As this semester’s issue of the Burr is distributed on campus, most of us are thinking about finals, plans for the summer and maybe graduation. Coming out from under the protective coating that college life can provide, we’ll say goodbye to friends we have made and move on to some planned or unexpected future. As usually young and always hopeful students, we will face enormous change while hoping to make a difference out in that still ominous real world.

For a lot of us change has already occurred. The Gulf war - the decisions made by our government and the actions taken - affected many of us. We found a way to express our ideas and opinions. We formed organizations and tried to raise awareness. We watched and listened to a swift Allied victory and debated about the reasons why. We became stronger in our convictions or discovered values we didn’t know we had. We looked beyond our textbooks and learned about the precarious balance of power between nations. Some of us saw friends go off to war and some of us have not yet returned from there. Through all of these experiences we have changed.

In this issue we look at how students reacted and were affected by the war. We report on the changes in student protest, the experiences of Middle Eastern students and how one student’s life changed as he went to California to serve as a Marine reservist.

The Burr records other changes as well. Changes in the season, in fashion and in attitudes. We hope you enjoy this issue of the Burr.

Karen Christophersen
ADVISER
Ann Schierhorn
Above: A course offered at KSU teaches lessons in life and death.
Left: American soldiers fought in a desert and students across the country protested a war.
Below: Single parents returning to school: priorities aren’t easy to establish.

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The Woman at the Helm

KSU's new president brings a commitment to diversity and higher education

A close friend once gave Carol Cartwright, Kent State University's new president, a papier-mache statue of a clown juggling five balls. He said it symbolized her ability to balance everything she is involved in.

As the first woman to head a state college or university in Ohio, Cartwright, 49, will continue the balancing act. She'll be juggling in her first months the issues of building her administration, dealing with the budget and reassessing the mission of the university.

Her primary concern this spring is to conduct national searches to fill two vacant administration positions.

Richard Dunn, former vice president and treasurer for business affairs retired, and Thomas Moore, former provost and vice president for academic affairs, is on professional leave from the University.

"These are very key appointments for the leadership of the campus," Cartwright says.

She also will be addressing the current budget situation. Kent State will lose $2 million by June because of education cuts by Gov. George Voinovich.

"The first couple years will involve a lot of difficult planning and decision making," Cartwright says. "With keeping the academic planning ongoing, we will need to identify the academic priorities for investment and faculty and staff."

Michael A. Lee, president of the Kent chapter of the American Association of University Professors, the faculty
union, says Cartwright will find an underpaid faculty at the lower level.

"Women faculty leave their positions twice as fast as their male counterparts," Lee says. "They don't find Kent State as nurturing to them as men do.

"She will get a full report from the AAUP which details the fact that no women have been appointed to a full professor in the teaching faculty in the last year. This is because there aren't enough women in associate positions to promote."

Cartwright has been successful in her efforts to increase the representation of women in the faculty and enrollment of the universities she has served.

Dorothy Kovacevich, director of the AAUP Committee W for women, says no one wishes Cartwright more success than the committee.

"The news about her sounds wonderful," Kovacevich says. "If she is half as good as her press, we'll have a

Carol Cartwright, KSU's new president, welcomes the opinions of others: 'I take each person seriously, students included.'
A long standing goal of Cartwright's is the issue of diversity. It is in this area that she has succeeded at increasing diversity among faculty and students of the universities she has served. Cartwright has defined diversity as means of cultivating the talents of many kinds of people, including blacks and women.

"It is important to recognize that different people bring various talents and these talents need to be well-educated," she says. "I'm a person who reaches out to people for information and listens carefully for different points of view.

"I take each person very seriously, students included. Students have a perspective that is very valuable. "Although the specific issues may vary from state to state, there is an overall goal to increase diversity. Doing well in this area is so important that I don't believe any institution would step forward and say they've got it right."

Cartwright will be assessing the overall climate across the University. She says she might form a council for student input after getting a better idea of the issues and feelings throughout the campus.

The Kent campus enrollment is made up of 6.82 percent minority students, of which 5.38 percent are blacks. Minorities represent 9.2 percent of the faculty who are tenured or on the tenure track.

"We have done something at UCD which I believe will have a national impact," Cartwright says. "We very carefully described the difference between the definitions of affirmative action and diversity."

Marsh, an assistant vice chancellor, says UCD still has a long way to go, but "she has instilled a spirit in us" and has taken concrete steps toward making her goals a reality.

"By meeting with various academic departments there has been several new hires of women and blacks, an expansion of the ethnic studies department and a draft written for the campus academic plan," Marsh says. "She has an incredible ability to get to the heart of a concern someone is expressing and move toward a resolution."

