“Excellence is the Result of Caring more than others think is Wise, Risking more than others think is Safe, Dreaming more than others think is Practical, and Expecting more than others think is Possible.”

— Ronnie Oldham
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A nerdy student with big framed glasses and a boatload of books—the image of academic excellence at its finest. Let’s face it, when the phrase “academic excellence” is stated, more often than not, this image comes to mind. Unfortunately, this image creates an idea that being smart and academically oriented is “uncool”. However, I would like to think that the Honors students at Northern Illinois University are much more complex than books and big glasses, and are above this level of thinking.

At Northern Illinois University, academic excellence does not just mean straight A’s and perfect scores. Of course, it incorporates this type of material, but it also means much more. Defining academic excellence is very challenging and there are many different definitions that can be used. Nevertheless, for the purpose of this article, academic excellence is defined as putting forth ample effort to be the best student possible in both school work and life. It means creating an atmosphere in which classes mean more than just an “A” on a transcript or a requirement for graduate school. Those who strive for academic excellence utilize classes and resources to the best of their ability to create a strong foundation for a future career.

Why is academic excellence important? Why achieve a 4.0 when a 3.5 is the minimum requirement? Why choose to be excellent when being average is so much easier? Academic excellence can also be seen as a standard that sets the great and the greatest students apart from one another. The best students have a passion for succeeding both in school and in their career. These students are the ones that go above and beyond, who do not settle for mediocrity, and who take pleasure in learning for the betterment of their future.

Northern Illinois University hopes students will achieve academic excellence and provides ample opportunity for doing so. From honors classes, to research projects, to studying abroad, anyone can obtain academic excellence at NIU. In the world today, the nerdy kid with the big glasses and boatload of books is anything but “uncool.” In fact, this student is the epitome of coolness—striving for academic excellence both inside the classroom and in life.
As a member of a Greek organization here at Northern Illinois University (NIU) I have encountered numerous stereotypes since the day I first became a member of a greek organization. I have heard it all from faculty, professors, and especially non-greek students. The stereotypes range from justifiable to absolutely ridiculous. These stereotypes are only exploited even more by the media, such as the movie Animal House and even by some Greek Life members. All this attention to Greeks leads some to perpetuate these stereotypes by subconsciously believing that is how Greek Life is supposed to be. In reality, every Greek organization is different and is made up of a diverse group of scholars.

Partying, sex, drinking, skipping class and more of the same, that’s all there is to Greek Life right? No, these are some of the wrong generic stereotypes that are used to describe Greek Life. What is always quickly forgotten are the positive facts that Greek Life has to offer such as a 70% graduation rate compared to a sub-50% rate for non-greeks. Also, Greeks represent the largest network that performs community service and 71% of those listed in “Who’s Who in America” belong to a Greek organization. So yes, technically that sorority girl that has a text abbreviation for just about everything is statistically more likely to graduate than the average student.

The Greek Life at NIU is comprised of 42 Greek organizations each with their own goals and history. One of these Greek organizations, La Unidad Latina, Lambda Upsilon Lambda Fraternity Inc., at NIU has broken the stereotypes in more than one way. Lambda Upsilon Lambda is a newer fraternity on campus established in 2010 and is part of the United Greek Council. Since its inception at NIU Lambda Upsilon Lambda has been recognized for its
academic achievement. The members of Lambda Upsilon Lambda have a cumulative GPA of 3.59 making it the highest within all 42 Greek organizations at NIU. Considering that to be an eligible Honors Program student you must have a minimum cumulative GPA of 3.2, this is great academic achievement for any group.

Back left to right: Damian Almaraz, Emmanuel Almaraz, Anthony Almaraz
Bottom left to right: Luis Lopez, Osvaldo Flores, Juan Piedra

Besides being academically driven individuals, each member does community service weekly and each member is actively involved in several extracurricular activities ranging from honor societies to sport clubs to activist groups. This paints a very different portrait from the perceived “Sup bro” frat boy that the media and other outlets portray.

The benefits of joining a Greek Organization last a lifetime. The network of a Greek student is much more numerous and diverse than the average college student. Nationally, the average GPA for all fraternity and sororities is higher than the average collegiate GPA. Here at NIU, the Greeks are very involved on campus and in the community making a difference in any way possible. For me, being a member of Greek Organization means I will have a support system wherever I may go.
Honors and Greek Life

By Nathan Lupstein

It is through a dedication to service, leadership, personal and professional development, and a profound sense of community that the ideals of the University Honors Program are emulated through Greek Life here at NIU. My decision to engage myself in each of these two prestigious programs has held an unwaveringly positive impact in all of my professional, social, and academic endeavors.

