horn blast
 - 9 Blast causes
 - 10 Shogun's capital
 - 11 More like venison
 - 12 Biblical priest whose name means "God has helped"
 - 13 __ Bay: Jamaican resort
 - 14 Picked up at a cocktail party?
 - 21 Tongue-tingling candies
 - 23 Take from the top
 - 25 Loopy
 - 27 Prevailing winds help determine one
 - 29 Alibis
 - 31 Good fellers?
 - 34 Bill
 - 36 Conciliatory offers
 - 37 Lose the battle with
 - 38 Gulf of Finland republic
 - 39 Good way to be young?
 - 41 More in need of rinsing
 - 43 Los Angeles neighborhood that's the former site of an Edgar Rice Burroughs ranch
 - 44 On occasion
 - 45 Ballerinas, often
 - 47 Anchor-chain openings
 - 51 Like some blockades
 - 52 Coffee selection
 - 55 Chevron rival
 - 56 Gentle application
 - 59 Pull
 - 60 Jazz pianist Evans

sodukupuzzle



The objective of the game is to fill all the blank squares in a game with the correct numbers. There are three very simple constraints to follow. In a 9 by 9 square Sudoku game:

- Every row of 9 numbers must include all digits 1 through 9 in any order.
- Every column of 9 numbers must include all digits 1 through 9 in any order.
- Every 3 by 3 subsection of the 9 by 9 square must include all digits 1 through 9.

Every Sudoku game begins with some squares already filled in, and the difficulty of each game is due to how many squares are filled in. The more squares that are known, the easier it is to figure out which numbers go in the open squares. As you

fill in squares correctly, options for the remaining squares are narrowed and it becomes easier to fill them in.

Sudoku Tips: Start by looking for numbers that occur frequently in the initial puzzle. For example, say you have a lot of 5's in the initial puzzle. Look for the 3x3 box where there is no 5. Look for 5's in other rows and columns that can help you eliminate where the 5 might go in that box. If there is a 5 in column's 1 and 2, then there can't be a 5 anywhere else in either of those columns. You know then that whatever leftmost 3x3 box that is missing a 5 must have it go in column 3. If you can eliminate all the possibilities in that box except for 1 square, you've got it down!

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The GAT II is an aviation simulator located on the first floor of Building 13.

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SINCLAIR COMMUNITY COLLEGE

Graduating students reflect on time at Sinclair

- 1. How was your Experience at Sinclair?
- 2. What are your plans after Sinclair?
- 3. Do you have any advice for future students?



Photo via Byer's Facebook



Stephanie Thompson | Clarion Staff



Photo via Accrocco's Facebook



Mike Huson | Clarion Staff



Stephanie Thompson | Clarion Staff

Mike Huson, Jennifer Franer, & Stephanie Thompson *Clarion Staff Members*

The Clarion spoke to graduating Sinclair students to get their thoughts on their time here and what the future holds for them.

Chris Byer *Liberal Arts*

1. "Sinclair is a great place if you're looking to complete your first two years in an affordable way. Overall, my experience here has been good."

2. "I'm heading to the University of Michigan to study political science and after that, hopefully to a respectable law school."

3. "Find a balance between studying and having fun. College can be a great time with a lot less stress if you put in the effort ahead of time and don't procrastinate. The better you absorb the information now, the easier the transition will be to a four year university where classes may not be as one-on-one."

Gracie Fogg *Fine Art*

1. "I loved Sinclair. I thought the faculty, especially in the art department, really cared and they really wanted to see you grow and they were really good instructors."

2. "My brother and I are both musicians, so after Sinclair he and I are going to be focusing on recording for a while. Then depending on how that goes, that

might just be what I do forever. If that doesn't pan out professionally, then I'll go to Wright State for their Art Education program so I could teach alongside of music."

3. "It's just so smart to come to Sinclair, because I paid for it by myself as I went. I owe nothing for Sinclair. For student's that come to Sinclair, I think it's smart to remember that you need to respect your faculty."

Anthony Accrocco *Visual Communications*

1. "I think it was great with how much you get to do and learn. In my opinion, we are cranking out better finished products than four year universities."

2. "I'm going to finish my internship and attempt to get an entry level job and if not, I'll be applying to more schools."