Trevor Chandler, assistant vice chancellor for campus diversity at UCD, says he believes Cartwright will take Kent State to a new level.

"She understood our frustrations and aspirations," Chandler says. "She's not a miracle worker, but she tries. Her commitment has enabled her to become very influential."

Lee, Kent AAUP president, says
Cartwright has a lot of potential.

"I'm not sure how we'll change her buzzwords into actions," he says. "Right now we have a closed administration that likes to do their work behind closed doors. She'll have to clean house to make that change.

"If she doesn't take a 'We know what's best' attitude and involves more faculty in getting things done, she won't have to put her thumbprint on everything.

"I have a lot of hope in my expectations for her."

Before being sought out by the Academic Search Consultation Service of Washington, D.C., Cartwright was the senior academic officer of 24,000 students in UCD's colleges of letters and sciences, agricultural and environmental sciences and engineering and for its schools of medicine, veterinary medicine, law and management. She was also a professor of human development.

Cartwright's accomplishments at UCD stem from a long history of academic successes at several universities throughout the country.

Before UCD there was Pennsylvania State University. As a faculty member in the College of Education, Cartwright became the dean for undergraduate programs and vice provost of the University. When she left Penn State, three people replaced her: a dean for undergraduate programs, an academic vice provost and an academic leader for diversity.

During her tenure at Penn State, she and her husband, G. Phillip Cartwright, conducted research projects that resulted in one of the first completely self-contained, computer-aided instructional courses for college students. Her achievements in that area have been recognized as among the earliest work in applying computer technology to instructional applications.

The current personal computer version of the Cartwrights' research is in use at more than 80 colleges and universities in the United States and Canada, including Kent State.

Phillip Cartwright, professor of special education and director of the Instruction Technology Laboratory at UCD, described the program as a full-length college course with graphics and interactive video to train teachers about disabilities. It was first taught on a small mainframe in semitrailers that were moved from university to university until it was adapted to the microcomputer.

Cartwright has also translated research on children with disabilities and instructional technology into curriculum and program practices now used nationwide with infants and young children with disabilities. Before teaching at the university level she was a teacher of emotionally disturbed children.

"I've always enjoyed every job I've held," she says. "I've never looked for something else. I've always been wooed away."

She has also written numerous books and articles for professional journals about early childhood education and special education.

Cartwright holds a doctorate and a master's degree in special education from the University of Pittsburgh and a bachelor's degree in early childhood education from the University of Wisconsin at Whitewater.

She contemplated chemical engineering, geology and nutrition before working toward child development and teaching.

Cartwright may have been the first person in her family to go to college, but her commitment to hard work was a family trait.

As the daughter of a sales manager for the Missouri and Pacific Railroad, she spent most of her childhood in Kansas City, Mo., and St. Louis, and recalls that pessimism was rarely an issue.

"I remember that as children that we were never permitted to talk about not being able to do something," Cartwright told the Akron Beacon Journal. "The words 'can't' and 'cannot' were really seldom heard in our household. There was an expectation that you could work hard enough or think cleverly enough to figure it out. That if you took the position that you couldn't do it, then obviously you'd never take those first steps."

Cartwright has taken those first steps and become a model for her colleagues and women in general.

"Know yourself and be yourself," she says. "Women like me become role models, and we should know this. We've achieved and moved into significant positions.

"We're all different as human beings, and there is no single way to achieve your goals. I have an enormous amount of energy that helps me do a balancing act that many would find difficult."

Balancing her career and family has become a challenge for Cartwright and her husband. They have three children, Susan, a junior at Davis High School; Stephen, a senior at Davis High School; and Catherine, a junior at the University of Pennsylvania who is studying in France.

"The kids and I have been tracking this for a good long while," Phillip Cartwright says. "We knew it was only a matter of time before she was appointed to a presidency position. We thought it was going to be after Susan graduated from high school."

He will be staying in California for another year and a half until Susan graduates.

"I promised Susan she didn't have to do all the cooking and cleaning while mom was gone," he says.

Carol Cartwright says it is hard not being able to see her husband and family on a daily basis.

"We're best friends," she says. "But my..."
Looking down at the naked corpse, I swallowed hard as bile forced its way up my throat. All of the skin on his face had been removed by a scalpel. There were holes surrounded by long, dark eyelashes where his eyes were supposed to be. Had they been brown, blue or maybe green? His face, including his tongue, had been sawed in half.