Most evidently, the sense of community that the University Honors Program employs is also recognized in Greek Life. When you join a fraternity or sorority, you make the conscious decision to expose yourself to an international network of likeminded and motivated individuals, dedicated to bettering themselves and their respective campuses. These initiatives are illustrated through annual philanthropies, monthly service events, countless leadership seminars, and abundant networking opportunities. As we have leadership development workshops in Honors, Greek life also provides valuable leadership development programs. My fraternity, Sigma Nu Inc., employs a national initiative entitled “L.E.A.D.” (leadership, ethics, accomplishment, development) that provides varied leadership programs endorsing the importance of ethical direction and accomplishment.

Just as Honors offers a vast array of varied scholarships, and, by the virtue of its purpose, promotes academic excellence, Greek Life also endorses scholarly pursuit and success. Almost every Greek organization requires weekly study hours to ensure the success of their members, while some even offer lucrative scholarships. My freshman year I received a $1,000 stipend for achieving a 4.0 GPA, entirely funded through my fraternity. In addition to aiding
students in their academic pursuits, Greek life also gives students an opportunity to develop their professional skills and networks. Statistically, 85% of Fortune 500 executives belong to a fraternity or sorority, including the CEOs of Goldman Sachs, Berkshire Hathaway, and Citigroup. Through hosting alumni functions, Greeks have the opportunity to network with not only NIU graduates, but their brothers and sister all across the world. In honors, we have the distinct opportunity to take advantage of Alumni Mentor Dinners, SOUPer Wednesdays, the Bold Futures Externship Program, and a myriad of other opportunities.

Collectively, both the University Honors Program and Greek life provide outstanding students with excellent involvement, service, professional, social, and academic opportunities. I strongly encourage any student that belongs to the Greek system to apply to the University Honors Program, and conversely, also encourage University Honors Program Students to research Greek life and possibly consider going through the recruitment process.
Greek Life and University Honors

By Rebekah Ernat

Greek life and the University Honors Program seem like two different worlds completely, but for me, they cross over in a way I never saw coming. I don’t know life at Northern without both of these being strong aspects to take into account. Since my first semester here, I have been a member of a sorority and a student in honors classes. Both are time consuming, but help each other out in ways that may be hidden to anyone not experiencing both. It is a goal of the Delta Zeta Sorority “to stimulate one another in the pursuit of knowledge, to promote the moral and social culture of its members, and to develop plans for guidance and unity in action.” (Constitution of the Delta Zeta Sorority, Article II, Sections 1.) The University Honors Program states in its vision statement that it “aspires to be a national model in providing living and learning environments in which students from all disciplines are challenged to develop their talents and abilities to the maximum potential to thrive and contribute in a global society.” (Vision Statement, honors.niu.edu) These two go hand in hand in making my experience at Northern a fully enriching experience.
Study Abroad in Serbia
By Matea Pejic

I am currently studying abroad in Belgrade, Serbia through SIT. The program is called “Peace and Conflict Studies in the Balkans”. There are also two excursions, one to Bosnia in the beginning of March and one to Kosovo at the end of March. The emphasis is on the post war transformation that the Balkans has gone through. Even twenty years after the conflict in the Balkans, evidence of the conflict is still very prominent in the societies of all three nations. While studying abroad, I'm learning about Serbia after Tito and the peace and conflict studies. I am also in an intensive Serbian language class and I am the only one who is not a beginner, so I have my own tutor. Also, there is a month long independent study project at the end of the program and everything that we do the month before prepares us for this project. I am still trying to figure out exactly what I would like to research while I am here, but I know whatever I chose will be applied to my senior thesis. Since I am here in the Balkans, I have gotten the chance to visit my family. This past weekend I got the chance to see my family in Zaječar, a town east of Belgrade, as well as Brusnik, a village very close to the Bulgarian border. Since all of my family is in Europe, studying abroad gave me the opportunity to be able to see family that I otherwise would not have seen.