3. "Come in with a concrete idea of what you want and get experience here. If you do, it will amount to life experience later. Actually try and work hard."

Juan Garcia *Aircraft Dispatching Certificate*

1. "It was a great experience. I learned a lot. What I always tell everyone about what makes Sinclair special, is you come to an inexpensive school and you might expect the education to not be at the same level, but it's actually the complete opposite. Professors are here because they want to be here, not just

because they want to make money. And that makes a huge difference. In all my classes, I've never had a bad experience with any of my professors. I feel that they all care a lot — to be involved with the students and to answer extra questions. They really have a passion for teaching."

2. "Definitely be on top of your studies, even if it's with an advisor or by yourself. Because a lot of times with a lot of the certificates, since there's not a high demand, the classes aren't offered every semester. So, if the class is only offered once a year, you want to make sure your prerequisites and with everything you do, you're meeting your requirements for what you want to take next. Definitely make sure that you're keeping track of your classes."

Definitely be involved. I'm really involved on campus. Being a community college, a lot of people come here to take classes and then go back home, but there's a lot of campus life. There are a lot of things going on, and a lot of awesome, free events. So, definitely don't wait. There is always something to find, and if there isn't, you can create it."

3. "I'm doing an internship. I have a chance to do Optional Practical Training. It gives you a chance to have work experience for a year. I have a couple of position (leads). There are definitely a lot of opportunities."

Patricia Broderick *Accounting*

1. "Overall, I think it was really good. I encountered some difficult teachers, I actually like staying [on campus] and enjoying the atmosphere, spending my time here instead of having to do my homework at home."

2. "I'm still debating because I have a second thought

of if I even want to pursue a bachelor's degree in accounting. Some people told me to maybe look into management, but I was thinking of maybe talking to Wright State or Franklin if I want to pursue and get their thoughts and feelings of the path for me."

3. "One thing for sure, once you get out of high school, if you want to consider going

forth with your education, do it as soon as you get out. My problem was, I was taking accounting courses and I took maybe four or five classes, and then I took a year off of accounting courses and once I restarted taking classes again, I was kind of brain-dead."

Try to take a year off of the courses you are really going for."



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Team physicians for the Wright State Raiders

Christian ministry group at Sinclair takes mission trip

Whitney Vickers
Editor-in-Chief

Chi Alpha, a Christian ministry group at Sinclair Community College, takes a mission trip each year. This year, they visited Vitner City, New Jersey to volunteer for Hurricane Sandy cleanup efforts.

"I do feel like the Lord was calling us to do it, because we got to touch people. But more than that, [because] as the body of Christ, we should be taking care of fellow believers and also just other people," Staci Schober, trip coordinator and campus associate said.

During the mission trip, they worked with a local Assembly of God church to help people tear up floors, paint, tear down walls, scrape paint, sand and fix electrical issues.

"It was a lot of hard work, but it was a lot of fun work too," Schober said. "Because you knew you were making a difference."

Schober said there was a particular community member the group was able to help that touched her the most, because she felt that they blessed him.

Although his home was flooded, his insurance deductible was still too high to cover any repairs, so the group was able to assist him.

"[We got to] be an example of, this is what the body of Christ does; it comes and it helps and it serves... And I think [it] really blessed him," she said. "We got to pray with him after we were done and it meant a lot to him that we could be there."

She said each week on Tuesday

and Thursday, Chi Alpha holds a morning prayer, then they have lunchtime hangout, which is when the group meets up in the Tartan Marketplace to talk. On Thursday, the group holds a Bible study.

She said that over the summer, Dayton Chi Alpha, which includes Sinclair and Wright State University's branches, are looking to take a mission trip to Alaska.

"We're a ministry, we believe in God and the Bible and the Holy Spirit and that Jesus is the Lord and everything," She said. "We just come and we minister to students, and we want to see students saved, and we want to see people healed and the Lord moving on campuses."

For more information, contact Schober at (937) 620-3310 or find her on facebook.

Asperger's syndrome recognized at Sinclair with potential club

Asperger's continued from Front

"My mother always told me, and still tells me to this day, 'don't let people tell you [that] you can't do it. Let people tell you what they're going to do to help you.'"

