Here it is! The saga of a Kent State University magazine continues. You'll find that this issue concentrates on the people, places and events that become a major part of any university. We hope you like the view from our eyes.

This issue contains a number of fun stories. We have nuns. We have nude models. We have notable people and places. And we've got a department that compares university life of today to that of the 1930s and 1940s.

This isn't a publication that concentrates on "information overload." This is a magazine full of entertaining, fresh and exciting "stuff." We want you to enjoy yourself. Take this magazine out on a sunny day, plop yourself on to your favorite spot in the grass, take along a cold drink (your preference, of course) and have a wonderful time learning about your university.

You can do two things with this after you read these pages. You can hold on to it for future reference (maybe Mom and Dad would like to know what goes on here) or you can put it down and let someone else gaze through our looking glass.

The most important thing, above all else, is that you have fun.

Happy reading.

Mary Beth Newhart
Editor

BY KRISTA RAMSEY

They are Kent State University coeds who have relatively little interest in current fashions, Cyndi Lauper or dorm gossip. During their time on campus, most will never visit a Water Street bar. Few feel the effects of peer pressure, and not one of them wonders what to wear for a Friday night date.

But these women — all Catholic nuns studying at KSU — say those aspects are only superficial, that underneath they’re just like everybody else.

“I try to be approachable,” said Sister Frances Murphy, a doctoral student in higher education administration. “I’m identifiable by the habit, but it’s not a barrier. I want people to get behind the habit.

“I remember the first time I walked into a classroom as a part-time student, I was a wreck. I didn’t feel a part of anything. Now, being a full-time student, I feel a real part of the university.”

Sister Frances is one of 47 sisters who are pursuing degrees at Kent State.

Sister Patrick Joseph Noga, a second-grade teacher at St. Joseph’s School in Mogadore and a graduate student in early childhood education, said that being identified as a nun sometimes opens up lines of communication with other students.

“People on campus often feel free to approach me,” she said. “My habit may make some people feel uncomfortable, but some people see it as a symbol of a loving nature.”

Often students — Catholic and non-Catholic alike — see the sisters as an easily available source of comfort or guidance.

“With some students, you say hello and all of a sudden they’re pouring themselves out to you,” said Sister Mary Ann Murphy, an elementary teacher at Christ the King School in East Cleveland who spends her summers pursuing a master’s degree in elementary administration at Kent. “During a break from class, one woman told me she was having trouble with her teen-age daughter and that her boyfriend had tried to commit suicide. All of a sudden, here I am, counseling people in the hallway.

“It was a real humbling experience. I thought, ‘My gosh, what do these people expect of me?’ But they don’t always expect an answer. They just want someone to listen, to empathize. They just need to know someone cares.”

While the sisters stress that their experiences at Kent State have been largely positive ones, sometimes the people they encounter have preconceived ideas of what a nun should be.

“People may bring baggage from their past when they meet us,” Sister Frances said. “If they had a good experience with a nun in the past, they bring positive expectations. If they had a bad experience with a nun as a teacher or a principal, they may be somewhat negative. Sometimes they simply ignore us, and sometimes they vent their past anger or frustrations on us. I try to deal with any of that in a loving way. I don’t mind being a symbol.”

While she said she feels good about the people she’s met at KSU and looks forward to spending her next four summers on campus, Sister Mary Ann said there is a certain mind set of what a nun should be.

“Most of them are shocked to see that we’re normal,” she said. “Usually after the first week, they see we’re just human — no more, no less.”

Sister Rosemary Hocevar, a doctoral candidate in educational administration, said nuns must learn to break down the stereotypes that separate them from others. “When nuns go through school, they must be assertive,” she said. “Some people put you in a mold, on a pedestal or in the gutter.

“It’s up to us to clarify who we are, and then we’re accepted,” she said.

At times, the nuns are perceived as superior students to whom high grades come easily. The women are quick to point out that they work hard at their studies and feel responsible to the religious communities that pay for their education.

“If I mention having difficulty in a course, everybody says, ‘Oh, you can do it.’ They assume nuns can do anything,” Sister Frances said.

“I’ll walk into a class and students will say, ‘I don’t have a chance in this class. You’ll ruin the curve,’” she said. “But nuns don’t have a corner on the market.”

Sister Patrick Joseph agrees. “Students assume all sisters are bright. But I’m just a C student.”

Keeping a sense of humor seems to help the sisters fit in with other students and to keep any differences in perspective.

During the summer the Ursuline nuns rent the Delta Gamma house on campus. Sister Mary Ann, an Ursuline, said each year the phone rings and local fraternities, thinking the nuns are sorority women, invite them to frat parties.

“I’ve often wondered what would happen if we’d show up in our habits,” she said mischievously.

A former teacher and principal, Sister Frances once saw an old student and struck up a conversation that made her late for class. A classmate — a graduate of a Catholic
school — was giving a presentation and the nun tried to sneak in unnoticed. “Sister, you’re late!” the classmate scolded, adding gleefully, “I’ve always wanted to say that to a nun.”

Although the nuns are allowed to participate in many campus organizations and activities, time constraints often prevent them from becoming involved. The nuns accept this, viewing their obligations to their religious communities as no different from the family concerns many older students face.

While some of the sisters name educational organizations they would like to join or programs they would like to observe, Sister Patrick Joseph has a more personal desire — to join the baseball team.

Although they still face some restrictions on activities, many of the sisters praise the decisions made during Vatican II (the rethinking of the church’s policies) in 1966 as giving them more opportunities to live a less segregated life.

“Vatican II turned on the air conditioner and opened the windows,” Sister Rosemary said. “Before it, we had to get permission to use the phone, couldn’t go out without a partner, had to be in by 6 p.m. and saw little of our families. It has given us more individual responsibilities and made us more accessible to the people we serve.”

Even though most of the nuns studying at KSU are enrolled in education or nursing, the new guidelines set down by Vatican II offer the sisters more opportunities for professional, as well as personal, growth.

Vatican II also allowed more freedom in the nun’s style of dress. Some of the religious orders, like the sisters of Notre Dame to which Sister Patrick Joseph belongs, still wear the traditional long black and white habit while others, like the Ursulines, may wear a modified habit — just the headdress — or dress in regular clothing.

“Now we’re allowed to pick the fields we’re competent in,” said Sister Patrick Joseph. “We can now ask for high school or elementary school. You used to just get put there and had to make the best of it.”

“In most places, it doesn’t matter to me,” Sister Mary Ann said. “There are some places I wouldn’t want to wear the habit — not that I’m ashamed of it — just that I don’t want attention drawn to me at a baseball or football game. It attracts strange people.

Sister Patrick Joseph, who wears her black habit even while playing tennis, said that while she loves the habit and would never want to give it up, she would like to wear regular clothing while on a picnic or out with friends.

But for Sister Frances, who now wears a modern looking gray habit, the adoption of a new style of dress symbolizes more significant changes — changes that have in part, enabled the sisters on campus to be an integral part of KSU.

“Just as with our habits, everything used to be black and white, but now we’re comfortable with some gray,” she said, choosing her words carefully to underscore the significance of her analogy. “We used to have everything decided for us, but now we have some say.”

Ramsey is a graduate assistant in journalism.

Back to School
Non-traditional students fear failure

—By Patricia Steele

I t was a crisis point for Ann Jarvis. A time of transition, she would later say.

She was struggling to survive a brush with cancer, her marriage of 23 years was not going well and her four children were growing up and needing her less and less.

And now here she was talking to a counselor about her teen-age son’s drug problem.

“The counselor looked me straight in the eye and said, ‘Your son is going to be OK, but how about you?’” Jarvis remembered.

That was eight years ago. Today Jarvis is the director of admissions at Kent State University’s Salem campus and is, as she puts it, “better than OK.”

“I was tired of the reflective glory of living through my kids. I had always thought that if your kids do neat things, that means you’re a great mother. But kids don’t always do neat things,” she said.

She took the counselor’s advice and in 1978, one month shy of her 39th birthday, Jarvis started college.

She was scared and nervous. She was afraid she would be singled out from the other students as the old lady in the class. She discovered that not only was she not the oldest student in the class — younger students were the minority.

Older students are flocking to college campuses in greater numbers than ever before. According to a Census Bureau report issued last year, “From 1970 to 1981, the number of older college students (22 to 34 years old) increased more than the number of young students.”

Nationwide, students over 22 years of age (so-called “non-traditional students”) now constitute 52 percent of all college students, according to the report.

They are displaced workers or homemakers seeking new skills, divorced women acquiring skills they need to support a family, and retirees intent on keeping their minds active.

They are entering an unfamiliar world and the transition can be difficult. Many colleges, especially larger campuses, are geared primarily to meet the needs of younger students.

One of the first organizations of older students, Mature Women on Campus, was formed in 1976 at Kent State University’s Trumbull campus. Ruth Pokorski, the group’s ad-
viser, described them as "a small group of women clinging together for support."

The group later became more democratic and changed the name to Education Toward Change when it discovered many male students wanted to become members. Fear and insecurity brought them together; support and empathy kept them together.

"The biggest fear among non-traditional students is that they won't succeed," Pokorski said. "And at this point in their lives, they don't need that kind of failure."

Ann Jarvis joined Education Toward Change as a student at Trumbull and later went on to form one of the most successful and active non-traditional student groups, Nexus.

As a graduate student working for the Admissions Office at KSU's Salem campus, Jarvis was asked to help with the recruitment, enrollment and retention of non-traditional students. Almost two-thirds of the Salem campus students are 25 or older.

"The first week of classes I put up my signs announcing the first meeting time of a proposed older student support group. I was prepared for perhaps two or three women to show up, but I was pleasantly surprised when 12 students arrived — eight men and four women."

"I explained to them that I had been, and still was, a non-traditional student and understood their fears and concerns. I asked them to introduce themselves, to state their purposes for coming to college and to describe their present feelings."

"The next hour and a half was filled with the unleashing of many of their hopes and fears along with much laughter and relief as they realized their commonalities."

"This was the night Nexus was born."

Nexus this year boasts a membership of more than 130 students. It is the most active student organization on the Salem campus.

Jarvis explained that 50 to 60 percent of all Kent State regional campus students, except for the Stark branch, are non-traditional.

Support groups like Nexus are vital to many non-traditional students. It may have taken a great deal of their nerve and courage to walk through the door of a college admissions office. The problems and frustrations which lie ahead may be too difficult for them to handle alone.

Martha Silling, program counselor for the Office of Adult Student Services at Kent State's main campus, said non-traditional students can be divided into three groups — each forced to deal with not only the usual rigors of college, but also with the problems unique to older students.

The groups are:

• Women who left their jobs to raise a family or have never worked outside the home.

• Professionals who are seeking a degree for job advancement or who have become dissatisfied with their current job and want to change careers.

• Those who are seeking new skills because of being laid off or in a "job transition" situation.

"Sometimes they belong here, sometimes not," Silling said. "They need initial support. At this point, it's love 'em or lose 'em," Jarvis said.

Kent State's main campus has no formal group for non-traditional students, but it does include an orientation class. About 25 percent of the Kent campus is non-traditional.

Silling said, "I try to judge them (the non-traditional students) when they come in here, get a feel for their situation and find out what their fear level is. We need to help them be realistic about their fears and to discuss what is valid and what is not."

Most of them are not hesitant to discuss their fears, she said. "One man had been in the work force for years and here he was starting at the freshman level dealing with 18-year-olds. She said, 'I don't think he knew what he was getting into.'"

