The Stark Chronicle Tells You
Where To Go

Academic Affairs SSA, 116, ext. 226
Kendall Ward
HPE Office, room B, ext. 335
Bob Kistler
Theatre Dept., FPA, 110 ext. 358
Philip Robb
Music Dept., FPA, 112, ext. 350
William Hamilton
Student Senate SSA, 111 ext. 241
Rob McQueen
Student Services SSA, 103 ext. 321

First Aid
Course Dropping/Adding
Registrar's Office SSA, 108 ext. 215
Testing Center SSA, 109 ext. 370
Continuing Education SSA, 120 ext. 244
Tom Auld

SSA 220, ext. 330
Business Affairs, SSA 107, ext. 211
John Garrett
Media Center LRC, lower level
Roger Davis
Student Services, SSA, 103, ext. 222
Maxine Cockerham
Nancy Sartechi, SSA, 108, ext. 215
SSA, lower level, ext. 201
Anne Shilling
Registrar's Office, SSA, 108, ext. 215
Mary Stapel
Dawn Cowley SSA, 111, ext. 241

Beverly Wilson, SSA 108, ext. 215
Maxine Cockerham, SSA 103, ext. 222
Student Services SSA, 103, ext. 321
Registrar's Office, SSA, 108, ext. 215
SSA, 112, ext. 213
Switchboard, SSA, 120, ext. 0
Rev. Thomas Douce SSA, 220, ext. 330
Sister Rita Petruigelo

The Friends of the Learning Resource Center, an organization of community members interested in the Stark Campus LRC and its programs, is offering several programs for the upcoming academic year.

Peter Wilson, the associate conductor of the Canton Symphony Orchestra, is scheduled to speak on October 6, 1983, with a topic to be announced at a later date. The program is tentatively to be held in the LRC's after-hours room, but if student interest is high enough, the lecture will be moved to room 100 in the SSA Building.

Second on the bill is the slide presentation of Emily Bukovec. KSUSC's assistant professor of Art, Ms. Bukovec will speak on her trip to Africa, emphasizing the creative art. As of this writing, this event is scheduled for some time in February. Further details will follow as they are announced.

Mr. Fred Worrel, associate professor of Sociology and Anthropology at our campus will speak at the Friends' annual meeting to be held in May. Worrel's topic will be his experiences in England as an 'exchange professor'.

Student Government Office Revamped Due to Pressure From Administrators?

Although the main reason for this move was to make better use of space on the first floor, reports of disruptive behavior in the Student Government Office last year was a contributing factor. According to Dean Bittle there were a 'series of complaints from those who witnessed inappropriate behavior in and around the office.' Bittle, added 'there is a balance between business and fun.'

Among the complaints Dr. Bittle received were reports of foul language, soccer games (with crumpled paper in the hall, and he added 'it was not unusual to walk past and see some guy and some girl stretched out on top of one another on the couch.' Student Government Vice-President Bob McQueen feels some behavior problems may have been due to the casual atmosphere of the former office. According to McQueen, 'the new set-up will be more of a business office rather than a social atmosphere.'

To insure a more business-like atmosphere, Betty Ann Foulik, the Director of Student Services has posted a list of ground rules on the door of 111. Some of the ground rules are:

Please refrain from all athletic and high-noise level activities; no lounge activity - no coaches, no coffee.'

The list also reminds students that near the Student Government room is a conference room where guests may be formulating an impression of our campus.'

Both the administration, and the new officers have expressed a desire for the non-traditional student to become more involved with Student Government. McQueen invited 'anyone from 18 to 72' to stop in and get acquainted.

The Friends will also be holding their annual book sale early in the Spring of 84. Always a success, the sale boasts of reasonable prices and a diverse selection. The sale, like all Friends activities, is open to the public. Stop by your LRC for further information on any of these events.

Debra Tristano, a senior at KSUSC, has been awarded the John A. Forman Memorial Scholarship for her academic excellence in the field of history.

During the coming academic year, Drs. Thomas and Terry Sosnowski, assistant professors at KSUSC will be teaching at the American Studies Center of the University of Warsaw in Poland.

Roger E. Dave, Media Coordinator at KSUSC, has been awarded the next edition of 'Outstanding Young Men of America.' Davis is a specialist in videoteleproduction.