Bryant said he struggles with asking others for help, for fear of rejection or being denied, as well as reading body language, facial expressions and tone.

"Asperger's does not mean a mental illness, it does not mean sedentary loner, it does not mean smart aleck," he said. "Because we can adapt, it just takes us time and it takes us a while to adapt. We just have to be familiar with things."

The specific cause of Asperger's syndrome is unknown, but according to Tony Bryan, Disability Services Office counselor, 1.5 million people in Ohio have been diagnosed.

"When they act socially awkward, talk socially awkward, get in someone else's personal space, that is the dis-

ability," Brown-Wright said. "We're not saying that these students don't have to be held to the same standards, same code of conduct and everything else — but there needs to be some education too; because otherwise, it just comes off as odd, strange behavior."

Kristina Onder, associate professor of English, has a son who has been diagnosed with Asperger's syndrome and hopes to start a club this fall, which will allow those with autism and those who do not, to mingle and conquer things that a person with Asperger's syndrome would find difficult to do.

As of right now, the Disability Services Office offers a club only open to those with Asperger's syndrome who are registered within the office.

"We have a lot of people here... who are going to work with the Asperger's community and if we could pair them up with students with autism

and have them... navigate the hallways, eat with them... I think it would be a little thing to do, but I think it would be a big thing to do," Onder said.

Onder said that a person with Asperger's is extremely intelligent with a special area of interest, but doesn't always see and understand the social environment.

"They don't need the pity, they don't need the compassion even, they don't need a lot, what they need is understanding and education," she said.

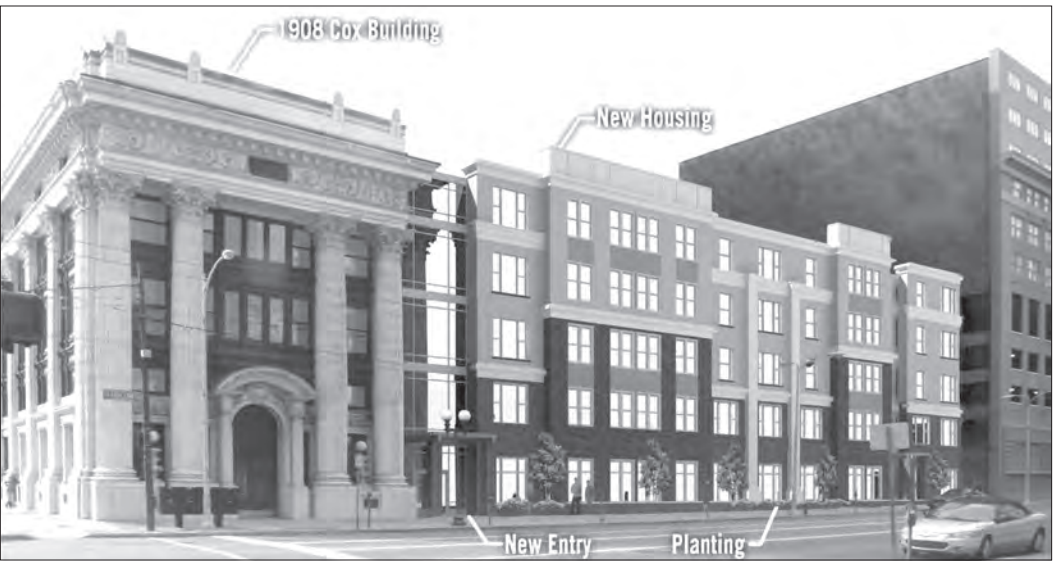
Although the club is in development, contact Onder at 512-3594 next fall for more information.

"My personal opinion is, I don't believe Asperger's should be cured I think that we all need to adapt," Bryant said. "Both, those who have it and those who don't, need to adapt and familiarize ourselves to help accept ourselves more with this condition."

This club is still in development. For more information, you can contact Kristina Onder at 512-3594 or via email at kristina.onder@sinclair.edu.

Student housing unit planned 2 blocks away from campus

Housing continued from Front



The student housing project is planned to be built on the corners of Fourth and Ludlow Street.