Apprehensions about relating to younger students and professors are common with older students.

"Initially, most are afraid about relating to younger students," Silling said. "They are afraid they won't be accepted — almost like being the last kid picked to be on the team. They think no one will want them."

This is especially true if the class is assigned a group project, Silling said. But younger students soon realize older students are often more diligent and will work harder. "(Older students) are in great demand for these projects," she said. "And be—

(Continued on page 39)
A new coach and a new quarterback team up to create a winning tradition

—By Herb Hall

Early in August, the Mid-American Conference officials will meet for their annual football press convention. Some will be school administrators, some will be coaches and some will be players. And the media will be there, too.

At the conclusion of that meeting, reporters will offer their predictions for the upcoming football season.

Last August, Kent State was voted ninth of the MAC's nine teams. This August, Kent State — on the strength of a 5-3 conference record in 1986 and the loss of only four starters — will probably be placed first in the pre-season poll.

The two with the most influence on that prediction are quarterback Patrick Young and head coach Glen Mason — the two people who changed the team and surpassed all expectations of KSU football last season.

Young and Mason have led Kent State football through a quick and complete transformation. Young, who won the MAC Freshman of the Year award in 1986, did his leading on the field.

Mason, who earned MAC Coach of the Year in 1986, did his leading on the sidelines.

Both were successful because of attitude — an attitude that said Kent State could win football games.

And because Young and Mason believe — Kent State believes, too.

It took Mason 2 1/2 hours to decide if he wanted to come to Kent State.

After interviewing for the head coach position following the death of former football coach Dick Scesniak in April 1986, Mason was headed home to Columbus, where he was offensive coordinator for the Ohio State Buckeyes.

He said that after the interview, he talked himself out of the job several times and then reconsidered several times. “Finally, when I got home, I told my wife I would take it if I was offered it.”

It was offered, and he accepted the following day.

For Young, the decision to come to Kent State came about 2 1/2 minutes into a five-minute phone conversation with Mason.

After a highly successful career at Miami's South Ridge High School, Young was ready to move on to the next step — Division I football — just as three of his teammates did.

But there was no scholarship for the 5-foot-7 1/4-inch quarterback. Conventional wisdom says that a quarterback his size is just too small to risk a scholarship on. So Young decided to follow a friend to West Virginia University, to try to make it as a walk-on.

He never made it there. Instead, Kent State became Young’s destination following a phone call from Mason, who decided to offer Young a scholarship on a recommendation — without ever meeting him or watching him play.

Common sense dictates that coaches don’t hand out scholarships over the phone to players they’ve never seen. That thought occurred to Mason, but just briefly.

“We were in a position where we had a scholarship,” Mason said, “and there was a kid down in Florida who had a good recommendation. I said, ‘Hey, what the heck. I wasn’t at Ohio State. I was at Kent State. What the heck did I have to lose? Bang — I took him.’”

When he first met Young, Mason said his first thought was, “‘Boy, is he small.’”

“But he had a million-dollar smile. I said, ‘You’re Patrick Young, huh?’ And he smiled and I liked him.”

The million-dollar smile has appeared several times since that meeting. And on the five afternoons during last season when Young led KSU to victory, the smile made itself quite conspicuous. But if Young’s smile was worth a million dollars, the one Mason sported on those days was worth even more. The 36-year-old rookie head coach was doing...
what few thought was possible, and what few had been able to do in the previous 20 years at KSU — win.

KSU finished the 1986 season at 5-6 overall and 5-3 in the MAC, which left the team in a three-way tie for second place. Three times at Dix Stadium the Flashes won games by scoring on their final possession. The winning scores came with four seconds, 33 seconds and 25 seconds left in the games. In two of those games, Young threw for the winning score. In the other one, Young’s running essentially won the games.

Sept. 6 was the day that everyone found out about Patrick Young, and it was the day when the Flashes found out about attitude.

“Nobody gave us a chance to win that game (against Toledo),” Mason said. “And (the players) probably doubted in their minds whether they could.” Mason hesitates, “And I guess I’d be less than honest if I didn’t say I had some doubt in my mind that we could win that first game with all the things they had to overcome. But we did in fact win, we all became believers because if we could win that one, there wasn’t one on that schedule we couldn’t.”

Young acknowledges that he shared some of those feelings of doubt. He also shared in the feeling that something more than a victory resulted from that first game.

“After that first game, I saw everybody was determined to put the effort into it,” he said. “I don’t know, it kind of changed me. It seemed like it changed everyone else too. I could see a big difference.”

When Mason speaks of the problems the Flashes had to overcome, one of them is the limited time the team had to learn his system. After being named as Scesniak’s successor, Mason had one week of spring practice left. Then he had four weeks of summer camp to work with a young and inexperienced team. In that time, he installed KSU’s option offense.

And he and his coaches started changing the team’s attitude.

“We went to work on the attitude right away,” Mason said. “We started with a game plan and we stayed very consistent with it. The coaches did a good job of making the players believe. And we had some early success, which really helped make believers of the people we were trying to work with. It let them know that we knew what we were talking about.”

Changing the attitude wasn’t limited to mental exercise, however.

“They worked extremely hard,” Mason said. “There’s not a college team, a pro team or high school team that worked harder in the month of August than those guys. We ran the toughest summer camp that I’ve ever been associated with as a player or coach.

Those guys paid the price and we developed an attitude that we were going to believe we were going to find a way to win. If we put ourselves in a position to win in the fourth quarter, we felt because we worked so hard and were the best-conditioned team in football, that when we got to the fourth, we should have an edge. In most cases, that’s what happened.”

In effect, Mason had to sell an attitude to the Flashes.

“It’s hard to explain what he did,” said linebacker Tony Stephens, who will be a senior this season. “But he gave each one of us a different kind of confidence. When he talks, everyone listens. You want to hear what he says. And our whole theme from Day 1 was attitude. Everyday he mentioned something about it. He’d tell us we had to get through the hard work. He said we couldn’t give it up.”

And the Flashes didn’t give up.

“Not only has the attitude of the team changed,” Mason said. “But so has everybody’s (attitude) around here. Last July, everybody perceived the KSU football program to not be very good. Right now, everybody thinks we have a pretty good program.” Mason pauses and adds, “To be honest, I liked it better the other way. It was less pressure on me.”

Apparently, the pressure isn’t about to faze Young. He is ready to meet any expectations anyone sets for him and his teammates. He says they are ready to work as hard or even harder than they did last season. Young thinks KSU will win the MAC.

“I pretty much think so because we were a young team last year. We had a new coach, a new quarterback and a whole new offense,” he said.

“This year we are going to have everything down pat.”

The emphasis this season is good football.

“Hey, football is a tough game,” Mason said. “It’s not meant for everybody. It’s a contact sport. If you get knocked down, you gotta get back up.”

As a linebacker at Ohio State, Mason learned a great deal about toughness from OSU head coaches Earle Bruce and the late Woody Hayes.

“I think when you’re a coach, you have to build your own philosophy and principles,” Mason said. “However, I was influenced greatly by those guys. Not that I can pinpoint

[Image: Patrick Young fake a handoff to fullback Robert Golden during a game at Dix Stadium.]

8 Chestnut Burr
Point A, B and C, but I did learn that to be a coach or player, you must have mental and physical toughness."

And toughness is what the KSU football program is developing.

Bowling Green coach Moe Ankeney, whose Falcons were one of the few teams to corral Young, said, "I don't look forward to playing (against) this young man for three more years. You may stop him sometimes, but eventually he's going to kill you."

Young's efforts were well received by his teammates as well. "Pat doesn't quit, and he makes things happen," Stephens said. "With Patrick, no matter what the situation, we feel he can make something happen."

The team can make something happen with the knowledge of the rookie coach — the knowledge and talent that has impressed other schools.

Iowa State University obviously was impressed with the performance of Mason, who spent six seasons calling the offensive shots for Bruce at Ohio State. Mason was a finalist at ISU to fill its vacant head coach position, a post which paid about $200,000 in coaching income.

The money was what caused Mason to pursue the position after ISU expressed an interest in him as a candidate.

"I'm happy at Kent," Mason says now. If he wasn't, he could have pursued the six other inquiries into his services that he turned down — all of which would have paid him more than the $50,000 he is getting at Kent.

Young was concerned when he heard that Mason was being considered for other jobs at other schools.

"I was thinking, well, we're close and everything and I was wondering if he would take me with him. I was just wondering what would happen next year if I was here and he left," Young said.

It was perceived that the rookie coach and the freshman quarterback at KSU had a special relationship.

"I wouldn't say there's a special relationship," Young said, "but it was different because it's his first year. He's experiencing something new. It's my first year, and I came in and started at quarterback.

"It's not special, but I can go in and talk to him whenever there's a problem. He would help me out a lot during the season. He'd just come up when I was having a bad day — he'd get on me but after practice, he'd come up and say, 'You just gotta do a little better.' He would push me and that would help a lot."

I think I owed it to him to go out and do a lot better."

Mason and Young quickly became media favorites. The public grew fond of the pair. Most of that was due not only to KSU's continued success but because both were willing to deal with the media.

"(The interviews) are all right," Young said. "Sometimes it's a little problem before the game when they want you to predict how something is going to go in the game and then it turns out (differently) after the game. You tell 'em one thing but it doesn't happen that way and it's like, 'Why didn't it go the way you planned and all,' and then you have to give another explanation."

As a head coach, Mason has a lot of direct contact with the media and the public.

"I like going out and socializing with the faculty and alumni or meeting with the press. I probably enjoy that part of the job as much as any part. I like coaching football. I don't like watching endless hours of film. I like coaching guys on the field, (but) I don't enjoy sitting in the weight room all the time. I like talking to people. I like recruiting. I like bringing people in here to try and get them to decide to choose our program. I don't like running all over the countryside or calling kids on the phone all the time."

Young and Mason got most of the individual attention but Mason doesn't want the team to be forgotten.

"Our success came from the team," he said. "We had a team. We didn't have many stars but the team had some satisfaction. The times where we had all three parts of our game clicking — the kicking game, the offense and the defense — we were a pretty good team."

But Mason and Young were the catalyst behind the effort. The greatest accomplishment in sports is when you can make those around you play better. Both Mason and Young did that. They made the Flashes play better than they would have or could have had they not been there. And they changed the attitude.

Young says he is happy at Kent. Happy because of what the Flashes were able to accomplish last season. Happy because he believes it will continue.

"All we can do now is get better and just build..." Young hesitates for a second, "(into) a powerhouse."

Hall is a junior education student minoring in journalism.
Meeting the Challenge

Four Who Strive for Excellence

Challenges surround us. Big and small, they are always present — taunting, teasing and testing us. Many people shrink from challenges. They delegate responsibility, seek easier routes, bypass the bigger demands. However, there are some who meet the challenge. They add effort, enthusiasm and determination. The following four profiles are of some who meet the challenge.

One profile describes a female student’s high flight toward respect. Another tells about a photographer’s developing career. One shows a teacher’s antics and anecdotes and remarkable success at reaching his students, and the final profile reveals what life is like in a wheelchair.

Ann Kinney:
One military-minded woman who earned respect

— By Tonya Vinas

On the left side of Ann Kinney’s desk, behind her school books and in front of a photo album, she keeps a scrapbook.

The pages show soldiers going through basic training. A woman sits under a tree waiting for commands with a rifle propped against her helmet. A group of men stand hunched over at a starting line. Their commander has his arm in the air, ready to signal the start of a sprint.