Photo captions:

1: Statue of Prince Michael (Knaš Miloš) in Republic Square in Stari Grad.

2: Sunset over the Sava River looking at Novi Belgrade.
3: Abandoned building in the Savamala neighborhood.

4: Street art in the neighborhood Savamala on the shore of the Sava River.

5: The Belgrade train station that was built in 1880s. This was what Yugoslavians used to travel the world when they had their red passports. During the cold war, these passports allowed them to travel while others were restricted.

6: Statue of the Victor (Pobednik) in the Belgrade Fortress in Kalemengdan Park. The statue faces what is currently Novi Belgrade. This was once a forest when the statue was first erected.
Studying in the Hague Netherlands

By Terry Lesyk

Sitting in a small dimly lit airport in Reykjavik, Iceland, I thought about what experiences await me in the next seven months while I study abroad in the Netherlands. Would it be hard to adjust? How would my courses work out? Could I make friends? Almost two months in, I know I have made one of the best decisions of my life. Europe is a treasure trove of history, art, and culture. Every city I’ve visited has its own identity, history, and story to tell. Amsterdam, one of my favorite cities, left a lasting impression. Walking the streets, seeing the winding canals, admiring the works of Van Gogh, and walking down the famed red light district were all different. It felt European. It felt free. The best thing about studying abroad is not the places and museums you will visit, but the people you will meet there. The students with different backgrounds, cultures, and political beliefs I have met at The Hague University and the countless hours I have spent sharing, debating, and exploring ideas with them is what truly makes studying abroad worth it. I want to thank NIU Honors for the study abroad travel grant. It really made a difference. I wonder what new adventures await me in the coming months, and what new places I will get to see. As for next week, I can’t wait to go skiing in the Swiss Alps!
“There’s about as many possible futures for me as there are stars in the sky…and I’ll reach out and grab the star I want.” These are the words that lingered in my mind as I contemplated my senior year in IHSA Speech. It was my first year, so of course I didn’t have a lot of time to grow as a competitor. Got my butt handed to me more than a few times, but win or lose, I loved speaking to an audience, and that’s all that mattered.

When I talk to most people about Competitive Forensics (Forensics as in from the Latin word which meant “before the forum”), I typically get responses like “I dunno how you do it, I’d be terrified to give a speech.” Funny thing, though, is that I don’t get stage fright when it comes to public speaking. I actually get a bit of a rush from it. I feel like I’m in my element, like I know what I’m doing, and the audience is going to love it. I got into Competitive Speech back in high school. Ms. Stroemer, my English teacher during my sophomore year, told me that I should join the team my Junior year. I asked about when the tournaments would be, and she told me I’d be getting to the bus at around 6 in the morning every Saturday…so I did Cross Country my Junior year instead. I felt bad about flaking on her though, so my Senior year I decided to go ahead and give it a try. My first competition went a little like this: I woke up bright and early and walked over to where the team would get picked up. After we got to the tournament, I headed over to my first round. That day, I dropped my notecards partway through one of my notecards, battled with my shaking legs, got a massive headache, and pretty much made a fool of myself. Mortifying. That pretty much summed up that day. But when I talked to one of my coaches about it, he said to just give it a few more tries. I agreed, but I promised myself that I’d do better next time.

That’s when the real story began. Most of my teammates knew me as the kid who’d always be in the team room practicing. Since it was my senior year, I wanted to give it everything I had, because even though I was a novice, I had a shot at being picked for the State series. I’d practice in three hour blocks, making sure I remembered my speech by my next tournament. Imagine my surprise when I won 4th place the next tournament. I was elated, sure, but I knew I could try even harder, and be even better at Speech. I couldn’t tell you the amount of time I put into that speech. Rewriting, reviewing, and rememorizing was a lot of what I did, and even though I’d only make it to finals two more times in the 5 months I did Speech in high school, I still loved walking into the next tournament a little better than I was at the last. By the middle of the season, I was beating some of the 2nd and 3rd year competitors in my rounds. I also made some pretty tough rivals my first year – people who’d been in Speech since their freshman year would tell me how they thought I was a 4th year competitor as well. My comfort level around an audience grew, judges would comment on how much better I’d gotten since the last tournament they had me, and my coach even considered me for the regional spot, along with a 3 year competitor on my team. When he told me that, I promised myself that I’d try my hardest to get that spot, and if I did, I’d earn my way to State.
Several botched tournaments later, my coach decided to send my teammate to regionals instead of me. He said that it was a tough decision, and that my teammate, who’d also been doing pretty well, was the safer bet. I was distraught at this, but my coach also told me that there was something about me that made me a good competitor. I derived joy from getting better, and to that end I worked harder than he ever expected out of a first year. I got over it and supported my teammate. He went from regionals, to sections, and even to State. I was genuinely happy for him, because the way I saw it, if I wasn’t going to the State Series, then whoever was had better put the work in to do their best. He made it through Regionals and Sectionals, all the while claiming some of the big names in informative speaking (Yes, the speech community does have its celebrities). State took place in Peoria, Illinois that February of 2013. I cheered my buddy on, putting all my hopes on him. He made it to finals, and the team went crazy. Tons of us watched the Info State Final, all hoping that our teammate would give the judges the best speech he could. All our hopes were on one guy.