"A field trip to an anatomy lab," the syllabus read. It was all part of my death education class, I told myself as my knees grew weak. I motioned for someone to grab me a chair. All across the country college students are enrolled in classes that focus on dying.

Some take the class because they’ve lost a loved one, others because they’re losing someone to a terminal illness, still others because they are curious. I fall into the last category.

"Death is a distant land from whose shores no traveler ever returns," Hamlet said. He evoked the distinct separation between ourselves and the dead. Indirectly, he suggested that the dead are not just gone, but that they have gone somewhere else.

"Living With Dying" is a two-credit, experimental class. The course work involves the students in searching for their own meaning behind death, including where they think the dead go.

"The class helps a person understand what it means to exist as a person," said the Rev. George W. Gaiser, instructor.

Gaiser and two others began teaching the class 15 years ago as the fervor of the '60s challenged KSU to continue the free university movement.

"During the '70s, the Experimental College continued to perpetuate the idea of the class," he said. "The class concentrated more on the personal needs of the student dealing with death, rather than societal issues."

"The most intimate, and at the
One of my primary reasons for teaching this course is to help people live.

same time, most disturbing fact about all of us is that we all shall die.

Students at KSU come to grips with death by visiting a funeral home, crematory, mausoleum and anatomy lab.

"This course is intended to introduce you to what it means to live in awareness of your mortality," Gaiser said. "The significance of the course lies in how you appropriate what death means to you."

All lives, including those of the people we love, have an end. We can attempt to avoid thinking about death by pushing it as far from our minds as possible, by hiding and repressing the unwelcome idea. We can hold an unchangeable belief in our personal immortality. Gaiser said this belief doesn't last for long because eventually we must experience death.

Students in Gaiser's class confront not only their feelings about death, but also life.

"One of my primary reasons for teaching this course is to help people live," Gaiser said. "I'm convinced that without some contemplation of death, life is not possible since life entails death."

During one class, Dawn (a junior sociology major whose name, along with those of the other students in this story, has been changed), grew somber as she pleaded with us not to laugh. "Everything I've ever loved has been taken from me," she said as her voice quivered slightly. "That's why last year when my friend borrowed my car, it didn't come as a big surprise when he totaled it. It was the one thing I had left that I loved. Now it's gone too."

Her stone-set, brown eyes continued to stare into the carpet on the basement floor of the Lutheran church on East Main Street. The class is held there every Tuesday night because Gaiser thought it would be a better atmosphere for students to express themselves.

To Dawn it seems like life is a desolate, barren trap that lures you in with contempt and devours you as you weaken from its grasp.

The night our class drew depictions of death on blank pieces of white paper with crayons, Dawn sketched a fat black line across her page. "Death has to be a hell of a lot better than this place," she said, not looking at the rest of us as she spoke.

"Oh, I don't think so," said Mickey, a sophomore fashion major. "I don't want to die. I'm afraid my dog won't be there."

In Mickey's picture, there was a bridge over a stream. As she died, she would cross the bridge to a picnic her family was having for her.

The week after we drew our portraits of death, we met at the local funeral home for a quick lesson on embalming and body disposal. Walking into the parlor, we were met by mauve and mint carpet. On every table there was a box of Kleenex.

Peter, a senior psychology major, methodically began taking the price tags off every box. "I don't know, it's just so tacky," he said. "How could they leave the price on all the boxes?"

The funeral director entered the room and talked of caskets and sympathy, emphasizing that a funeral is for the living. Dawn's face became paler each time he said the word God. She raised her hand. "You keep mentioning comforting the family with God," she said. "What if they don't go to church? You can't say that's the only way they
Death hovered in the air as I wondered what was behind the three closed doors in the room.

can deal with grief.”

Richard Bissler, who has been in the Kent funeral business for years after learning the trade from his father and grandfather, recognizes that most people are consoled by God.

“Anyone not believing in God can’t really find peace at the time of a loved one’s death,” he said. “They are living in a void.”

Bissler hit a nerve. As soon as Dawn’s face became flushed, I remembered her telling us the week before that she was an atheist.

Downstairs in the embalming room, Bissler described the process of draining the blood and filling the body with fluid to slow the decaying process until the funeral is over. I couldn’t take my eyes off the red-tinted sink in the corner.

Death hovered in the air as I wondered what was behind the three closed doors in the room. Bissler was barely audible to me as he talked on about the schooling he completed to become a funeral director.

Formaldehyde penetrated my nostrils. I buried my face in the sleeve of my sweater and concentrated on breathing in my Estee Lauder perfume. Anxious to get outside, I was thinking about dinner. That night we were having chicken, Shake-n-Bake.