Physical training, field firing, antitank drills, graduation — the book chronicles eight weeks of basic training at Fort Dix, N.J. The first eight weeks of Kinney’s military career, a career she plans for the rest of her life.

When Kinney enrolled in the Army Reserve at 17, she had no intention of going to college. But her mother made a deal with her. She would pay for her daughter’s first year of college if Kinney would postpone the full-time Army. Kinney left Orrville, headed for Kent State and enrolled in the Army ROTC program.

She doesn’t like school. She never has. But she couldn’t wait to come back to Kent State in August. She couldn’t wait to walk into Wills Hall with her new silver wings.

Last summer, Kinney became one
of the Army elite — an Airborne paratrooper.

"It was very quiet when I walked in," the 20-year-old physical education major said. "There were men who had been in (the service) 20 years who didn't have them. They were surprised. A little girl like me came in with wings. People don't expect that of you."

Paratroopers train to jump from airplanes at about 1,500 feet and enter combat areas by parachute. By law, women cannot fight direct combat. But because the situation may require non-combat personnel, the Army allows women to train as paratroopers, said Maj. Dennis Wilson, associate director of Military Science at Kent State.

"Let's say you were establishing a forward position in an area you couldn't get to by road," Wilson said. "And the purpose might not be to drop soldiers into direct contact. If you had that situation, you would send in support personnel. Let's say Ann Kinney was an air traffic controller. Then she would be dropped in (to a combat situation) to do that job."

According to the Defense Department there are about 697,000 men in the Army and about 83,000 women. Of those, 72,537 men and 2,067 women are Airborne qualified.

Because of her training, Kinney would have a good chance of being assigned to a paratrooper unit if the United States were to go to war. Otherwise, she never wants to jump out of a plane again.

Kinney said she applied to jump school for one reason — she wanted to be respected and taken seriously during her military career.

"The people that are over me and the people that are under me will look at me and know I mean business," she said. "Respect is earned. And when people look at you and see that you did something courageous, then they'll respect you for it. Respect is just something I wanted."

Kinney didn't feel she had to prove herself as a woman, but as a soldier. Her commitment to the Army made her want to be the best. Any physical disadvantage she had, she made up for mentally.

Capt. Larry Jamison instructs Kinney in her Leadership Development class, part of the ROTC program at Kent State. Jamison said he respects Kinney as a soldier and Airborne paratrooper.

"I respect her because she was willing to accept the challenge," he said. "Fear of heights doesn't have a sex. But it is more of a challenge for women to accept the physical requirements because they don't make any compensations."

Jamison said Kinney's strong leadership potential and commitment to the military made her a good candidate for Airborne school.

"She believes in the principles that the military's all about — patriotism, ethics and commitment," he said. "It does take a commitment (to finish Airborne training), and the mere fact that she did it shows that commitment. There are not a lot of females who are Airborne. It's a high standard."

The 5-foot-4, 126-pound Kinney trained from June 1 to June 19 at Fort Benning, Ga. The candidates spent the first two weeks in physical training and practicing simulated jumps. The final week consisted of five actual jumps. She started training with 60 women and 740 men. She graduated with 28 women and 700 men. Some quit, and some were "gigged," or expelled for violations.

"Let's say you had dirt on your uniform and you got sent to the gig pit for it," Kinney said. "You had to stand in this pit of sand and do exercises harder than everyone else. If you had dirt on your uniform again, then you were 'gigged' — gone — you were out of there."

Each morning began at 3:30 a.m. with a mile run, uniform inspection and a morale test.

"Every day they would line us up and say, 'Are there any quitters today? Who wants to quit today?'" she said. "When someone would walk forward, you'd hear everyone hiss. It took a lot of guts to walk out there."

The commanders never let up. A minor mistake during training could mean a fatal mistake during a jump.

Kinney's mistake came as she slid down an angled elastic cord attached to a 500-foot simulation tower. Her helmet fell off. A paratrooper's helmet falling from 500 feet can crush a human skull.

"Every sergeant within 50 yards ran over and yelled," she said. "And I'll tell you what, I was beating my boots for a half hour." She explained that "beating your boots" repeatedly requires a soldier to bend over and touch his or her boots and stand back up at a rapid pace.

"After that my helmet was on so tight that I couldn't move my chin."

Photos by Karen Schiely

ROTC members Danielle Manus (left) and Pam Patrick disassemble an M-16A1 rifle during a lab session.
Kinney said she dealt well with the Airborne commanders because she had been treated the same way at basic training. The pressure puts the paratroopers in a highly sensitive state, a state of such heightened awareness that no precautions are overlooked. Tension peaks the few seconds before each jump.

About 30 Airborne candidates jump during one pass over the landing site, Kinney said. A pass lasts from 10 to 15 seconds.

"You couldn't hear in the plane because the noise was so loud," Kinney remembered. "The commander stood up front. He would make the motion "STAND-UP," and we'd all stand up. Then he'd motion "EQUIPMENT CHECK," and you'd check your equipment and your buddy's in front of you, then he'd motion "HOOK-UP," and you'd hook up to the static line."

The static line frightened Kinney. It attaches to the top of the parachute and pulls it open as the paratrooper jumps.

"It's really scary," she said. "You'd have to hand it to the commander right before you jumped, and it could get tangled very easily. If that caught on your arm before you jumped, it would pull your arm right out of the socket."

Rungs covered the floor of the plane. Starting from the back, the paratrooper would run over the rungs, hand the static line to the commander and jump. It's all done in one motion, Kinney said. But before each jump, her mind interrupted the motion.

"It's just that split second before my mind said, 'Don't do it, dummy,'" she said. "I'd think of everything that could go wrong. But I always did it. I couldn't stand the thought that I'd come back and everyone would know that I couldn't do it. Most of it was Dave."

Dave Carstens met Kinney during her freshman year. He was starting his second year of Kent's Army ROTC program and had just returned from Fort Benning with his silver wings. His next challenge was getting a date with Kinney.

"I kind of got the impression that she didn't want to go out with someone who was all military," the 20-year-old political science major said. "But now it's her who always talks about the military. It's the other way around."

Their mutual respect for the Army and affection for each other have created a system. In sweat pants and jeans they call each other Ann and Dave. But in uniform it's Cadet Kinney and Cadet Carstens.

"We're both professionals," Carstens said. "And our proper title is 'cadet.' But we joke about it a lot out of uniform."

Kinney said she would have gotten her wings with or without Carstens. But having him to talk to gave her confidence.

"I always knew she'd make it through," Carstens said. "The only person who had a lack of confidence in Ann Kinney was Ann Kinney. I respected her just as much before as I did after."

Carstens said he admires Kinney.

"I don't think Ann makes a perfect soldier. I don't think anybody would make a perfect soldier. See, everyone has their criteria for judging people. Mine's pretty simple — lead by example. Ann wouldn't ask anything of anyone that she couldn't do herself. She's a perfectionist."

Despite his confidence in Kinney, Carstens was terrified when she left for training.

"My parents told me that while I was at Airborne training, they worried about me every day," Carstens said. "And I was there having the best time. My father told me someday I would find out what it was like. I did when Ann went because I remembered all the things that could happen."

Kinney said he called her every night of her last week — jump week. Of her five jumps, she liked her last the best.

"I thought to myself, 'If I get hurt, it doesn't matter because I'll still get my wings,'" she said. "I knew if I did it, it would be my last jump. I'd be done."

After their final jump, the paratroopers lined up. The American Test Platoon, the first American men to parachute from an airplane, pinned on their wings.

The men signed the inside of each soldier's red beret. One paratrooper, Swifty Wilson, signed only Kinney's. The beret stays in a cardboard box under her bed. She can't wear it un-

Ann Kinney works on physical conditioning during a 7:45 a.m. training session in the Memorial Gym Annex.

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less she joins an Airborne unit. She calls it her prize possession.

"He wouldn't sign anyone else's," she said, "People asked me how I got him to sign it. I think he signed mine because he pinned on my wings. Those men couldn't believe that some of us were girls. They were impressed. It was the best feeling."

Today Kinney's wings adorn her denim jacket. When people ask if she enjoys jumping out of planes, she honestly admits her dislike of it. To her the wings don't mean status, they mean respect. What you want and what you do are two different things, Kinney said. She wanted respect, but she had to do something she was terrified of to get it.

Outside of the military, the wings pinned on the collar of her green uniform don't mean much. But Kinney doesn't mind. She wants a military career, and she wants respect in that career. Prestige isn't important to her.

"When I got home, I wore my uniform to church," Kinney said. "And a woman came up to me and said, 'I'm so glad to see you're still involved in that. You're still a Girl Scout, aren't you?' I guess I did sort of look like one."

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*Vinas is a sophomore journalism student majoring in magazine.*

ROTC members practice precision in an early morning marching drill.
John Gargan:
Prancing, pirouetting and Polly Powinski

—By Elaine Fleming

Anyone who has had a political science course with John Gargan has heard the name "Jimmy Fiduch" dozens of times. "Jimmy Fiduch" is the star of numerous scenarios and hypothetical situations, most of which concern the workings of state and local governments.

"Polly Powinski," "Pearshaped Hickey," and occasionally, "Sally Sweetbreath," also make guest appearances in Gargan's lectures to help illustrate points.

John Gargan has been teaching at Kent State since the fall of 1967. The tall, spare man wears glasses, dresses conservatively and uses his facial features to full advantage when relating an idea. He is intellectual, but not boring.

Using real-life examples is one of the ways Gargan makes his lectures relevant. His son Jim, a KSU student majoring in telecommunications, said some of the names like "Jimmy Fiduch" are taken from the ethnic community where his father grew up. "Those are real guys from Auburn, N.Y.," he said.

An unconventional professor with a flair for the dramatic, Gargan goes beyond teaching — he entertains. And because he entertains, he teaches.

"Teaching is very hard work," he said. "The old cliche should be: 'Those who can, teach, and those who can't, do.'" Gargan usually teaches two undergraduate classes and one graduate seminar each semester. This semester he is teaching two sections of Municipal Government and a graduate seminar on Urban Political Systems.

In the classroom, he is enthusiastic and energetic. And he is especially expressive. Even the most uninspired student would find it virtually impossible to sleep or daydream in Gargan's class. His deep, resonant voice covers a range of dynamics. He moves his hands almost frantically when speaking, often clapping them sharply to add notes of urgency.

His facial expressions are dramatic. He laughs and he makes students laugh. In short, Gargan is a star communicator.

"He is the most active and interactive professor I have ever had," said Thomas Smith, a senior majoring in political science.

Smith said Gargan really cares whether students are learning. "If someone has a dazed look on their face, he'll stop everything and ask, 'What's wrong? What don't you understand?' And he'll go back 25 steps to make sure they understand the material."

Numerous times during lectures Gargan asks, "Is everybody OK?" and, "Am I doing all right?" "Look up!" he often shouts, urging students to listen without taking notes in order to grasp concepts. "Stay with me," he implores when interest appears to wane.

He treats his students with respect. "Thank you," he says sincerely when a long-awaited answer is supplied. "Not personal, not personal," he stresses when challenging someone's logic.

Delivered with feeling, some of Gargan's pet expressions elicit laughter: "Nuts! I've failed you!" "Nerd alert, nerd alert," "I beg of you not to blow me off this." "You're breaking my heart." and "Come on, show off."