Speeches were delivered, applause was given, and everyone left the room. I didn’t follow my team, but instead stood over by the balcony. There was a cool breeze that night, and I felt a deep sense of calm. I started to think of how much it sucked that I didn’t get to go to the State Series. I was happy for my friend, yes, but I was disappointed in myself that season. I felt like, with just a little more effort, I could’ve done some pretty great things in Speech. After a bit of contemplating, I turned towards the star lit sky, stared at the stars for a bit, and thrust my fist in the air. With my eyes locked on my fist and a fire burning in my belly, I promised myself that since I couldn’t go to State, I’d try even harder so I could someday win Nationals in Informative Speaking. Determination reaching a boiling point, I returned to my teammates, who were waiting for the award ceremony. Little did we know that our teammate, who we all watched give his Info Speech, would win State. We were all thrilled for him beyond what I could describe.

A few weeks passed by and everything had pretty much returned to normal. I, however, hadn’t decided where I was going for college. I talked to Ms. Stroemer, my head coach, about my situation and my new goal to win Nationals someday, and that’s when she told me about how she was an NIU Forensics alum, and how things worked in College Forensics. If I had to thank Ms. Stroemer for anything, it’d be for when she encouraged me to join speech in the first place and that conversation. She pretty much sold NIU to me that day. A big part of why I’m here at Northern is to fulfill that promise I made as I stared into the Peorian night sky, and as Novice Nationals in March gets closer, my drive to give it everything I can is only growing. And even if I don’t win this year, I’ve got every intention to reach for that star and make my dream a reality.
Hello kind people of planet peanut. I know that you have no idea what I’m talking about right now, but that is most likely because you have lost consciousness for the past undeterminable amount of time. You thought we were actually going to tell you how long you’ve been out? It’s actually very similar to the amount of time you’ve been in, give or take a few years.

Now, let’s get in to the reason you’re here right now. A little birdie by the name of “Little Birdie” told us that you have heard our secrets. You know exactly what I am talking about, and you don’t want us to know that you know. But believe me, we definitely know. We know.

Take your worst fear, divide it by 2, and subtract infinity. That’s us. We want happiness to flow through your veins, and we feel like we can help. Yes, we want to help you. Who are we? Our official name is “The Secret Society of Work that Helps You Achieve Better Grades and a Happier Self Image of the Brain,” or SSWHYABGHSIB for short. You can also just call us homework, but SSWHYABGHSIB is more fun to try to say. (At this point, take a moment to try to say the acronym).

Let’s say you’re walking down a country road and decide to pick up the rock that is just to the right of you. You bend over and pick up that rock. It’s a shiny rock and it has markings on it. You want to find out more about the rock, seeing as it is the only thing of any significance in your sight on this country road. With the rock in hand, you silently gaze out into the distance, seeing nothing but grassy fields, the Sun about two hours away from setting, and a slightly paled road stretching to your front and back.
You’re going to be late for dinner, you realize, seeing as your bike got a flat tire two miles back. Since you’re not going anywhere anytime soon, you lie down next to the road and begin analyzing the rock, feeling its smoothness and seeing its rockiness. Yes, “rockiness” is an adjective to some people.

At sunset you realize you want to study rocks, and that’s what we are here for. We at SSWHYABGHSIB just want to help you help yourself. As I mentioned above, you may call us “homework,” but that simple word describes us so poorly. You know it and we know it. Given the motivation, you could do us anywhere. In your room, at the library, or even while sitting at a picnic table are all viable options for completing us to the best of your ability.

