Conflicts Arise Over Radio Station

By Karen Krick

A conflict of interests between the radio station and the radio club has prompted Dean Morehart's recent decision to move the radio station from the Office of Communications to the Fine and Professional Arts Building, under the supervision of the speech department.

A memo was sent from the Office of Communications stating that "plans are underway to connect all the buildings on campus to the public address system and broadcast system presently available at the Social Science and Administration Building." Speakers and volume controls will be installed in areas that request it.

The radio club constitution has no stipulation for a separation between the radio club and the radio station, which has occurred during this academic year.

All equipment in the radio station was either purchased by the radio club, borrowed from the Learning Resource Center or is the personal property of Andy Sanderbeck, WKSU station manager, according to Dana Addessi, president of Student Government.

The conflict became apparent when complaints were heard that the radio club members were being denied access to the "radio club owned equipment." Andy Sanderbeck said that "due to equipment failures, I would be unable to teach those radio club members how to use the equipment because of mechanical failures."

Disagreements surfaced after the placement of the radio station in the Office of Communications. Marlene Padovano, director of communications, volunteered her office and her services and was instrumental in getting the radio station off to a successful start. Later it was implied that the efficiency of the office would be disrupted if students were allowed to come as they please into the radio station.

Dr. Edward Swingle, adviser to the radio club, agreed that a certain amount of control is needed in dealing with the radio station but that it had become "oppressive," and stated that certain students felt they were denied access to the radio station and "showed that they were not welcome."

These complaints were brought to the attention of Dana Addessi, who is in charge of student activities. Addessi suggested that the radio station be moved to the mail room.

Dr. Swingle proposed that two radio stations be developed. One would be operated and financed by Communications, and the other would be staffed and financed by the radio club. Taking these rec-

Reaching Out To A Friend

By Mary Ann Kannam

Children from single-parent homes run a greater risk of developing problems than children with both parents. The Big Brothers and Big Sisters volunteer programs are designed to counteract that problem by providing friendship and guidance to these children.

The Big Brothers and Big Sisters program is a national organization which has volunteers from all walks of life, and range in age from 18 to senior citizens. They come from various backgrounds and occupations and they may be married or singer, but they all share an interest in providing friendship for children from single-parent homes.

To qualify for the programs volunteers must be at least 18 years old. They should also have a personality "which would lend itself to working with a child," according to Dale Nissley, director of Big Brothers and Big Sisters of Greater Canton.

The volunteer makes a commitment to spend two to four hours a week with the child for one year. When the volunteer and his or her "match" spend time together, they can continued page seven
From the Editor's Copy Desk

Along with final exams, students are often handed an IBM form, which gives them a chance to evaluate their teachers.

It angers me to see some students misusing these evaluations for their own misconstrued ideas of "getting even" for low grades or a personality clash.

This is not only unfair to the teacher, whose job may depend on the results, but also to future students, who may be denied a certain class if it is cancelled, because of evaluation results.

I am not suggesting that students "cop out" by not reporting any inadequate teaching abilities of an instructor, but what I am suggesting is that students take the time to honestly evaluate what they have learned. If they are dissatisfied, they should ask themselves why—is it due to the teacher's ineptitude or to the student's own lack of attention in class or perhaps poor study habits?

A teacher is entitled to some honest praise for a job well done, and sometimes the only positive feedback he gets from a class may be these evaluations.

A teacher can not improve on a weak area of instruction unless that particular problem is brought to light. Bear in mind that these are not "popularity polls". Disciplined lesson plans and a hard-line attitude seldom gain points in student popularity, but they may help a student learn the required work.

Take these thoughts into consideration next time you're asked to fill out an evaluation form, for it is to your own best interest that you take the few moments required to think things through in order to be both honest and fair with your answers.

READER'S RESPONSE

Another View on Apathy

By Chris Adamczyk

A question has been raised concerning what a commuter college should offer. According to last edition's editorial it is, "getting a formal education, nothing less—nothing more." But isn't a "formal" education rather stiff and unassuming?

Surely academics should be a major consideration when going to school, but the time spent out of class is also important. It should be compatible with study goals that will enable the student to pursue a career.

Granted, many of the students who work in addition to attending class may be on a limited schedule. And, their job may be essential in order for them to pay for college despite the various forms of financial aid available. Therefore, it would be unfair to label them apathetic, unless they are "without feeling" about their work or job.