When students don't speak up, he puts a hand to his ear and says, "I'm a middle-aged guy. I can't hear very well."

Jim Gargan said his father has a good sense of humor. "He also has an outstanding memory, especially when it comes to New York politics," he said.

David Westrick, a junior journalism major, said Gargan is the best professor he has had at Kent State. Westrick suggested that Gargan give other college professors workshops on how to make lectures exciting.

"He knows his stuff and takes it seriously, but (he) can also joke about it," Westrick said. "That gets the point across better than being stone-faced and stern."

Fred Waltz, a senior history major, said Gargan loves his subject and makes it relevant for students today. "He's very intense," Waltz said. "He makes you listen. He keeps you interested."

Mike Menster, a senior majoring in criminal justice, recalled the first day in Gargan's class. "He came in, passed out a syllabus, and said, 'My name's Gargan. Let's go!' He took a piece of chalk in one hand and had an eraser in the other and never stopped writing on the board. By the end of class, he was covered with chalk dust."
"He reminds you of the absent-minded professor the first time you see him, but he's very much in control."

Desiree Ifft, a junior journalism major, said the one word that describes Gargan best is dynamic. "I thought he was a really good teacher because you had no choice but to participate," she said. "Even if you said you didn't know the answer, he would say, 'Yes, you do. Yes, you do.' The faces he makes were funny."

Gargan covers a lot of ground in one session. Putting chalk to the board with gusto, he rapidly covers the board with sprawling notes — underlined and capitalized words, abbreviations, asterisks and arrows. Sometimes he raps his knuckles against the board for emphasis. Maintaining a quick tempo, he erases the board in a few sweeping movements while facing the class and lecturing.

During the course of a lecture, Gargan shouts, whispers, speaks in an undertone, pleads and mimics. "His voice correlates with the subject," Waltz said. "He gets into it when it's really exciting, and he slows down when he's explaining something.

"To look at him in the classroom, you'd think he's really hyper, but he plays the right roles in different settings — which you have to do."

Steven Brown, a professor of political science at KSU has known Gargan for almost 20 years. "Political science is not just a job to him," Brown said. "He enjoys talking about it and thinking about it theoretically." Brown said he and Gargan discuss political science on a fairly regular basis. He noted that Gargan is skilled in making the subject meaningful to students because he has the ability to "shift gears" easily and relate to people on different levels.

He is very animated in the classroom and expends a good deal of energy, Brown said.

Gargan said he supposes his outstanding qualities in the classroom are "enthusiasm and a bit of ham."

For Gargan, every day is a favorite teaching experience, and the only unfavorable task is grading. "I am challenged by explaining complexity to students," he said.

Although he has had a longtime desire to be speaker of the New York State Legislature, Gargan's real ambition is to keep teaching.

"Honest to God, I cannot think of a job I'd rather have," he said.

Gargan and his wife, Ann, have three children, who have all attended Kent State. Jim is a sophomore; Bridget graduated in 1986 with a degree in rhetoric and communication; and John graduated in 1984 with a degree in finance.

Gargan attended the Military Academy at West Point but left during his third year when he developed ulcers, he said. He completed his degree work at Syracuse University, where he earned a Ph.D. in political science in 1968.

While earning his doctorate, Gargan worked for the New York State Legislature as a staff member of the Ways and Means Committee. "I loved it," he said emphatically, adding that he always planned to go back.

Gargan who was born in upstate New York spent a year as a graduate assistant at Syracuse University in the late 1960s. Then he taught for a year at Union College in Schenectady, N.Y., which he said was a "preppy, upper-class school" at the time.

But he is most comfortable at Kent State.

"(Kent State) gets its fair share of students from a working-class background," he said.

"I find that I have more in common with students from that background," Gargan said. He had been the first in his family to go to college.

"I think Kent State educates in the very best sense of that word and (doesn't) just train its young people," he said thoughtfully.

Teaching is very important to Gargan, Brown said. Gargan even gets a little nervous before classes begin in the fall.

Although he has been doing it for 20 years, Gargan said he still feels nervous when he walks into a classroom to teach.

Evidently, that nervousness works in his favor.
Gary Harwood: 
Coming into focus

—By Mary Beth Newhart

A battered brown camera bag hangs from one shoulder and a Nikon camera hangs from the other. A second Nikon hangs around the neck of its owner.

This is the morning Gary Harwood, chief photographer with Kent State’s Photographic Services, is going to try and make some money. Being a photographer can be challenging work. He or she can be found covering the Cleveland Plain Dealer, Metro and Arizona Daily Herald Dispatch. The parade is rock guitarist Joe Walsh, chief photographer with Kent State, KSU Homecoming Parade. The parade marshal this year is rock guitarist Joe Walsh. Harwood’s motivation is to freelance some photos of Walsh to Rolling Stone magazine. "They’ll pay up to $500 for a good photo," he says.

Before starting to work this morning, Harwood crosses Main Street and goes into a Lawson’s store. "I have to see if UPI (United Press International) ran my photo from last night," he says while picking up a Cleveland Plain Dealer. He starts thumbing through the sections. He discovers his picture of Walsh in the Metro and State section, buys two more newspapers and explains to the cashier that he will be back for them.

Harwood leaves the store and quickly walks up to the parade area in the Music and Speech parking lot. His assignment for the day is to get some good shots of the parade and some feature shots of the crowd for the university. On top of that, he wants to get as many photos of Walsh as possible.

"Photography is part taking pictures and part socializing," he explains. He finds it easy to start a conversation with the people in his pictures. "You have to be able to talk to them."

Harwood, dressed in a pair of blue corduroy pants, a plaid shirt, black high-top Converse tennis shoes, and a Kent baseball hat, is sporting a day’s growth of beard on his face. "I didn’t have time to shave this morning," he said. "I hope no one notices."

His education from Kent State has prepared him well for his career. "Charlie Brill is good at teaching you subtlety and quiet moments." Brill is an associate professor of journalism and teaches many of the photojournalism courses at Kent.

Harwood explains subtlety a little further. "A photographer has to anticipate what will happen. If not, it’s too late by the time you see it and raise the camera."

"The anticipation part is a natural ability," he says. "A good professor will expound on that. A great athlete doesn’t become a great athlete without a good coach."

Brill says he has known Harwood for a long time. "When he came in (to the school), his motor was running very fast. He was energetic and out of focus, and very hyper. "Gary’s success has been a result of growing up visually and in person," Brill says. "His first internship was on the Arizona Daily Herald Dispatch and it gave him depth to his pictures."

"He was really homesick and he’d call me once a month or so," Brill says. "He came back a lot older and with a much stronger portfolio. I enjoyed watching him after his first internship. He was helping other people grow up."

Harwood, 27, says that when he graduated in 1983 from Kent State, he was in "the newspaper-only mode." He thought he could go out right away and get a job. "After a couple disappointing experiences, I mellowed out. I wasn’t good enough to get into a big newspaper, and for some reason I wasn’t getting into a small one, either," he says.

"I took this job with the university as just a job. It turned out to be pretty good. I got to work with an experi-
enced photographer like Doug Moore. I wouldn't like it so much if it wasn't photojournalistic."

Harwood's definition of photojournalism is simple — people photography. "It deals with human interaction and you really can't define it in one sentence. It has got to deal with people. It's a little bit of all kinds of photography."

His staff photographer position with the university keeps him running from event to event. His assignments come from University News and Information, an office that deals with university news and events.

Harwood says that photographers don't get rich by taking pictures. "I only got $35 for the best photo I ever took. AP (The Associated Press) bought it and published it nationwide." The picture was of a Cleveland Browns football player and the March of Dimes poster child for that year.

He says he has received a fair amount of money through scholarships and contest winnings, although he could not place a dollar amount on it. "It wasn't significant to what some photographers make in an hour," he said.

He is the only photographer to win the Society of Professional Journalists/Sigma Delta Chi Mark of Excellence Award two years in a row. One year he won a first place in the feature category and the next year he won first place in the spot-news category.

Harwood began college as a marketing major and after two years, he decided he didn't like it. He was interested in photography for five months before actually getting a camera and says, "I went crazy after I bought the equipment."

He says that some people wonder why he is still around this area. Within the past two years he has purchased a new car and a house in Kent. He is still single. "I like to be around family and friends. That has always been a priority with me. I'm not about to leave for something mediocre."

What is the most boring assignment a photographer does for a newspaper? "Meetings," he says. "Writers will want a picture of something that is not visual at all. Reporters love to have photos with their story. Photos draw readers into a story, but I've been caught doing all kinds of garbage."

He cites the example of an assignment he did while interning on the Arizona Daily Herald Dispatch. "They wanted a series of different pictures of houses and buildings for a history piece. It was to be a comparison of then and now. For the amount of time spent on it, the layout and story were pretty bad."

His most dangerous photo was taken on a cliff in Arizona. "I was trying to get pictures of hang gliders as they were taking off," Harwood says. "I went too far off the cliff and I wasn't aware I was as close to the edge as I was." He says he just stopped, knelted down, and crawled back to safety.

According to Harwood, photographers have a lot of fun. For example, he has been up in a hot air balloon and on a motorized hang glider. "One great draw of photojournalism is the part where you get to do a lot of neat things."

Harwood says he doesn't go everywhere with his camera, to the dismay of some professionals. "Sometimes I'm off duty and don't always carry my camera. But it never fails, the greatest pictures are going to happen when you don't have it."

He emphasized, "The fun in photojournalism is you become a part of a lot of major things and events. That's what makes it a great business."

Newhart is a senior journalism student majoring in magazine.

Photos by Jeff Glidden

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Mark Sotak: Disability doesn't slow him down

When Mark Sotak left the baseball diamond that Saturday afternoon in 1982, the Tampa air was warm and balmy and the sun was bright. He headed for the fraternity house, to join his friends who were returning from the campus Oktoberfest. Although Sotak had missed the festival because of practice, there was still plenty of time to celebrate. Sotak and his friends had planned a road trip for that afternoon. When the Ohio native arrived at the house, he piled into the car with his frat brothers. Sotak was looking forward to a couple of hours of fun after a hard day of practice.

He wasn't prepared for what happened next.

"Everyone had been drinking a lot," Sotak said. "I was the only sober one in the car. I suppose I should have taken over, but, as a freshman, I didn't dare make that demand. "We were in a high-speed car crash and I got my neck broken."

The accident left him paralyzed from the neck down, but with partial use of his arms. Sotak spent the next 11 1/2 months in the Cleveland Metropolitan General-Highland View Hospital near his Rocky River home.

By October he had returned to the University of Tampa which he had been attending on a partial baseball scholarship. Unfortunately, because of medical complications, Sotak had to return to the hospital after only one semester of school.

The next fall Sotak came back to Ohio and started school again at Kent State.

Sotak, who is chairman of Kent State University Hearing Board, said that despite his disability, he has many of the same concerns that any college student does.

"Once you look past the disability, then I worry about having two tests the same day or not having my reading done for class," he said.

"I transferred to Kent because they had the facilities to meet my needs."

One helpful facility at KSU is Disabled Student Services. Sotak said DSS really helps people with disabilities. DSS is a link with Parking Services and also provides a referral program to locate attendants for disabled people.

"I have four people working for me now, two guys who alternate mornings and two girls," said Sotak, who lives in Johnson Hall. "One comes in at noon and fixes me lunch. The other one puts me to bed."

The job is demanding, and Sotak said he usually must hire new attendants each semester.