The Community Bloodmobile will be at KSUSC Monday October 31, from 11 a.m. to 4 p.m. Volunteers are needed to do phone work.
Editorials

LORI SPRANKLE

Modern Music: The State of the Art in 1983

by Lori Sprankle

Ever since its inception in the 1950s, rock music has followed a youth-oriented pattern through the cloth of student life. For some reason, young people have embraced this type of music as a spokesperson for their ideas and as an epitomy of their culture.

In its infancy, the music was associated with motorcyclists, rebellion, and James Dean. As it exploded into adolescence in the 1960s, the music was intertwined with free love, the hippie culture, and drugs. At Berkeley and UCLA, the “flower power” movement was full swing by the middle of the decade.

Needing the middle age in the 1970s, the music attempted to clear its throat of the accumulated phlegm. 1978 gave birth to the Heavy Metal, a phenomenon which in turn became New Wave. Both music types were extremely innovative — so much so that American youth had a difficult time of pinning them down. The students seemed to be able to embrace both types, and were not quite as receptive to the ideas underlying the music. In fact, the punk subculture has found itself to be a formidable and successful culture.

At the end of the 70s, however, the music appeared to clear its throat of the accumulated phlegm. 1978 gave birth to the heavy metal genre, which in turn began New Wave. Both music types were extremely innovative — so much so that American youth had a difficult time of pinning them down. The students seemed to be able to embrace both types, and were not quite as receptive to the ideas underlying the music. In fact, the punk subculture has found itself to be a formidable and successful culture.

This “straight edge” way of life is a product of Washington D.C. punk, just one of many pockets of American Hardcore, which is preceded by the English scene. Protagonist British groups like the Sex Pistols and the Clash provided an outlet for their young players and new ideas, and set the style for the work of the new groups, and for the new punk rockers. The death of Sid Vicious of Sex Pistols fame in 1978 signaled the end of the first wave of punk rock. While many British and American bands alike (and are still keeping) the music alive, the new style had its heyday, and punk rock music had its more sophisticated counterpart.

Dear Students and Faculty:

Welcome to another academic year at the Stark Campus. We would like to remind you of the importance of reading the Chronicle, your student newspaper. It is our intent to inform you of the events taking place on campus. We are also a forum for your ideas. Your input, editorial comments, and suggestions are welcome. Space will be provided for letters to the editor, which will be printed in our next issue. If you have any questions, feel free to contact us. Will be glad to help you.

If I've learned one thing during my college experience, it is to always examine the other side of an issue and get the facts. In recent media, the nuclear issue has dominated headlines. The reporting has been biased toward a freeze or at least a reduction of our nuclear arsenal. In fact, much has been said about a freeze that you and I have already been convinced that is the logical solution.

It is my duty as a responsible journalist to present the other side of this issue. Before you decide, let's examine the facts. Let us consider the advantages of nuclear arms and the benefits we may reap if ever a nuclear war did break out.

For example, a nuclear strike would help solve many of the socio-economic problems as overpopulation, the high cost of urban renewal; and something you may not have considered: a nuclear war would provide the necessary materials to rejuvenate the sagging motion picture industry. The facts speak for themselves.

Concerning the issue of overpopulation, there are over 4 billion people in our world. Luckily, these populations are concentrated in large cities and well-placed nuclear strikes could be quite effective. This is not just idle optimism. A recent article in Time magazine stated that if one million tons of TNT were dropped over a city the size of Detroit, 250,000 people would be killed instantly. In fact, 200 million could be eliminated in the next few days. The result of hundreds or other injures bringing the elimination total to 470,000 people... or more!

And that's with just one bomb! Imagine what could be accomplished with three or four! Why, the population could be reduced significantly. It would be possible to have been concerned about unwanted pregnancies. We could replace all of our teenagers by night cooping without even the slightest bit of fashion. We know full well that if our world ever became overcrowded again, there would be solution.

High cost of nuclear war. Perhaps you've heard of the cost of nuclear war. We would like to reproduce the following tabulation showing the cost of nuclear war.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocket Launch</td>
<td>$100 billion</td>
</tr>
<tr>
<td>Domestic Sales</td>
<td>$50 billion</td>
</tr>
<tr>
<td>Foreign Sales</td>
<td>$30 billion</td>
</tr>
<tr>
<td>Total</td>
<td>$280 billion</td>
</tr>
</tbody>
</table>

In his book, The Fate of the Earth, Arthur Miller describes some of the thrilling scenes one might observe during a nuclear strike. For example, "the fireball would be burning in the sky for the ten seconds of the thermal pulse. Soon huge, thick clouds of dust and smoke would envelop the scene, and the mushroom cloud crashed overhead. It would have a diameter of about twelve miles. At a distance of one mile, all life and all vegetation would be blasted out and day would turn to night." If $4.00 to see that wouldn't you, Hollywood, are you listening?...