One upstairs room was filled with urns and caskets. Here, we could select the method of burial we’d prefer. Caskets ranged in price from $800 to $4,000. Velvet, satin, lace, fleece and pillows adorned the inside of the caskets. They had all the comforts of your own bed.

“You’d be surprised how much people would pay for a casket for their deceased,” Bissler said. “They think if they didn’t do enough for the person when he was alive, they can make it up to him by having a grand funeral.”

Dawn didn’t understand. “What difference does it make?” she wanted to know. “The person’s dead.”

The next week, Gaiser asked our class what we thought about the field trip. Reactions were mixed. Sara, a library science major, was the first to respond. “That man was the biggest phony. He made funerals sound like a business where making money on coffins and a family’s grief are his primary concerns.”

“How do you want him to act?” Mickey asked her. “Do you want him to usher people in and say, ‘The dead body’s over here?’” About half of the class agreed with Sara. The other half hostilely disagreed.

At the end of the class, Gaiser told us to meet the following week on Oct. 30, Halloween eve, at Hillcrest Cemetery in Bedford Heights.

Tombstones, weeping willows, soft earth, a full moon and lurking spirits are all images conjured up upon the mention of a cemetery. For decades, movies have dramatized the mystic atmosphere of the burial place, but for centuries people have buried their dead.

“There are many rituals in death,” Gaiser said. “Many cultures will bury family members next to each other. A mausoleum is a place where this can be done easily. Crypts are bought in advance to reserve spots.”

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Formaldehyde penetrated my nostrils. I buried my face in the sleeve of my sweater and concentrated on breathing in my Estee Lauder perfume.

As I stepped into the mausoleum at the cemetery, I was instantly struck by the pungent odor of decaying flowers. Walking up and down the carpeted rows of polished cement slabs, I couldn’t help but notice one in particular.

A picture of a little girl with brown curls danced in front of my eyes. She died very young and never had the chance to do so many things. She’d never go trick-or-treating, experience school, play with Barbies, swim at the beach, appreciate a sunset, roller skate in the park, build a snowman, attend a prom, graduate from college .... My thoughts were interrupted by Dawn.

“I have to get out of here,” she said. “This smell is really getting to me.”

Below the little girl’s crypt, there was a stuffed rabbit, hardly worn — like she didn’t even have the chance to play with it. Next to the toy was a scarecrow holding autumn-colored carnations. It was the day before Halloween, and I was thinking about her parents. Life can be taken away as quickly as it’s given, I thought.

From the mausoleum, we walked to the crematory. I admit that I had never given cremation much thought. I did think when people were cremated, only their ashes remained. I was mistaken.

Downstairs in the crematory, Jeff, a junior aerospace flight major, picked up part of a femur laying on a brown paper bag atop a metal table. It was all that was left of Mr. Jones.

As if he had read my mind, Jeff asked, “I thought all that was supposed to be left was ashes.”

Our guide, Henry Gall, the founder and owner of the grounds, told Jeff he had been watching too much TV. Underneath the table was a white plastic garbage can filled with spare parts, including a person’s metal hip and pieces of bone too large to fit inside a cardboard box where the rest of the person’s remains are put.

The oven where cremation takes place was filthy. It smelled like rotted, burning leaves. I was beginning to think everything death-related had a nauseating odor. Dawn must have noticed the smell too. She had left the basement.

That night, I had nightmares about urns and burning flesh. I visualized my parents in the oven, and suddenly the option of cremating a body was losing its “appeal.” But the person’s dead ... right?

Maybe this was what Gaiser meant about exploring our views on death.

The last field trip led us to the anatomy lab at Northeastern Ohio Universities College of Medicine. Meeting in the school’s cafeteria, our class had mixed emotions, including anxiety and despair. Peter said he wasn’t sure why he had come.

“I probably wouldn’t have eaten such a big dinner,” he said. As he said this, Gaiser arrived to take roll. Dawn wasn’t there.

Downstairs, the room was
uncomfortably cold. "It has to be cold in the lab so the bodies can stay fresh," Gaiser said, as we waited for an instructor to address our group.

In a nearby room we were shown bodies in what looked like large Glad bags. Lying side by side, all the bodies had identification tags on their big toes. We were told people can donate their bodies for research. The school doesn't accept the bodies of suicide victims or victims of any other violent death because severe tissue damage would interfere with the dissection.

The cadaver lying on the table was a man, 21, who had died from cystic fibrosis three years ago. All of the skin had been removed from his body, except for his hairy legs. The instructor separated his head into two halves — four students reached for chairs.