Although some adjustments had to be made on his own, Sotak said DSS helped make his move to KSU easier.

"Disabled Student Services has been pretty invaluable to me," he said. "I would have made it without them, but it would have been much more painstaking and tedious."

The 24-year-old Sotak hopes to attend law school at Ohio State University in the fall. He said he has been spending a lot of time on his studies lately.

"I've been concentrating on my grades," he said. "I use that as an excuse not to exercise."

Sotak said he does exercise during the summer, however. He sails, races cars, and water skis at a rehabilitation center in Colorado. He also has been white-water rafting several times.

"I guess they're things I would have done but just didn't have the chance to prior to my accident," he said. 

Beitzel is a junior journalism student majoring in magazine.

By Roger Beitzel

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Balancing the Books

—By Mary Frances Riccardi

It's a familiar sight at the end of any semester. A line of students packs inside the Bookstore, crowds through the door and winds into the Student Center. Some in the line are fidgeting. They shift the weight of a large stack of textbooks and patiently wait to sell them back.

A student reaches the front of the line, walks up and dumps his books on the counter. The bookstore employee leafs through each one, checks his chart, and sets them aside. The student watches intently, anticipating the amount of money he will receive.

The Bookstore employee adds the total and rings it up.

The student's face falls.

Students commonly complain about the refunds they receive for the books they sell back. Many also complain about the cost of new books.

"They sell (textbooks) for way too much," said Norbert Sanek, a senior in criminal justice. "They don't cut the student any type of fair break."

Cheryl Hubbard, a junior nursing major, said she often pays over $50 each for her nursing books. When her classes require many books, her bill adds up.

"It also becomes costly when you can't sell them back because you need them for (later) courses," she said.

Being forced to buy textbooks is part of the reason why students feel they are overpriced, said Sam Reale, manager of the University Bookstore in the Student Center.

"You get no real pleasure out of a textbook," he said. "But the university kind of forces you to buy them. No one wants to go out and spend $150 on textbooks, but you can't get along without them."

The bookstore tries to control the prices of new textbooks by limiting their mark-up to 20 percent, he said. The traditional mark-up is about 40 percent, he said.

"We stay at 20 percent although we're free to go higher if we want to," Reale said. Reale explained that a 20 percent mark-up on a $30 book would increase the price to $36. A 40 percent mark-up would increase the price to $42.

Used texts at the bookstore are marked up 25 percent "because there's an element of risk there," Reale said. The bookstore considers the orders placed by professors for the next semester when it buys used books from students. If a professor switches to a new edition after the buy-back period, the bookstore loses out and is stuck with extra used books.

Trade books, or books that are not required for courses, sell at about a 30 percent to 40 percent mark-up, Reale said.

"The 40 percent mark-up for the trade books is the rule, not the exception," he said. "We have the same mark-up on supplies and clothing. If we didn't, we'd not only not make a profit, we'd be losing money."

Another reason for the high cost of textbooks is the frequent revisions put out by publishers, Reale said. Publishers now revise more pages, more often.

"In recent years the publishers have started revising books a lot faster than they have in the past," Reale said.

Since students often buy used books, frequent revisions are one way the publishers compete with the bookstore and used book companies, Reale said. It forces them to buy new books.

"The publishers get no royalties once (new textbooks) are sold or re-sold," he said.

Students' costs also may increase when departments order a number of different texts for the same level course, he added.

"The problem isn't ours," Reale said. "It's with the departments. I think the departments should narrow the number of texts they use for the freshman and sophomore level (courses).

Roger Smith, a sophomore in business, said that professors should keep the same book for longer than one or two semesters.

"If they're going to use a book, they should at least use it for the two years," he said.

Reale said that the psychology, sociology and philosophy departments change textbooks the most often. He said part of the reason is that different professors in the department like different books, salesmen from publishing companies persuade them to buy new books or the professors have friends who have written a book and they buy it as a favor.

"There's a lot of reasons why they do it," he said. "I'd like to see it resolved without restricting the academic freedom of the instructors. But that is an area I have no influence in."

Fred DuBois, owner of DuBois Bookstore on South Lincoln, said his store has a different mark-up system. His store, a family owned business for 50 years, places a 25 percent mark-up on new books.

"We've found that we've been able to survive on the present system," he said.

DuBois said that used books have always been his store's primary reason for being in the bookstore business.

By university policy, professors place their textbook orders at the University Bookstore in the Student Center, which then sends a copy to DuBois.

"I think they (students) can be glad that there are two stores," DuBois said. "We hope to be here a long time yet."

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A Step Toward Peace

KSU photo student treks across the U.S.

—By Chris Lowry

One day in October 1985, while he was standing in the hallway waiting for an art history class, a yellow flyer caught Dan Coo- gan's eyes. In large letters it announced: "Don't just take history, make history." Under the headline the flyer said, "On March 1, 1986, 5,000 people will be leaving their jobs, homes, families, and friends to walk 3,235 miles in nine months from Los Angeles to Washington, D.C., over mountains, deserts, plains, and cities to show support for global nuclear disarmament." That day, Coogan decided to join Pro-Peace's Great Peace March for global nuclear disarmament.

"I felt compelled to go," the KSU senior said. "I couldn't not go. Everything I was doing seemed to lead up and point to the march."

Coogan took a year off from his studies as a photo illustration major to participate in the march. He said he was disenchanted with the political system and saw the march as an opportunity to feel connected to the cause of nuclear disarmament.

For the march, Coogan received financial support from his family, and his professors arranged for him to receive nine credit hours of independent study.

"If there's a reason why I went and so many people with the same feelings didn't, I guess it would be luck," he said. "Some people couldn't swing it financially. Some couldn't

Photos by Dan Coogan
Over 600 members strong, the Great Peace March winds through a scenic view of Loveland Pass and the Continental Divide in Colorado during the first weeks of the cross-country trek.
A supportive Chicago grandmother gives the marchers a warm welcome as they pass.

In Montpelier, Ohio, the local volunteer fire department takes the time to offer the tired marchers a refreshing shower.

The march left the Los Angeles Coliseum 1,200 strong. Two weeks later, deep in the Mojave Desert, the march ground to a halt because of a lack of funds and disorganization. In six days, their numbers dwindled to 300. But Coogan was one who stayed.

"I think a lot of the ones that quit had come along for a party or a vacation or some kind of pleasure trip," he said. "Actually it meant eating standing up in mud. There were no Kentucky Fried Chicken restaurants on the way. It meant dust storms and freezing rain, which equalled freezing mud. Many people leave school because of scholarships. Everything just clicked for me."

At first Coogan's primary motive for marching was the cause. Later it became the opportunity to prove his talents as a photographer. He shot over 400 rolls of film and nine of those pictures appear on these six pages.

"I was both a marcher and photographer," he said. "People could hardly say I was using the march to further my photography career when I had been walking with them eight hours that day."
Throughout the cross-country trek, the Great Peace March faced weather conditions that challenged the endurance of the marchers and their limited equipment and supplies.

The setting sun highlights the march peace flag and the small, portable tents that the marchers called home for several months.

Entering New York City, the marchers capture the attention of both young and old.
just weren't prepared for it.

"But I wasn't leaving until somebody took me to a bus station and put a ticket in my hand. Besides, I knew I had a photo story no matter what."

The remaining 300 formed a non-profit organization called the Great Peace March for Global Nuclear Disarmament. "We called ourselves 'Amateur Peace,'" Coogan said with a laugh.

The marchers usually got up at 6:30 a.m. to be on the road by 8, and some days they traveled up to 28 miles. In smaller towns, the volunteer fire departments often set up showers for the hikers. Many families also would "adopt" a marcher, letting the marcher come into their homes and get fed, cleaned up and rested.

Coogan said he thought the march had the greatest influence for peace on the individuals it touched along the way.

"We didn't really expect the bombs to come down as soon as the march was over," he said. "It's awfully hard to influence someone in 30 seconds of national news. But we met a lot of people on the way."

"If disarmament ever happens, it will have to happen like that, one step at a time."

Two tired marchers take advantage of a nearby phone in Pittsburgh, Pennsylvania, to call friends and relatives back home.

The shadow of a peace symbol contrasts with those of policemen during a protest at the Department of Energy in Washington, D.C.
The final rally of the peace march centers around the Reflecting Pool near the Washington Monument in downtown Washington.
For Your Eyes Only

The art of nude modeling

Photos by Jeff Glidden

—it was 10 a.m. and Chris Blue had been at the School of Art since 7:45 that morning. He was tired. On his break from work, he wandered through the painting class of eight students and looked over their shoulders at their canvases. He appeared surprised.

A few minutes later he resumed his position on the chair on the platform in front of a dozen easels. Not a muscle in his body appeared to move.

Later that day students rushed to their evening classes in the cold November air. But inside Franklin Hall, in the fourth-floor graduate studio, it was warm and relaxed. Bright lights hung overhead and illuminated the room. Huge portraits were propped against the walls.

Paint, splattered on every inch of the room, looked like a rainbow gone mad. More than 200 clay pieces littered the floor. The pieces, all varying size and shape, blocked movement.

Amidst it all, Gayle Poljak sat poised in a corner. One of her legs was tucked under her on a couch covered with a pink sheet. She twirled her black hair with one finger and lifted her head. "Is this OK?" she
Gayle Poljak strikes a pose for graduate student Bob Mayer during an evening modeling session in Franklin Hall.

Chris, a 22-year-old English major, and Gayle, a 20-year-old family and child care major who has taken spring semester off from classes, are students who model nude at the School of Art to pay their college expenses. They rely on their bodies in the same way the football player on an athletic scholarship relies on his size and the dance major relies on her legs. It gets them through school — and they like to do it.

Unlike the athlete and the dancer, Gayle and Chris do not go through strenuous physical training. Instead of spending hours at grueling practices, they spend time posing — helping those who take art classes learn about the human form.

It was simply curiosity and good pay, Gayle said, that made her apply for the job in October. The school pays nude models $6.20 an hour — the second-highest pay scale for student jobs on campus. The highest pay scale is $6.70 an hour for paid graduate students and student flight instructors.

Chris, who has been modeling on and off for about a year, also feels the pay is good. "The prospect of earning vast amounts of money while being nude didn't hurt," he said. "I'm past the burger-flipping stage."

Another reason they model is because they realize how valuable their services are to the art department. "My roommate is an art major and she told me how much they needed bodies to draw," Gayle said. "Teachers use us to teach students about the structure of a body." Chris agreed. "It helps us, the students and the teacher," he said.

William Quinn, the director of the School of Art, explained the concept behind using models. "Drawing nude figures has been done since ancient times," he said. "By using this technique, students better understand the structure of anatomy and how a body moves."

Gayle and Chris were urged to model by Elizabeth Howard, a mutual friend. "Elizabeth and Chris were modeling together at Akron U. and asked me to go along," Gayle said. "A few days later I signed up at Kent."

Elizabeth, a 23-year-old English major who has modeled seriously since fall 1983, began modeling because she didn't qualify for work-study jobs on campus. "I wasn't eligible because my parents made too much or I had too much grant money," she said. "Jobs were harder to come by. Plus, who wants to put mashed potatoes on a plate day after day?"

Elizabeth, Chris and Gayle call themselves "blue fish friends." They hang out in a corner of the Student Center cafeteria where a wall mural of a blue fish once hung. Though the mural has disappeared sometime in the last two years, their friendship remains intact.