In conclusion I would like to remind you, before you decide on an issue, get the facts.
Who is Bondo Betty
And Why Do All These Grapes Keep Disappearing?

What is it that is 9 feet 6 inches tall, 17 feet long, and weighs in at 1500 pounds without shoes? None other than “Bondo Betty,” the Stark Campus very own pet mastodon, so named because she is primarily held together with Bondo auto body filler.

A resident of the Stark Fine and Professional Arts Complex since 1976, Betty was excavated by the De-Ville Company in the vicinity of 38th street and Orchard Avenue in Canton in 1971. Truly remarkable is the fact that the bones were found only four feet underground and in their natural state—not fossilized nor petrified. Part of the reason for the well-preserved quality of the mastodon could be that it stumbled into a prehistoric bog where it was quickly sealed off from its oxygen supply. This factor, combined with the tannic acid in the bog, helped to maintain Betty’s condition.

The mastodon was donated in 1976 to Walsh College by Roger DeVille. Due to a lack of funds and interest, the bones were placed in harrels in the college basement. A few years later, Robert Gorski, a Walsh student interested in doing a private research project, ran across the bones and decided to reconstruct the mastodon.

KSUSC’s archaeological endeavors have been no mean feat. A recent Stark Campus survey has shown that approximately 65% of the student body have never participated in any extracurricular activities. Part of the reason for this surprising fact may be that ours is a transient campus having only a limited atmosphere of community. Another contributing factor could be that some clubs and organizations are forced to maintain a low profile due to lack of publicity. The Television Club, for example, is one such enigmatic organization. An interview with Roger Davis, KSUSC’s Media Coordinator and TV Club advisor, yielded much valuable information on the club, provided mostly and for all that no matter how much the name alludes to it, Television Club is not just another new wave band.

The Stark Campus was the lucky recipient of Bondo Betty because we offered both a place to exhibit and to work in her. Various students and faculty members aided in the restoration, and had completed the project by 1978. A combination of plaster, polyurethane and the aforementioned Bondo, Betty is supported mainly by airplane wire. She is on view in the lower level of the Fine Arts building.

Bondo: Where does she put all those grapes?

Visiting Fulbright Instructor Returns to England

by Joan Beddell

John Hort, Senior Lecturer in Social Work at Trent Polytechnic College in Nottingham, England, returned home in August, ending a highly successful academic year at KSU — SC.

Mr. Hort, guest instructor in the English Department at Kent State, expressed pleasure at having spent the past year on the Stark Campus, and praised its faculty. “My colleagues were most helpful!” He then went on to explain more about the British educational system, in contrast to ours. “Anyone who wants a university education can gain one, but in England a higher education is still, by-and-large, an elitist thing. Universities offer a three-year degree program in contrast to your four-year one at Kent, but it is primarily the upper classes who attend. Our technical colleges, what we call our ‘open’ universities, offer four-year programs, but the degrees are in technical skills, or some form of technical training, not in higher, broader education. We don’t have the educational opportunities for every one that you have in this country. The open universities offer the training necessary for those in intellectual differences.”

Hort further stressed some differences between the two educational systems, and expressed what he felt was a need for maintaining high standards within each. “In England we place high demands on the faculty to be responsible for the quality of work turned out by their students. The quality of the class work reflects the quality of the instructor as well. Here, your faculty is accredited and given a tremendous amount of freedom within the range of their classes. There seems to be little effort to set and maintain standards on that level. True, there is a degree of independence necessary, but here there seems to be missing some means of establishing norms in grading and in course work. Too much is left to the individual instructor.” Hort admitted this was not a major problem and explained that it was a suggestion he often made at Trent Polytechnic as well.

Mr. Hort smiled and went on, “But, our system of education seems to work well for us, just as yours does here. Education in England is still regarded more as a search for intellectual growth and development, rather than as preparation for a better job.” Hort further explained that there are some similarities between the system here and that in England. “Second level”, as it is known there, and high school as we call it. “However, we still believe on the earlier level, from ages 5 to 11, that education should give the student good basic opportunities in imaginative learning. Here, early learning seems to stress heavy what pupils can absorb, rather than what they can experience. There seems to be a strong emphasis on simply filling in the blanks.”