It might be difficult to become involved in a job that doesn't necessarily agree with career pursuits. Since everyone's interests cannot always be suitably matched to available job openings, activity outside of work may provide the "training ground" for the real job market. Desirable character traits, such as leadership and patience, can be built by being a member of a club or activity that requires social interaction. If an institution such as school or church cannot provide the outlet, perhaps the community can through its volunteer agencies.

Employers appreciate a resume listing extracurricular activities and interests. It gives them a broadened perspective from which to judge prospective employees. The ability to use time productively is a definite asset in any position.
Stark Students Plan Trip Into Yesteryear

By Mary Ann Kannam

KSUSC students and members of the KSUSC community will have an opportunity to gain "a new perspective on history" and "a better understanding of colonial life" during the upcoming spring quarter.

An experimental course on colonial Virginia and a trip to Williamsburg, Va., will be included in the program which is being coordinated at KSUSC by Dr. Thomas Sosnowski, assistant professor of history.

The three-credit-hour course, which is taken on a pass-fail basis, is a "necessity" and the first priority of the program Sosnowski said. The class will meet several times before the April 18-22 trip to prepare the students "to really enjoy the experience."

The participants will leave KSUSC by bus on Wednesday, April 18. They will spend several hours at Mt. Vernon, outside of Washington, D.C., then continue on to Williamsburg.

On Thursday, April 19, the group will tour Williamsburg all day and have the evening free.

On the third day of the trip the participants will visit the Carter Grove Plantation and have the afternoon free.

A visit to Busch Gardens on April 21 will be the only "non-historical" part of the trip.

On the final day of the trip the group will visit the Berkeley Plantation and Monticello, the home of Thomas Jefferson.

The trip also provides an opportunity to meet people from the other KSU campuses because it is coordinated with other campuses through Dr. Bittle of the East Liverpool campus.

Bittle began the program and Sosnowski has been involved with it for the past two years. The program was so successful that Sosnowski decided to bring the program to KSUSC.

Transportation, motel fees and all admissions are included in the $140 charge for the trip. A $50 deposit is requested.

The trip has been planned to avoid the mid-term period of spring quarter. But students who participate in the program should make arrangements "well in advance with their instructors" to make up assignments they will miss during the trip Sosnowski said.

Interested students may contact Sosnowski in room 427-SSA. Or students may contact Mr. Garfinkel, who is also involved with the trip, in the same room on Tuesday and Thursday evenings.

Stark Students Plan Trip Into Yesteryear

Students Speak Out

By Jane E. Paul

We've all heard the age-old adage "there's always room for improvement," so I confronted the student body with this philosophy. I asked the question "What would you change about Stark Campus?" and the responses ranged from the ridiculous to the practical.

Several students said they would improve communications between the Kent campus and this campus insofar as counseling with academic credits is concerned. Many felt there was a lack of coherence between the two campuses when deciding what courses were required.

One senior student, who wished to remain nameless, was taking a course that she needed for graduation but was never informed of until she went to main campus.

Blaine Werner, a junior, feels that more upper division courses should be offered, especially since tuition costs are higher at main campus.

Dale Jacobs was one of many students who felt the parking situation could be improved. Jacobs said he would change evening parking restrictions because the faculty and administration lots are near empty in the evening. He also felt hazardous conditions would be lessened by the nearness of the lots.

One student felt the solution to the parking problem could be handled in one of two ways; either move the parking lots closer to the buildings or move the buildings closer to the lots!

A number of students think the book barter should be better advertised because many students don't realize there is such a thing until after they have purchased new books.

One student said she would make it mandatory for all teachers to require the purchase of a book only if and when it would be used.

"A study room in the SSA building would be nice", said Debbie Huff, who stated that in the winter it is an inconvenience to run to the library for just one hour.

Fred Sanderbeck would like to see a chess club started. Another student felt all first quarter science classes should not have a required lab, the reason for this being that the students have no previous background in the course.

One student said "Faculty grading systems should be reviewed. Students should have a right to know where they stand and what they are being graded for." This student also stated "Students attitudes would improve if every office treated students the way the ladies do in admissions."

And finally, one student seriously felt that the first test grade received in every course should be thrown out. Students will then have a good idea of what is expected of them and can prepare accordingly.
Continuing Education In Action

Photography by Ginny Karp
Candy Hearts, Broken Hearts And Poison Darts

By Steven Easterday

It is virtually impossible to go from the cradle to the grave in America without experiencing both the joys and frustrations of Valentine's Day.

One can easily recall the excitement that surrounded Valentine's Day in grade school.

White bakery bags adorned with hearts and arrows were lined up on the window sill, yours waiting for the card from that "special someone". You could always tell who was the class troublemaker because his valentine bag would be ornately decorated with a skull and crossbones.