"There are more of us," Chris said. Peter Coogan, 21, also meets the group in the usual spot. He majors in English like Chris and Elizabeth and is a model as well.

The four of them believe they do most of the modeling for the School of Art. Quinn, the school's director, said there are about 30 nude models and about 10 clothed models. "Out of all of them, we use from five to 10 on a regular basis," he said.

"Isn't it funny that there are more unclothed than clothed?" Peter said with a hint of disbelief in his voice. Clothed models are paid $3.35 an hour. "This is a fine example of what people will do for money," Peter said.

Jean Carpenter, a secretary in the School of Art, is in charge of setting up the modeling work schedules. Gayle said, "The funniest thing was when Jean called me and asked me if I would mind modeling clothed — I think she was worried I'd say 'no.'"

The blue fish friends all agree that being a nude model is not a beauty
contest. "You don't have to be pretty," Elizabeth said.
Gayle added, "The people who draw you don't care about your shape — to them you're another still life."
When she started modeling, Gayle had doubts. "I was afraid they'd say, 'Look at those stretch marks there and those scars there,'" she said. "I accept my body more now — I'm not afraid of letting people see those faults."
She describes her body as she sees it drawn: "I'm always pictured with baggy boobs and a scarred knee." She was in a motorcycle accident a few years ago and damaged her leg.
Chris thinks his body is "OK." "Even before I modeled, they'd (friends) say, 'You've got a great body,'" he said. "But I think I'll do." Chris always seems to be cracking a joke. "I mean, I haven't gotten any dates from this — I've had only one date since 1984."
"I do tend to get (jobs in) classes with good-looking girls," he said.

"Even before I modeled, they'd (friends) say, 'You've got a great body.' But I think I'll do."

Elizabeth feels good about herself and her job. "I've never been thought of as shy," she said matter-of-factly. "I like modeling — it makes me feel good." She said she spends the time relaxing. "I just let myself go," she said.
Elizabeth has become comfortable with her body. "I started to gain weight and then felt a little uncomfortable," she said. "But when I lost it and realized I was no more, it didn't matter."
Peter appears to never stop talking. "I'm skinny," he said. "Sometimes there's not much difference between me and a skeleton. You gotta like yourself to do that." Elizabeth called him a "motor mouth" and interrupted. "Being yourself is important."
They all laugh when they hear how Steven Grabner, a Sophomores Industrial Design major, described the majority of nude models. "The women are heavy with sagging breasts, and the guys are skinny and have no body whatsoever."
Chris denied it. "He can't be talking about me."
Being a model can be physically and mentally straining, Gayle said. Models, clothed or nude, are usually scheduled to work classes that are about three hours long. The average model works six to 12 hours a week, Gayle said.

Friends of the models might pass the studio while they are modeling. "I just wave back and go about my job," Elizabeth said. Word usually passes quickly about her job. "One friend tells another and so on." She copes with embarrassment by remembering, "I am just a bowl of fruit."

Gayle tries to maintain some kind of privacy in her modeling sessions. "My working tools are a robe and a sheet," she said. "The robe is my protector." She said she keeps it close by when she models so she can throw it over her in an unusual circumstance. "It would save me time if there was a fire drill," she said.
Elizabeth always wears a black beret. "It's my trademark," she said. "The artists also like my robe because it's good to draw." The striped chenille garment casts heavy shadows.
Chris wears a few pieces of jewelry. "It's just easier to keep on," he said. Peter said he works in nothing other than his birthday suit.
For Elizabeth and Peter, there is a difference between being nude and
being naked. They said they feel naked when a situation makes them uncomfortable. Nudity is feeling natural and at ease. Peter said, "Sometimes the fine line between the two is broken.

"Once a class of 30 students all got up and began packing their supplies — except two of them remained — I suddenly felt naked." Chris session.

Class had ended and the distance between the student and the model had vanished, Peter said. Another time, Peter said, he noticed that he was unconsciously moving away from a window while he posed. It struck him as odd because he said he actually felt it "really didn't matter."

Elizabeth laughed. "I was crucified once in a drawing class that had an emphasis on the anatomy," she said. Her arms were stretched out while she stood so her chest cavity would be distorted. "The class was supposed to draw my rib cage. That class was demanding — the teacher wanted to see what was going on inside of me."

She said she found herself instantly popular at her recent high school reunion. A former classmate had her as a model and told his friends. "One of the guys who was well on his way to being drunk kept saying, 'Now don't get all excited and take off your clothes,'" she said. "Maybe it was wishful thinking."

Chris said he had trouble striking poses when he started modeling. "I was always worried what to do next," he said. The problem was easily solved. "I came to a conclusion: I'd strike Bruce Lee karate poses, even though I wasn't quite sure what they were," he said. "And wouldn't you know, the art students always wanted me to hold those the longest."

For the men, nude modeling can be difficult. Peter said he often finds himself "doing German grammar tables in his head and thinking of ugly men" to avoid an erection.

"People always ask me this question," Chris said. "When there's 23 people looking at you and most rooms are cold... if you're gonna have an erection, it better be a damned good reason."

Another common question asked of the models is what their boyfriend or girlfriend thinks of their job, Peter said. His girlfriend, Melissa Abernathy, a 24-year-old graduate student in journalism, said, "I'm resigned to it now — at first I was shocked. I could never do it."

Elizabeth's husband, Gregory Booth, said, "It's fine and she likes it." He doesn't waste words.

Gayle said that because her boyfriend Allen is in the service and is stationed in Hawaii, he is far removed from the situation. "I asked him once and he said that he didn't have any right to say anything," she said.

Chris, who isn't dating anyone currently, shrugged his shoulders and said, "They would have to be understanding."

The relationship between the art students and the models can be unusual, Gayle said. "In the beginning classes, they refuse to talk to you during breaks."

It is usually the freshmen who have a difficult time dealing with drawing a nude, Steven Grabner said. "A student is mature enough to separate the society's hangups from his own," he said. "The shyness goes away later."

But in the upper-division courses the students become much more at ease and friendly. "We often banter back and forth," Gayle said. Graduate settings are the most enjoyable for her. "We usually carry on a conversation."

Bob Mayer, who is working toward his master's degree in art, often uses Gayle as a model. "Gayle and I have a lot to say," he said. It is important for communication between the artist and the model. "She'd never know the pose I'd be looking for if I never talked to her."

Just-started and half-finished faces peered from the canvases of Bob's corner of the graduate studio. Painted eyes appeared to follow him around the room. Louis Armstrong music blared. Gayle looked at Bob as she swung an arm to the jazz "I feel like I should have one of those flapper dresses on," she said.

"Can you hold that arm and turn your head that way?" Bob asked as he pointed with a drawing pencil held in his left hand. He began to draw. Her shape emerged as he caressed the paper with each stroke.

Her session ended and she dressed slowly in the center of the room. She looked for her bra. Students walked by casting puzzled looks into the doorway. Bob pattered around his massive box of art supplies, putting away pencils and other tools.

Work had ended.

"O'Boyle is a senior journalism student majoring in news editorial."
KSU Hockey
Playing it cool

—By Dave Tillett

The air is crisp and full of energy. Every sound echoes as the crowd awaits the faceoff. The referee throws the puck as if it were a steak for two hungry dogs to fight over. Their sticks clash for possession. The puck flies from stick to stick with perfect precision.

Two players fight for position in front of the goal, giving quick jabs to each other with sticks, elbows and shoulders. A shot is deflected off the goalie’s stick. The center hooks the rebound, shoots, and the puck finds the net between the goalie’s outstretched legs.

Kent State hockey has quickly become a favorite among KSU sports fans. The team is in a new league with some impressive opponents and its record is strong. They’re younger, more cohesive and backed by solid coaching.

“This area used to have professional hockey with the (Cleveland) Barons and Crusaders,” according to third-year head coach John Wallin. “There’s lots of interest in the sport. If the university invested the money, hockey could be the biggest sport on campus... because we’re the only hockey action in northeast Ohio.

“There’s no other major hockey in the area. You have to go to Miami (Ohio), Bowling Green or Ohio State to get another college hockey team. We could virtually have the market.”

This year, for the first time ever, Kent State was in a hockey league called the American Collegiate Hockey Association (ACHA). The league included such big-name schools as Lake Forest (Illinois), Michigan-Dearborn and Notre Dame.

“There is no other sport on campus that can say it competes with Notre Dame,” says Wallin. “Last year we were 0-1-1 against Notre Dame and 3-1 against Michigan.”

The league was founded by Lefty Smith, Notre Dame’s head coach, and Wallin.
Kent State hockey player Greg Galloway (white jersey at left) ignores a hammerlock and scores the winning goal in overtime against Georgian College in the fourth game of the season. Coach Wallin said the overtime victory gave the Golden Flashes an impetus for consecutive victories on the road against American Collegiate Hockey Association opponents Notre Dame and Michigan-Dearborn.
KSU hockey player Jeff Dash finds the quickest path to the puck is over the top of his Georgian opponent during a Flash victory early in the season.

Players and fans celebrate following a last minute game-tying goal against Notre Dame.

"I like the league," remarked Adam Brinker, a senior goalie. "It gives you more incentive and keeps you more motivated to play. It also keeps morale up on the team."

Hockey began as a club sport at Kent and became a varsity sport six years ago under then head coach Don Lumley. Hockey has since become one of the most popular sports on campus with attendance at about 1,000 fans per game.

Even though this year's team was smaller than many of its opponents, it wasn't a great disadvantage to the players.

"We're the smallest team in the league — and the quickest. I recruit speed and smarts," Wallin said.

Tim Presta, a sophomore defenseman, agreed with Wallin. "We had a lot of speed, and that really balanced it out. Speed was our best asset. The size wasn't much of a disadvantage."

This year's team included a num-
Increasing attendance at home games has made the KSU hockey team one of the most popular sports on campus.

ber of young and inexperienced players. Last year the team lost five players to graduation. According to Wallin, this year's team lacked some of the experience last year's had, but they didn't lack any of the talent.

"This is a very young team with only three seniors, one junior and the rest freshmen and sophomores. I think the program has developed quite nicely," he said. "The first year we didn't have lots of talent. Last year we brought some (new talent) in. This year we have good people and an upgraded team schedule.

"At the beginning of the season I predicted a 15-15-2 season, we ended up 19-13. I predicted a 6-6 record in the ACHA. We ended up 7-5, and were consolation winners in the (ACHA) tournament."

Although there were 24 players on this year's team, there was no single person on the team that everyone depended on for morale or leadership. "This year we were really a team; everything was a team effort," Wallin said. "Especially in hockey, you need to be working as a team. You have to coordinate team movement, team passing and team offense and defense."

Bobby Lavin, a sophomore defenseman, agreed. "The team was close this year. We did lots of things together on and off the ice. Other teams are a group of individuals, and there's some animosity. We've confronted that and solved it. We support each other because he (Wallin) insists on it.

"He recruits people who will work with the team. We have more talent as a team this year as opposed to a group of individuals last year... we're a lot tighter."

This sentiment was shared by other members of the team. "You play with the same team every day. You see the same guys every day and you learn about each other," Brinker said. "You know each other better and you play more intense. There's more emphasis on winning and doing well as a team instead of individual effort."

Wallin must also be considered as a major factor in the success of the team. This year he is a member of the U.S. Olympic Hockey Team's selection committee and will help to choose who will represent the U.S. in Calgary in 1988.