Some amenities planned include a common area laundry facilities, a microwave, stove, full sized refrigerator, counter space, wifi and off-street parking.

According to Davis, a separate management firm will handle leasing and rent, but Davis said rent will most likely be between around \$450 and \$600 per month, including all utilities.

According to the Dayton Daily News, the project will begin during the summer months of 2013 and will be move-in ready by fall 2014.

"Here's what will be a significant development already that is really in keeping with the vision for this [master] plan," Iseli said. "So in that respect, it jumpstarts this notion of complimentary development in the neighborhood that Sinclair could link to."

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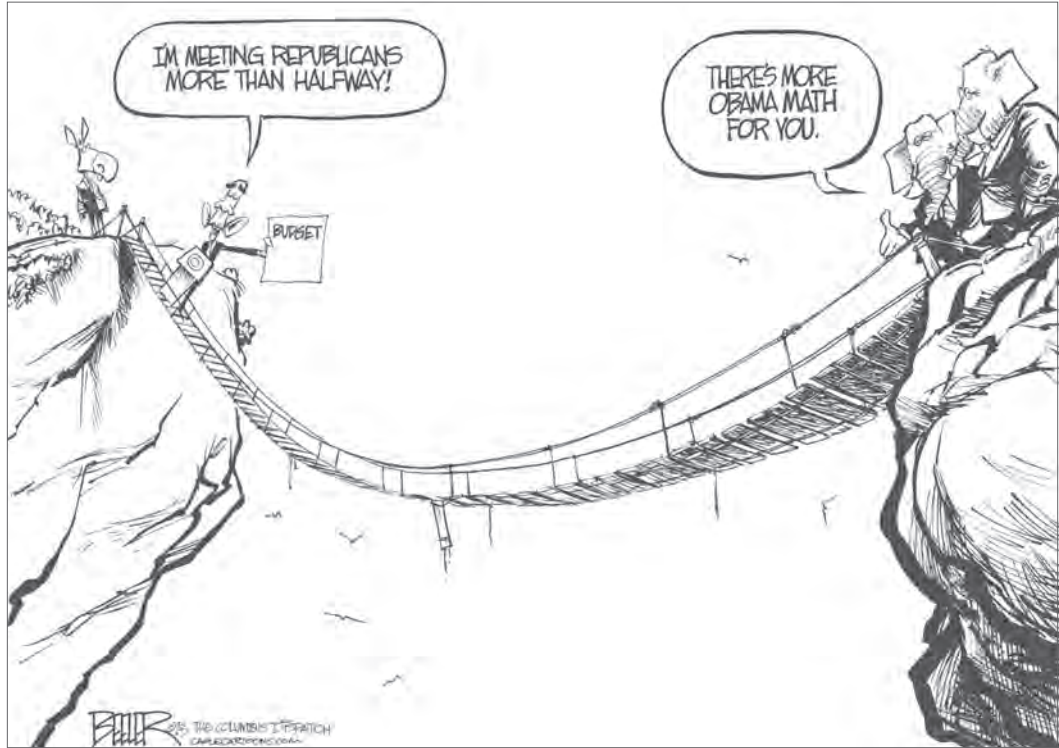
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yourvoice

Advice on how to survive finals week

Photos & Reporting by Whitney Vickers & Stephanie Thompson



Nilofar Gagan
Business Administration

"Do not procrastinate and if you do, try to be good at it... Life happens, but try to manage your time wisely and your brain. Do not put too much pressure at the end that you do all the stuff at a time and stress yourself. Meditate, focus, relax and think critically rather than stressing out, because it won't help you rather it's going to get worse, and thus you won't be able to do good on your finals either."



Kimberly Hall
Visual Communications

"Eat good. Try to get sleep which, is hard to do and study. Pay attention to your instructors, listen to them and they will help."



Elex Walker
Communication

"Make sure to get a great diet. I eat three times a day at least, so when I get up I'm ready to go."



Jennifer Gregg
Occupational Therapy Assistant

"Get plenty of sleep, eat healthier and study."

Chicken soup for givers

Jack Shakely
Los Angeles Times/(MCT)

The most charitable person I ever met never made a gift to an organized charity to the best of my knowledge.