Mr. Hort commented in closing, that his stay here had been an enjoyable experience, one from which he had learned much about Americans and the quality of life here, as well as the quality of education.

In addition, the club has produced two public service announcements for a local theater group for broadcasting on Channels 67 and 23. Along these same lines, the club is orchestrating a live hour documentary on career opportunities in the theater, including a report on the associated personnel.

The club is also allowing some room for individual creativity by providing the opportunity for students to write, direct, and produce their own film shorts on any subject, ranging from the comic to the socially relevant. These shorts can then be entered in the periodic film festivals sponsored by local Channels 45 and 49.

Although Mr. Davis cites as one of the club’s major objectives the supplementing of the sparse beginning telecommunications classes offered by the Stark Campus, he adds that the club is not for commies only. The meetings are informal and loosely structured, and interested students are invited to join by contacting him in the Media Center (in the lower level of the Learning Resource Center) or by dialing extension 364.
Slowly, imperceptibly at first, they began to swell the college enrollment lines in the early 1970's. This phenomenon was noted by educators and sociologists and aptly referred to as the "graying of the campus." Now, a decade later, the entry of the older would-be student to college campuses across the nation has grown to proportions few registrars would have imagined possible. At Kent State Stark Campus, 26 percent of the student body is over 25 years of age.

For many of our nation's unemployed, the search is on for training in job skills that might offer a more secure future job. For some, returning to college has become the only way to meet the requirements of a particular job category that demands newer skills to keep up with technical demands. Many female nontraditional students find themselves forced by economic pressures to pick up the education they set aside earlier in favor of marriage and motherhood. The rising divorce rate of the past two decades has forced unskilled women without their "job classification" of "housewife" to seek out new areas of interest. For them, a program of college study or an eventual degree may mean the difference between supporting a family on an inadequate income or struggling to survive at or below poverty level.

Whatever their reasons for returning to college, the nontraditional students have one thing in common. Uneasiness. And it breeds uncertainty and worry. They worry that their high school grades are unacceptable; they worry about competing with younger students. They are concerned about juggling their schedules between homework, families, and jobs.

Many nontraditional returnees have very real concerns about how they will fit both the college atmosphere and classroom. They are not afraid to voice these fears:

"It had been so long since I had to study, that I wondered if I still knew how!" "You know . . . I was looking around the classroom the first couple days of class, and I realized I had grandparents the age of the kids sitting around me! As a matter of fact, one boy had graduated with my graduate school!" "I felt so old coming back . . . I felt strange. In two of my classes the kids thought I was the professor!"

"I have been taking classes out here at Kent-Stark for two years, and I'm really enjoying myself! I have never worked harder than I have here. It has been fifteen years since I sat in a classroom . . . I wasn't sure I could take all the pressures of studying, and homework, and three kids, and a job, and I am so proud of myself!"

The older students who return to college do so for many reasons. They come back out of economic necessity and an eagerness to learn. They may bring their uncertainties with them, but they also bring a dedicated anticipation that seems to work very well. As onegraying gentleman in a business suit put it . . . "Hey I've got it all together! I have the advantage of being older and I know what it means to really bust my butt!" We couldn't have said it better. And we gladly welcome all our returning older students to Kent State Stark Campus.

How To Recognize A Non-Traditional Student

by Patti Steele

A new breed of student has been showing up more frequently on college campuses, according to the Kent State Undergraduate Glossary of Academic Terminology. They are "adult students who begin or re-enter college at the age of 21 years or older." In other words, "non-traditional students."

They don't all have gray hair or dress exclusively in polyester, still, they're easier to spot than you might think. Many "non-trads" blend in with the crowd but if you happen to be keeping score, here's how to spot one in a minute.

Non-traditional students:

- Having had more life experience are smarter. At least they think they are.
- Often require the use of tape recorders for taking notes — their hands and minds don't always work in unison.
- Use the elevator more.
- Don't join the Ski Club.
- Have mixed feelings about Chapter Nine of the current Intro to Sociology textbook. Find are found more often at different tables as well.
- "Mamma" and "Daddy" are not to call you "Mommy" or "Dad" in class. They are after all speakers you are part of your Child Psychology research.

But seriously, returning to college is not easy. The difficulties faced by many non-trads are as unique as these dedicated students themselves. Valuable, useful, (free) help for practically any problem is available. Even if you require is an understanding ear, see Mrs. Farmer at the LRC (the library).