We help you learn about the rocks. Even though you might not like doing us, we are an immense help to you. We numb your mind. But at the end, you will know everything about that rock that you had at one point picked up at the side of the country road. Your education will be worth it. Do you believe us? Of course you do. As we mentioned earlier, we know that you know our secret.

Now go and do your homework. Go do us. The “Secret Society of Work that Helps You Achieve Better Grades and a Happier Self Image of the Brain” will indeed do what the name suggests.

Our motto here at SSWHYABGHSIB is as follows: “First you complete us. Then we complete you.”
American soldiers committed an unexpected and unfortunate tragedy in the village of My Lai during the Vietnam War when soldiers stormed the village and killed everyone in sight and destroyed the citizens’ homes. Soldiers were told the villagers were Vietcong or Vietcong sympathizers, and the soldiers and their superiors would even use this as a way to explain their actions. During the beginning of the attack, this claim could be justifiable because soldiers did not know who was an enemy and who was not during the Vietnam War because the Vietcong used guerilla warfare, and this made it more difficult to separate civilian from enemy. But, as the attack wore on, the excuses the American troops made afterward grew weaker and weaker, as it became clearer that the civilians were unarmed and not dangerous. An examination of primary sources in *My Lai: A Brief History with Documents* showed the most prevalent explanations for the soldier’s behavior during and after My Lai were claims the Vietcong attacked first, after the attacks soldiers had sudden “memory lapses,” and soldiers had orders from superior officers.

American soldiers were told they were going into My Lai in order to stop Vietcong troops and sympathizers who were residing in the village, but the truth was there were nearly no Vietcong in the village whatsoever. Colonel Oran K. Henderson reported “all persons living in this area [were] considered to be Vietcong or Vietcong sympathizers by the District Chief.” Henderson and other officers at his rank or above sent in men with this belief. After others found out about the attack on My Lai, these officers used this as their excuse to justify the ac-
tions taken. Henderson even made a report shortly after the attack stating 128 Vietcong were killed during the attack and only 20 civilians who got caught in crossfire were killed. These numbers are entirely inaccurate as there were very few numbers of Vietcong in the area, and more than 150 people were killed total in the attack, which could be proved by the body count. It is plausible that Henderson lied about the number of Vietcong and civilians killed because he wanted to protect himself and his troops from getting into any trouble. In fact, it is incredibly likely that he lied about the Vietcong and civilians killed so his name would not be ruined. However, there were some Vietcong in the area because on March 18 Thomas Partsch watched as two American soldiers ran into mines set by the Vietcong. The soldiers were harmed by the mines two days after the attack on My Lai though, so if the mines were not previously set the Vietcong had a very good reason to place the mines where American soldiers would run into them because they slaughtered an entire village. Partsch documented the mines in his journal, and because he had no idea anyone would see his journal in the future, he likely wrote down exactly what happened instead of a fabrication of what had happened.

When questioned about the attack on My Lai, many soldiers and even officers claimed that they knew nothing about what happened at My Lai in order to cover up the event. Memories faded fast of soldiers who had been at My Lai or who had questioned men afterward. Dennis Conti had been at My Lai during the attack, and he and his group were questioned two days after about what had happened. When asked about the questioning, Conti could not seem to remember anything about being asked about what had happened, and even claimed he “was probably in a bunker somewhere trying to get some rest.” Even though it was documented that Conti was with the group of men questioned two days after the attack, he still acted as if all he knew about what was going on with the cover up was that he had heard through other men that there was an investigation. He made sure to never incriminate himself or other men because he also could not remember exact times when he had heard these rumors or who had told him about it.
Conti certainly could have and most likely was lying about what he knew about the investigation and what men were told because if he admitted to being told to lie he would put other men at risk, breaking their camaraderie. He also did not want to tell the truth about the attack because he was there, making him just as guilty as everyone else. Other men remembered just as much as Conti could about what they were told after the attack, because Oran K. Henderson questioned a group of men, including Conti, two days after the attack, and when he later had to file a report, he did not recall the names of the soldiers he spoke to. Henderson, like Conti, was lying about not remembering the names of the people he spoke to in order to keep them from being questioned and getting into trouble, and even to prevent the soldiers from being questioned and the truth about My Lai coming out.