After recess the festivities would begin and 30 kids would distribute cards, except for the one rich kid that gave out little boxes of candy hearts in order to remind you that you are inferior to him.

The messages were usually the same on all the cards. "Be mine, be my valentine, XOXOXO" was on the front and on the back was a signature in crayon. You could always tell which valentine came from the kid with the skull and crossbones on his valentine bag because the card would have the sweet message scribbled out and in its' place would be the heart warming line "smell my feet".

As one enters his teens he begins to realize that Valentine's Day not only honors Juno, the goddess of women and marriage, but it also honors Debbie, the eater of candy, and Susan, the smell of flowers. For the longest time I believed that Valentine's Day was the brainchild of Brach's, Hallmark, and the FTD florists. Apparently my father misinformed me.

The most likely origin of Valentine's Day is from an ancient Roman festival called Lupercalia which took place every Feb. 15. The festival honored Juno, the Roman goddess of women and marriage, and Pan, the god of nature.

Lupercalia was essentially a lovers' festival for young people. Young men and women chose partners for the festival by drawing names from a box. The partners then exchanged gifts as a sign of affection. They usually continued to enjoy one another's company long after the festival and many such courtships ended in marriage.

Valentine’s Day Gifts are changing their tune

By Laura Hissong

If you want to send "Red Roses for a Blue Lady" this Valentine's Day you can do it musically and at the same time make a donation to a worthwhile cause.

A singing valentine will be delivered to your sweetheart on February 14 for a donation of $10 to the Stark County Unit of the American Cancer Society.

The valentine will include your choice of three songs, a copy of the song, a red rose, and a personal message from the sender.

The songs will be sung by small groups of choir members from Kent-Stark, Walsh, Mt. Union and Malone Colleges.

Many times teenage valentine sweethearts fall in love and after a few years of maturing they may partake in the ultimate act of affection, marriage. Marriage is a process by which two young people profess their love for one another before an audience, live together, pool their financial resources, and watch each other gradually decompose.

So to you, young lovers of the world, happy Valentine's Day.

The songs being offered are "Red Roses for a Blue Lady," "We've Only Just Begun," and "I Want a Gal Just Like the Gal That Married Dear Old Dad."

The message will be delivered to a home or business anywhere in Stark County on February 14 between 10 a.m. and 7 p.m.

The idea of offering serenades for sweethearts was a joint effort of Rick Norris and Randy Brown of the American Cancer Society, Stark County Unit. With the volunteer help of approximately 125 students from the local colleges, they hope to raise $1,000.

One of the students from Kent-Stark that will be delivering the musical messages, Dale Jacobs, said that they will sing in groups of 3 or 4 students.

The Kent-Stark students, who will cover the western part of Stark County, will provide their own transportation but will be reimbursed for their gasoline.

There has been a good deal of interest in this unique way of saying "Happy Valentine's Day" and even some of the students who will be singing are having valentine greetings sent to their favorite person.

Anyone wishing to place any order for a "Singing Valentine" can call the American Cancer Society at 455-7089.
Big Brothers

continued from page one

engage in a variety of activities ranging from working together on a project to shopping. Director Nissley stresses that the relationship is "based on spending time, not money."

The "ground rules" of the program state: "The volunteer is not going to "buy" his Little Brother's/Sister's friendship. It must develop from a trust between both the volunteer and the child."

The Big Brothers and Big Sisters program of Greater Canton is funded by the United Way. It has been a part of the Canton YMCA since 1974.

The Big Brothers program began here in 1971. In 1977 the Big Sister program was established with the realization that "girls had as much of a need for friendship and companionship" as boys did.

The programs have grown rapidly since their establishment. There were 16 cases handled when the program began and as of last December there were 108 "matches" in the programs.

Little Brothers and Little Sisters are referred to the program by service agencies, churches, schools and mothers who have learned of the program from other people who have been involved in the programs. The children are usually 8 to 16 years old.

Volunteer Big Brothers and Big Sisters are recruited from colleges, churches and other organizations. Volunteers may also hear of the program "by word of mouth," which is the most common type of catalyst for involvement according to Nissley.

Volunteers may apply on an individual basis or a club can become involved with the program as a service project.

Anyone who is interested can contact the Big Brothers and Sister at 456-7141 and the application forms will be sent to the volunteer.

Once the application is received an interview is scheduled. An orientation and an evaluation meeting are also a part of the procedure.