She was Filipino, the mother of one of my co-workers, and year after year she would listen to the needs and dreams of her friends and neighbors. Then very quietly she would slip them what she could afford, carefully jotting down the amount, the purpose and date on little slips of paper.

When she died, my friend went through the homestead and found hundreds of these little pieces of paper in drawers, in the pockets of raincoats, as bookmarks in cookbooks and stuck in the corners of mirrors. To his surprise, they totaled more than \$20,000, a sizable sum to his mother and father, who were gardeners at a Catholic school in Orange County, Calif. There was no evidence that any of the "loans" had been collected.

The second-most charitable person I knew (and perhaps he's tied for first; it's hard to clock such things) was wealthy businessman

Ace Cain, who contributed to charities in big chunks. He gave away his money through a fund in the community foundation I used to run, and I sometimes feared that his largesse would do him harm. When I explained that one donation was so large that he could carry it forward four years for charitable tax purposes, he put his hand gently on my arm. "Let's not spoil this beautiful moment with pragmatism," Ace said.

These beautiful moments of charity, suffused with what some scientists call "the warm glow of altruism," are extremely powerful, linked to oxytocin (often called the "cuddle hormone"), which works in our brains to makes us feel trust, empathy and generosity, opening our hearts and our checkbooks.

Fortunately for us, oxytocin is an equal-opportunity hormone, filling the brain pans of the rich and poor alike. The charitable impulse is not a wedge issue, a fight between the 99 percent and the 1 percent, although some pundits would make it so. And the undercurrent of the debate, never fully stated, is the tax deduction for

charitable donations. The first shot, in an article in the Atlantic by former NPR-chief Ken Stern, used giving as a percentage of income to judge generosity. He said, without citing a source, that in 2011, the rich gave only 1.3 percent of their income while the poor gave 3.2 percent. He also cited a Chronicle of Philanthropy study that measured giving and income by ZIP Codes, and concluded that the poor are more generous than the rich. Then he essentially asked a rhetorical question: If the charitable tax deduction is regressive and favors the rich, who then actually give less, why have a charitable tax deduction?

This infuriated Howard Husock of the Manhattan Institute, who fired back in Forbes that the wealthy give far more than the 1.3 percent of income ascribed to them in the Atlantic article. Husock is almost certainly correct: Gifts from bequests and estates totaled more than \$20 billion in 2010, and those gifts all come from the wealthy — poor people don't have estates. Of course, estimates of gifts from lower-income people are also probably understated be-

cause most lower-income people take the standard deduction on their income tax forms and don't itemize their charitable contributions. Husock didn't stop there, unfortunately, pointing out that 1.3 percent of \$1 million is a lot more money than 4 percent of \$30,000 — which is true but smug.

There are many people (myself included) who believe the federal charitable tax deduction does not stimulate giving. But I sincerely believe it doesn't hurt giving either, and it has precisely nothing to do with the fact that some poor people are generous and some wealthy people are penurious. It would be very sad if the charitable tax deduction becomes the playing field upon which advocates for the poor and defenders of the wealthy choose to duke it out.

Mrs. Lumarda never got a tax deduction for her generosity; Ace Cain did, but it was the somewhat counterintuitive act of altruism that sustained them both. The charitable tax deduction is just chicken soup — it doesn't hurt, it may not help, but it adds to the warm glow.

puzzlesolutions

CROSSWORD

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the Clarion encourages feedback

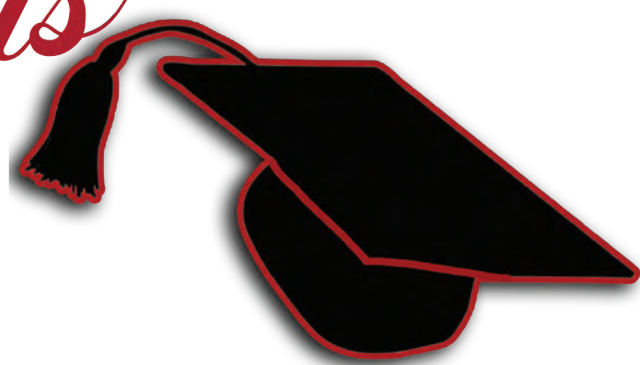
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