Some soldiers did not even pretend they could not remember being told anything after the attack, and instead said they had orders from superior officers not to say anything about My Lai. Michael Bernhardt was under command of Captain Medina during and after the massacre, and after the massacre Medina told Bernhardt and other men about the investigation and to keep quiet because saying anything about it “was not going to do any good, and it was going to get a lot of people in trouble.” What Bernhardt said about Captain Medina telling them not to say anything would incriminate Medina, but it is an excuse for Bernhardt as to why he did not report what happened at My Lai which ultimately kept him from getting into any serious trouble. Herbert Carter was also at My Lai and was questioned about what had happened there after the fact. He told the men questioning him he had been in the hospital when most of the men were asked about the attack, but friends visiting him mentioned they were supposed to tell anyone asking about it that they “were fired upon and [to] say a sniper round had come in or something.” Carter was even aware, despite being in the hospital, “somebody was trying to cover something up.” Carter said that he was told to say something by others so that if he got caught lying, he would have an excuse that would clear him, and instead put the focus on someone else.
The behavior of the American soldiers at My Lai cannot be justified, but that does not mean they did not try. The men had excuses for their actions during the massacre and even for their actions, or lack thereof, afterward. Soldiers told investigators they knew of Vietcong in the area, and even that Vietcong attacked them in order to condone the actions they took. Once investigators began their questioning, the soldiers who had been there claimed they did not know anything or that superior officers had told them to keep quiet. Such a tragedy was the attack at My Lai where innocent villagers were killed can never be accepted, and it should certainly never be covered up to protect the interests of the animals who killed these people.
Works Cited


Supreme Court Law Clerks: Whether Political Ideology Affects Future Job Choices
(Abstract)
By Kiran Gill

This particular research project focuses on the role of Supreme Court law clerks in an effort to learn more about this exclusive position. The judicial branch is arguably the most secretive of the three branches of government; therefore, any information in the realm of the judiciary is especially difficult to uncover. Each year, approximately thirty-six law clerks are chosen to work for the nine Supreme Court Justices, and they serve for a term of one year. These law clerks are assigned to a justice and work with them on several tasks, which include drafting their opinions. Since, they play a vital role in the Supreme Court, it is important to learn about the people who have held this position. The research conducted on the 2001-2010 terms depicted that political ideology plays a role when Supreme Court law clerks choose their jobs after their clerkship. This research is a continuation and focuses on the terms of 1986-2000 as well as the 2011-2013 terms in an effort to discover whether similar results will appear that show the relationship between political ideology and job choice after the clerkship. The similarities and differences between Justice Rehnquist's court and Justice Robert's court are also focused upon.
Life is Not Short; It is Unexpected
By Rebekah Ernat

Life is not short; it is unexpected
In every action is reflected
Mute ignorance of what will be
For who can say? – and who can see?

In its divergence, life is long
Through shadowed lands, we stumble on
The path ahead is kept from sight
As footsteps passing in the night

Around each corner lurks tomorrow
Which may bring neither joy nor sorrow
But death comes like the break of dawn
And who can say the time is wrong?

Life is not short; it is unplanned
We, travelers in this darkened land
Though long may linger in the night
At last are called forth to the light
Peer Mentor Summit

March 28, 2014 | Altgeld Ballroom | 10:00am - 3:00pm

Presented by:
The University Honors Program,
Office of Student Engagement and Experiential Learning,
Office of First and Second Year Experience,
Office of the Provost

Keynote Speaker: **Dr. Eric Weldy**
Guest Lecturers
Peer Leader Presentations
Networking
Peer Mentor Program Showcase

Please visit [www.honors.niu.edu/](http://www.honors.niu.edu/) and click on the Peer Mentor Program tab to access information and registration details

If you have any question please contact one of the student coordinators:
Lauren Nale at laurennale@gmail.com
Luis Lopez at luis27lopez27@gmail.com

*Inspire change, empower others*
MONEY ON MY MIND TALENT TALKS MONEY WALKS

SHOW US YOUR TALENT

Register for our 2014 Adela de la Torre Honor Society Talent Show that will take place April 03, 2014.

CONTACT:
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224-245-6808
Luis27lopez21@gmail.com

CASH PRIZE IS AVAILABLE
Deadline is March 28th, 2014
OPEN TO EVERYONE