Wallin has had 15 years of previous coaching experience, and he achieved his 100th career coaching win when the Flashes swept Penn State on Valentine's Day weekend. He's been coaching at the collegiate level for five years.

"It's a milestone for a coach," Wallin said. "It shows you've had an average of 20 wins a year and that you've put together a group to achieve goals. It also shows that you've had good support from the administration, fans and your Beef (Continued on page 38)
Mike Antenora is a fifth year architecture student. When he started at Kent State, 80 people were in his program. Now there are seven.

"Architecture requires a lot more hours than most majors," he said. "Some people spend 12, 15 or 16 hours a day. A lot of the time the director asks that the school (Taylor Hall) be kept open until 3 a.m. to allow the students to keep working. In the fourth or fifth year, you'll pull a lot of all-nighters. It becomes a source of pride. I've stayed up as long as three days without sleep."

But the pressure of all-nighters is hardly confined to the architecture major. Stress is a big part of the life of almost every college student. When it becomes unmanageable, a student can start having many problems, said Dr. Richard Rynearson, director of the University Health Services.

Last semester his staff received more service calls than any other semester he can remember. In the past, they averaged about 80 calls a week. That number has increased to more than 100.

"This is really a very stressful environment. In many ways it is very unforgiving. As a student, if you're sick and can't go to class, you have to make it up. "In general, across the board, the demand for service was up for both psychological and medical problems," he said. "The physical problems may be caused by stress."

College can put tremendous pressure on students, said Jacob Gayle, an assistant professor of health education who teaches a course on stress recognition and management.

"One of the hardest things for an undergraduate is that college comes at a time when their lives are sort of up in arms anyway," he said. "(They) are trying to understand themselves a little bit better and understand what life is all about, and then there you go throwing college in there, too."

Gayle said that students have different motives for taking his class. "The undergraduates have signed up for the course for preventive reasons," he said. "They want to avoid some of the stress and problems they may run into in their lives and understand the things they are going through."

"Graduate students seem to have signed up because they have some major stress in their lives already and they want to learn to cope with it. It is more of an immediate, very personal response."

Our body is built to respond to stress, Gayle said. There has always been a practical need for it. Continually feeling stressed, and not knowing how to cope with it, can lead to depression and possibly suicide attempts by young adults, Rynearson said. Although no exact figures are available for KSU, he described a moderate increase in the rate of suicide attempts on campus this year.

"It's been a very stressful period for young people, and the suicide rate seems to be reflecting that," he said.

Gayle said that a rise in suicide and suicide attempts is a national trend. "Suicide now among adolescents and young adults is considered one of our national epidemics," he said. Students on scholarship attempt suicide more often than those who don't do as well academically, Rynearson said. "They often define themselves in
terms of academic success,” he said. “They take a failure, and it often has more importance for them.”

He suggested there may be more pressure put on college students today than in the past, both financially and academically.

“The college environment is even more stressful now than it was a few years ago,” Rynearson said. “There is more competition to get better grades and, with cutbacks in financial aid, working adds to the stress.”

He said students of the late ‘60s and early ‘70s were more hopeful, more optimistic, and more confident that they could make improvements in society.

“I think students now aren’t as optimistic,” he said.

Students are facing a different kind of stress today, said Ray Flynn, program officer for the Kent State Student Conduct Court.

“Why is the stress different today? The goals are just different,” he said. “I think we’re all more goal-oriented than in the old days.”

Another possible source of stress is the construction of the dorms, Flynn said. Better insulation, more space and thicker walls could reduce some stress.

“If we could put ourselves back to the 1960s and anticipate something as small as the radio becoming these huge sound systems... we would have put more insulation in the walls,” he said.

Parental expectations also may add stress to the lives of college students, Rynearson said. He said one student who came to the health center had difficulty coping with her father’s high expectations. When she received her first B in college, her father wouldn’t speak to her for three months.

“Part of the reason we’re all stressed out is because we’re not getting all the love and touch we need.”

Gayle said that most people react to stress in one of three different ways.

“There are those we call ‘stuffers’ who basically don’t deal with stress and related emotions,” he said. “(They) stuff it all inside and try to deny it and eventually it is manifested in many ways — including heart disease, and stomach and mental disorders.

“There are the ‘exploders’ who aren’t able to hold much of anything in. They have to verbalize and emphasize and sometimes physically let out the feelings that are related to stress. That is not the appropriate way to do things. You can only hit your hand through the wall so many times.”

He said a smaller percentage of people handle stress effectively. That group will continue to grow as people become more aware of stress and how to cope with it.

“(However), I think the majority of people do not handle stress very effectively,” he added.

Diane Allensworth is the director of the University Wellness program, which monitors the health of the faculty and staff at KSU. She said that most of us are unprepared to handle stress.

“I don’t think we’re given a lot of training in our public schools on how to handle stress,” she said.

Allensworth suggested cutting out self-defeating behavior to reduce stress.

“Women can often decrease anxiety in their lives by assertiveness training, and everyone can help themselves by increasing their self-esteem.”

College students often add stress to their lives with many kinds of self-destructive behaviors, including smoking, skipping meals, skipping on regular exercise, not sleeping enough and drinking, Rynearson said.

Students who use drinking as an escape usually end up with more problems, Flynn said.

“We know how not to handle stress — and that’s to hit the bars,” he said. “Far in excess of 80 percent of our conduct problems are of people under the influence of alcohol.”

Michele Massaro, a massage therapist licensed by the state of Ohio, works with athletes at Dix Stadium and has conducted massage demonstrations at KSU. She said students don’t have to fold under the weight of stress. There are many ways to combat it, including using touch and attention.

“I believe touch is as vital as air and water,” she said. “Part of the reason we’re all stressed out is because we’re not getting all the love and touch we need.”

“There are a lot of people taking Valium who should really be seeing a massotherapist.”

Massaro said college students must pay attention to their bodies and recognize where they tend to hold their stress.

“It is important to notice it when you start experiencing it at this age because it will intensify,” she said.

“The final way of adapting to this stressful environment is to work off all those hormones that are zipping around in our bodies through exercise.”

Time management is one effective way of handling stress, Allensworth said. By setting up blocks of time for specific activities and selecting the most important goals, stress can be managed more efficiently.

“When you know that things are getting out of hand, it is a way of arranging your life,” she said.

Rynearson said students usually don’t organize their time well.

“Students are notorious for not having good time management,” he said.

People must realize that they cannot eliminate all the stress in their lives, Gayle said. However, they must learn to try and manage what stress is still there. “Some stress is unavoidable,” he said.

We also must try to relax, Allensworth said.

“Just as there is a stress response, there is also a relaxation response,” she said. “If you call forth the relaxation response, you’re going to give yourself some adaptive energy.”

“The final way of adapting to this stressful environment is to work off all those hormones that are zipping around in our bodies through exercise,” she added.

Mike Antenora, the architecture student, said music is his escape.

He said that some good things can come from a stressful environment.

“(Architecture) is an isolated sort of major, (but) I don’t regret having to give up anything. It is sort of a labor of love.”

“It’s pretty intense. But it’s really kind of exciting.”

Gorman is a sophomore journalism student majoring in news editorial.

Spring 1987 Chestnut Burr 35
Lisa Vitale: Just a note on stress

—By Karen Schiely

Lisa Vitale's eyes darted across the high school band as she conducted from the 40-page musical score on the podium. Peter Ulrich, director of the band at Firestone High School in Akron, watched his student teaching assistant hit each note with finesse.

Although student teaching may be stressful for some education majors, Vitale said she feels at ease.

"Some music education majors may feel as though their backs are to a wall," she said.

Much of her confidence comes from her years as field commander of the KSU Marching Band, she said. That experience taught her to control and gain the respect of a large group of people.

The 22-year-old KSU senior is still a little uncomfortable and cautious behind the podium. Ulrich, her supervising teacher, occasionally must walk up into the stands to correct problems.

It takes time to establish a technique, and Vitale will gradually receive more responsibility, Ulrich said. Her student teaching experience lasts 10 weeks and will end in May when she receives her degree in music education.

"Student teaching is an internship," Vitale said, looking up from a score of music. "It's like a co-op for engineers or an internship for medical students in hospitals." A student entered the band office as Vitale spoke and began searching through a file drawer filled with drum mallets. "I forgot my sticks again," the boy said as he pulled out three different mallets.

"I should have brought mine from home," Vitale responded.

She continued by saying that music is used as a tool to help her students feel better about themselves. In concerts, the students perform to please themselves rather than the audience, she said. But band parents sometimes inspire the students to play better.

"If the band plays well, the parents will encourage their children to practice," Vitale said.

Performances may result in good or bad publicity, she added.

"They (the audience) are judging you as a teacher," Vitale said. She added that they sometimes watch her conduct more than they watch the students.

Long hours of preparation before a rehearsal made a good performance, Vitale said. She must know all the music for Firestone's three bands and one orchestra plus the music for the two elementary school bands. More than 200 students are involved in these groups, she said.

Within each piece, Vitale must know every instrument and its part. While at KSU, she has perfected the flute, her primary instrument for the past 12 years.

Vitale said she doesn't have much time for a social life. In addition to teaching, she gives flute lessons two nights a week and waitresses on weekends.

"I don't go out," she said. "But I do find some free time on Saturday afternoon."

Michael Lee, the director of the KSU Marching Band, said teaching is a demanding job. A great deal of time is spent helping students, organizing fund-raisers and rehearsals.

"Teaching is a 12- to 14-hour-a-day job, six days a week," Lee said.

Vitale said she is aware of the long hours and extra time spent correcting the problems students have with their instruments.

"A lot of time is not compensated by the school," she said. Lee said he is confident that Vitale has what it takes.

"Some find it very tough to make it through the first year," he said. "Lisa will cope with it and develop into a good teacher."

Vitale said that student teaching would be a challenge for many students.

"There should be a student teaching experience in every major," she said. "It's a great self-test. Things start fitting together and you just go out there and do it." —

Schiely is a sophomore journalism student majoring in photojournalism.
Loretta Courson: Diagnosis on stress

By Samantha Shook

It is a Friday night. The air is a balmy 70 degrees, and the sun is beginning to set.

Warm air and faint sounds of laughter come through an open window on the first floor of Terrace Hall where Loretta Courson is studying alone. Courson is a junior nursing major, and for her, studying is an ever-present task, even on a Friday night.

"I never go out," she says with resignation. "My fiance, John, and I were supposed to go to happy hour tonight, but I said to him, 'I have to sleep. Sleep or work on my paper.'"

Courson is dressed comfortably in a pair of pale blue "scrubs," which are short on her 5-foot-10-inch frame. She sits cross-legged on her couch with seven medical books and dozens of sheets of paper scattered around her. She run her fingers through her short brown hair and sighs.

"I feel like such a homebody," she says and smiles. "When I see some of these happy-go-lucky people who go downtown and goof around all the time, I just want to smack them and say, 'Get a real major.'"

Courson's "real major" and her part-time job at Wendy's fill about 60 hours of her week. She has a 10-credit-hour adult medical and surgical nursing class and a second two-credit-hour class in ethics. The "Adults" class also requires two days of clinical work at an area hospital every week.

"This is a blow-off semester," she says. "Most nursing students have at least another three-hour class. I only have 12 credits mostly because I was a (resident adviser) last semester and the year before. I got just so rundown that my Mom and Dad said, 'Just do what you have to take this semester and work at a job. Just work part-time and take it easy.'"