The volunteer is matched with a child in areas such as similar interests and geographical location of the volunteer and child. The age and type of personality the volunteer would prefer are also considered.

Nissley said that the organization "doesn't expect the volunteer to be a caseworker."

The Big Brother and Sister staff contacts the volunteer monthly to "keep in touch." If any problems arise the volunteers are encouraged to contact the staff for advice. The average length of a match is 1½ to two years.

One young woman who has been a Big Sister for over two years said her Little Sister came from a very low income family with a poor family life. The volunteer said she "had never realized that family life could be that bad."

But she feels she has "really influenced" her Little Sister and they have developed a close relationship.

When she gets married soon, her Little Sister will be in the wedding.

Stark Campus Salt Talks

"IT'S SNO JOKE!"

By Dale Reighard

When one of the frequent snow storms that always manage to turn Ohio topsy-turvy hits Stark Campus we know there is one man we can count on. Gene Wright, grounds keeper at KSUSC, arrives at Stark Campus 4 a.m. every morning there is a snowfall.

Wright said the night maintenance crew calls if he's needed in the middle of the night for salt distribution or snow plowing.

If we're unfortunate enough to get more than three inches of snow, there's a good chance that Wright has been here all night and part of the evening before.

Wright said he has to come in at 4 a.m. just to salt, and that usually takes three hours to complete.

The university has two tractors and one truck for snow removal. When there's more than five inches of snow Wright gets help and all three vehicles are put to use.

Last year was the first year Stark Campus didn't have to contract outside help for snow removal. Snow removal is an added expense for the university. There is not only the cost of equipment, salt, calcium chloride and grit, but overtime. Gene said you can count on at least a total of 30 hours overtime for a five inch snowfall.

The university is trying to cut down the expense by using grit which is a fine stone, mixed with salt.

Grit runs $8 a ton compared to the cost of salt at $59.13 a ton.

The trouble with grit is that even when it is mixed with salt it won't melt the ice.

To date, KSUSC has used 10 tons of salt, 30 tons of grit and 1½ tons of calcium chloride, which is added to the salt to melt the ice.
Take Your Suggestion AND
STUFF IT!

By Laura Hissong

What is bothering you?
Would you like to make a
suggestion or comment about
something at Kent-Stark? If
so, there is a suggestion box
by the door of the Student
Affairs office.

The suggestion box, which
is kept locked and opened
daily by Betty Foulk, is main­tained by the Campus Coun­cil.

A suggestion that was made
about the difficulty of parking
for handicapped students was
channeled to council and then
handled by the dean’s office
and the security office. A sim­ple suggestion resulted in relo­cated parking for the con­venience of handicapped stu­dents.

Another suggestion was
made about the problem of
thefts when motorcycles were
parked at the far end of the
lot. This resulted in a park­ing areas by the tennis courts
for motorcycles so they can be
chained to the fence.

A frequent suggestion seems
to concern the hours of the
Learning Resource Center and
they have been forwarded to
Mrs. Jane Keckler at the LRC
for consideration.

There were about 25 sugge­ssions a month when the Week­end College first began be­cause the box was the only
means of communication be­tween the students and the of­fices which are closed on Sat­urday and Sunday.

Many suggestions are help­ful but one of Miss Foulk’s
favorites was the one that
read, “There is an emaciated
dinosaur in the music build­ing. Please feed it. (signed)
A member of the Humane
Society.”

Preparations for ‘Pippin’ are getting their finishing touches
by Kenneth Furlan, music director, Dale Seeds, lighting
and scenery director and the always busy costume department.

“Hey, anybody out there lose . . .”

By Karen Krick

Have you checked your car
lately to see if your license
plates are still there?

If you look and find they’re
missing, check the lost and
found. Believe it or not,
there have been five license
plates turned in. If your num­ber is 453096 or N1429X you
can come in and claim it any­
time.

Among the many articles
that have been acquired in the
lost and found are wallets,
watchs, scarves, gloves, cig­arette cases, glasses, hats and
many books. Some of these
items have been there for as
long as two years. The books
are kept for a quarter and
then turned over to the book
barter to be sold. The money
usually goes to the university.

Several months ago a stu­dent found $150 and turned it
in. His name was taken down
and after 30 days no one had
claimed the money so it was
returned to the finder. It does
pay to be honest!

The next time you find or
lose something, check in the
lost and found. It is located
in the Social Science Build­ing’s Security office. All you
have to do is identify the miss­ing
object.

Remember, ‘finders keep­ers, losers weepers’ doesn’t
necessarily have to be you.