Sister Mary Constance Stopper, assistant to the dean of the School of Nursing, says more nursing students are dealing with the additional stress of working full- or part-time.

"More students today need to work in order to go to school," she said. "And many of them are married and have families. So they have outside pressures on top of the nursing."

Courson says the three most stressful things in nursing are getting 60 to 70 pages of reading done each night, finishing her two weekly papers on time and waking up at 5 a.m. for clinicals.

Every Tuesday and Thursday morning she takes a 6:30 bus to University Hospital in Cleveland where...
She is assigned a clinical patient to take care of for one week. She will bathe the patient, give IV medications, take the patient for tests, administer drugs, change sheets and keep a record of the patient's progress.

She also writes a process paper at the beginning of the week, which describes the patient's illness and outlines a tentative care plan. At the end of the week, she writes a post paper, which evaluates the patient's condition.

Tonight Courson is writing a post paper. Her patient this week has bone cancer and has been given 48 hours to live. She has tubes to each lung to drain fluid building up on her ribs and to keep her in constant pain.

Courson writes her paper in detached medical terminology. But Courson herself is not detached. She is dealing with another stress in nursing: death.

"I took care of her Tuesday and she was fine," she says softly. "I took care of her Thursday, and she could barely talk to me. When I went to leave, she took my hand and I knew she was saying goodbye forever. Yesterday was very hard. I was in tears the whole entire day.

"I'm afraid to call because I don't want to know that she's not there anymore."

Sister Connie says the student nurses are trained to deal with death, but the reality is still hard to cope with.

"They mature very quickly," she says. "They are taught to give support and understanding to the dying person and to their family. They in turn get support from the faculty and their peers. They help each other out."

Courson says the patients themselves make dealing with death easier. "They appreciate what you do so much," she says. "You don't really think about it. You don't think about what something small like a backrub means to a person who's been in the hospital for a month or two at a time."

"It just amazes me how I can be with a person for eight hours, and I go to leave and they actually cry. They get teary and I do, too."

"And just the excitement when you tell them, 'I'll be back Thursday.' That is their goal. They are waiting for 8 o'clock Thursday morning to see you. Even when you have people that can't talk to you or are out of it and don't really know what's going on, you know.

"There's just a look in their eyes. It's like a thank you."

It is dark outside when Courson finishes her studying. She stacks her books and throws away crumpled papers. Then she rewards herself with her three favorite stress reducers. The first is time with her fiancé, John Aller, a senior psychology major. The second is Domino's pizza with pepperoni, sausage, mushrooms and green olives. The third is Hank's mint chocolate chip ice cream garnished with M&Ms.

"They make me very happy," she says.

Shook is a sophomore journalism student majoring in news editorial.
Students

(From page 5)

fore long, they realize they do fit in. They share many of the anxieties of younger students — studying pressure, exam pressure. It's not long before fear of unacceptance is a non-issue."

That is, at least, inside the classroom. Outside, it's a different story — especially for students who live on campus. Older students who commute to campus can still turn to their families for support, but those who live on campus often feel very alone.

Carol Edmonson, 39, has been divorced for four years. She and her 9-year-old son live in a two-bedroom apartment in the Allerton complex at the Kent campus.

Fitting in as a student was no problem for Edmonson. "I guess I sort of blend in," she said.

But when class is over and it's time to unwind, blending in can be a problem for older students.

"There is no good place for adults to feel comfortable going to on this campus," she said.

"Finding peers is usually hard. Older students need a place where they can study, collapse and have coffee apart from younger students."

Younger students who live in the dorms are closer, almost like they're living together," Edmonson said. "Most older students have lives off campus. They're harder to find.

"I feel very isolated and lonely."

Bill Hutchinson, a 38-year-old senior, said when he enrolled at Kent three years ago, he wanted "to experience the entire lifestyle."

So he moved into Terrace Hall. "A serious mistake," he said. "All the activities revolved around 19- and 20-year-olds. I tried, but couldn't keep up with them."

Hutchinson has since moved off campus and has a 25-year-old roommate. "We agreed to live with each other because we knew that with our schedules we'd never see each other."

But that hasn't worked, either. "Now I'm lonely," Hutchinson said. "Younger people are hesitant to approach you because they feel they are imposing on you."

Another concern: Older students is how to relate to the instructors. "They don't know what is expected of them or how to act," Silling said. "Should they speak up in class? Should they ask questions in class or wait until afterward?" Their uneasiness is often multiplied, Sill-

ing said, because "not only are they the oldest student in the room, they may be older than their teacher."

One student in her 60s said she called all her instructors "Doctor" whether they had their Ph.D.s or not. She said she absolutely refused to call anyone younger than her "Mr." or "Mrs."

But again, these apprehensions are often unfounded. In fact, many professors say non-traditional students are a great asset in the classroom.

"Finding peers is usually hard. Older students need a place where they can study, collapse and have coffee apart from younger students."

Rick M. Newton, an associate professor in the classical studies department at the main campus, said older students display "a greater degree of maturity in their attitudes toward school and learning in general," which often is transferred to younger students.

Though Newton stressed that older students are not always the best students, he does see the difference in them that he finds "most rewarding as a teacher."

"Most undergraduates are pursuing a degree to get a job," he said. "But younger students tend to be even more job oriented. Non-traditional students tend to put more emphasis on content, not just a piece of paper. They are pursuing an education as well."

Newton, the father of three children ranging in age from 2 to 11, said he finds it easier to relate to older students.

Newton is known for peppering his lectures with anecdotes about his home life and he said it is not unusual to see non-traditional students smiling and nodding.

He also said he feels older students value their education more because they are paying for it themselves. "They have more respect for money," he said. "They know what it's like in the real world and what it takes to make money. They are determined to get their money's worth."

"They expect more out of the courses and they usually get it."

Most fears and insecurities felt by older students disappear with time. It isn't long before they put aside fears of non-acceptance and failure and get on with the real business of college — the education.

It is then that the reality of the challenge becomes more focused. They have taken on another job. Be it full-time or part-time, they still must devote some time.

This all occurs in addition to their established lives; their relationships with spouses, children, friends and employers also take time. The years spent in college will pass, but the effects of the added burden may have a permanent effect on the older student's personal life.

As Jarvis discovered, relationships do not always survive the added pressures. Three days before receiving her bachelor's degree, Jarvis' divorce was finalized.

"We'd grown too far apart," she said.

Relationships can be strengthened by one partner's personal growth, but they also can be weakened, she said.

"A supportive spouse is worth his (or her) own weight in gold to a student who needs all the encouragement and assistance he (or she) can get."

But partners may begin to grow apart and to speak a different language. These changes can lead to feelings and expressions of alienation, fear, guilt, anger, frustration and a loss of self-esteem and self-confidence. The relationship becomes strained and difficult to manage.

In 1982, after about four years in undergraduate studies, Jarvis earned her B.A. in psychology and immediately enrolled in graduate school, where she earned a master's degree in education.

The first graduation was quite an event. "I went the whole route," she said, "cap, gown — everything." But until the divorce settlement came through, money was tight. "I had to make my own invitations and Xerox copies for everyone. We all went out for dinner and had a ball."

But when she received her master's degree, the celebration was far more subdued. "It was more of a personal triumph," she said.

When she saw her degree, Jarvis said, "All I could think was, 'I can't believe I did this.' But (I also) thought, 'Even if this doesn't get me a job, it was worth it.'"

"Knowledge has made me a better person. I don't mean better than other people, but as an individual. I learned a lot about myself and about others. I feel more confident and more sure of myself. I got more than an education from college."

Steele is a senior journalism student majoring in news editorial.

Spring 1987 Chestnut Burr 39
Chaperones, Suit coats and Lights Out at 10:10 p.m.

—And you thought today’s policies were a joke

—By Christine Miller

In the early 1930s, students at Kent State College worried about dating and visitation as much as today, but they had slightly different rules then. Those were the days when ladies and gentlemen were expected to observe rigid social rules on and off campus.

As a teacher’s college, Kent drew more women than men, a ratio of 4-to-1. Below are reprinted sections from a woman’s policy handbook written 57 years ago.

HOUSE RULES

- Every woman student must be on campus by 6:30 p.m., Mondays and Wednesdays, and in the residence hall by 7:30 p.m. She should then be in her room so that she may have two hours of quiet study before she retires.
- Gentlemen callers may be received and entertained in the downstairs parlors until 9:30 p.m. only on Tuesdays, Thursdays and Sundays. They are permitted until 10 p.m. on Friday and Saturday evenings.
- Lights should be out and students should be in bed at 10:10 p.m. unless there is a social function on campus. Students may get special permission from the house mother for staying up later on examination nights.
- All rooms and studies must be ready for inspection each morning at 9 a.m. except Saturday and Sunday.
- There will be no lamps or burners permitted in student quarters.
- Smoking and drinking of intoxicating beverages are strictly forbidden.
- No woman student should attend any dance at any public dance hall.
- In every house where students room, a landlady is required to keep a register, which is to be accessible at all times, and ready for inspection. Every student not expecting to return before 7:30 p.m. must, upon leaving her rooming place, record the fact in the register, stating her destination, the time of leaving, the time of her expected return, and the name of her escort. Upon returning, the actual time of arrival should be recorded.
- Off-campus women students may entertain women guests only over weekends, and then only on condition that the landlady has proper accommodations for them. Under no condition should two women occupy a single bed, nor three women occupy a double bed.

AUTOMOBILE RIDING

- In the daytime, no couple shall go automobile riding alone. A second young woman should accompany a couple. In case two couples go together, one young woman may serve as the extra person for the two couples.
- In the evening, neither one couple nor more than one couple, shall go without an adult chaperone, who is approved by the landlady. Any conduct of a woman student that is likely to interfere with the success of her work, or to bring discredit upon the student, the landlady, or the college, or any violation of the rules set forth in this folder, should be referred to the Dean of Women.

By the 1940s, Kent had evolved into a mature university but by today’s standards, the policies still seem a bit archaic. Here are a few rules reprinted from an early 1940s handbook on “Group Living in Men’s Residence Halls.”

STANDARDS OF DRESS AT MEAL TIME

Students will not wear caps, hats, pajamas, or athletic shorts in the cafeteria while eating. Bermuda shorts are acceptable when worn with long socks. The dress for Sunday afternoon meals will be suit coat, dress shirt and tie, or sport coat with the tie optional, dress pants and appropriate shoes and socks. Students who do not comply with this rule will be refused service until properly dressed.

WASHING MACHINES

Two coin operated washers are located on the ground floor laundry room. The charge is 25 cents per load. Be sure to follow instruction implicitly. Avoid overflow — use a controlled suds detergent.

The extractor in the laundry room is free of charge, and is convenient for spinning 95 percent of the water from your washed clothes. The coin-operated dryer machine operates for a period of 20 minutes at a cost of 5 cents.

HALL REGULATIONS

There is to be no card playing in the lounges after 7:30 p.m. All card playing after this time will be restricted to the lobby near the mail room. Gambling in any form is prohibited in the residence hall. Mere absence of money from sight does not permit gambling.

WOMEN VISITORS

Women are permitted in the first floor lounge only after 3 p.m., Monday through Friday, and after noon on Saturday and Sunday. Women may not remain in the residence hall after 11 p.m., Friday and Saturday.

Men may visit women’s residences upon pre-arrangement after 3 p.m., Monday through Thursday, and after noon, Saturday and Sunday.

Parents may visit resident rooms each Sunday from 2 to 5 p.m.

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