When the medical students are finished with their cadavers, they hold funeral services for them. Family members are invited, and respect is paid for the person's priceless contribution to the living — the gift of knowledge for our future doctors.

Jeff wanted to know how a person goes about donating his body to medical research.

"I think it's great that you can die and have your death be meaningful to someone else," he said.

The trip to the anatomy lab was our closest step to actually experiencing the physical aspect of death. None of us had ever seen the inside of the human body. This insight gave us our final motivation to begin writing our required five-page analysis on death.

Gaiser wanted us to recount our inner thoughts, attitudes, fears and anxieties about death during the semester.

"I wanted the students to see how their gut reactions and feelings about death developed within themselves as a result of the course," he said.

Many classes never leave the traditional classroom of hard chairs and graffiti-topped desks. In death education classes, you venture into the field of dying.

"I never really expected to get anything out of this class," Sara said. "What I learned can't compare to any algebra or Spanish class I've ever had. This will stay with me forever."
Counseling KSU athletes isn't just about grades and graduation

By Mark Froelich
Photo by Sandy Young

All in the Game

Cathy O'Donnell sits in the bleachers of the Memorial Gym while the men's basketball team runs through its first practice of the season. "Oh, look at that," she says, motioning to the court. The players are gathered at mid-court, encircling coach Jim McDonald for a moment of silent prayer.

"Isn't that a beautiful scene?" she asks thoughtfully.

To Cathy O'Donnell, this is the side of athletics she is most fond of — the personal, human aspect.

And for O'Donnell, KSU's first full-time academic counselor for athletics, being people-oriented is a valuable—if
‘She understands what athletes go through, in the classroom and on the field, and wants to see them succeed in both ... she knows what it takes to get the job done.'

Not essential—quality.

O’Donnell, who took over the post full-time in April, supervises about 550 scholarship athletes. It is a job that most might assume would be about numbers, graduation rates and grade point averages.

While that is all a part of the game, it is by no means the bottom line of her responsibility.

“When you are trying to monitor 500 to 600 athletes, it can be a very difficult job,” Athletic Director Paul Amodio says. “The challenge is trying to meet the personal needs of each athlete.

“And that,” he says, “is her greatest asset.”

Judy Devine, associate athletic director and a member of KSU’s staff for the past 22 years, says that O’Donnell’s personal approach to academic supervision is her key to success.

“Number one, her concern for people and caring for each individual is wonderful,” Devine says. “Combined with the fact that she knows a lot about athletics gives her a realistic viewpoint about what is asked of them. She can really relate to their problems.”

Greg Holman, a sophomore guard on the basketball team, says O’Donnell’s approach is effective because it comes from the heart.

“She’s really down-to-earth and understands your point of view,” Holman says. “For example, if I needed a tutor, I really wouldn’t know where to go to find one. But she tells me where to go and then sets up the appointments, which is nice. Or if I’m doing poorly in a class, she’ll be cheerful about the situation and then go over my study habits to see if that might be the problem.”

O’Donnell, a slender, sandy blonde of 39, is shy about assessing her personal side.

“It’s hard not to feel a lot for these kids, especially when I see them out at the games or in practice,” O’Donnell says. “You want them to do well on the field and in the classroom.”

O’Donnell came to KSU five years ago, following her husband, Rod, who was hired as the track and cross-country coach. Up until April, she worked for three years in the admissions office and kept busy by studying for her masters.

Originally from Steubenville, O’Donnell graduated from Ohio State in 1973 with a degree in secondary education. Before coming to Kent, she was an English teacher at Chesapeake High School in southern Ohio.

No matter what her surroundings, she has always been a sports fan.

“I like all sports,” says O’Donnell, who lists the sports page and early morning laps at the field house as part of her daily ritual. “My husband and I attend all the games and meets. You could definitely say that athletics is a big part of my life.”

Understanding the college athlete as a...
person — not just as another scholarship to be moved through the system — is what helps O'Donnell relate to her students.

"There is a lot of sensitivity in her towards the needs of the student-athlete," Amodio says. "She understands people and is, therefore, aware of what a young person goes through when they get to college."

O'Donnell explains that a big part of her job is teaching an athlete about time management.

"In our society, we tend to put athletes on a pedestal," O'Donnell says. "And then when they get to college, all the responsibilities of managing their time for practice and studies suddenly hammers down on them. Sometimes the shock can be overwhelming."

This is when O'Donnell hopes to ease the pressure.

"When a scholarship athlete first comes to Kent, they go through our special orientation period," she says. "We try to tell them about everything that they are about to be faced with. They do carry an extra burden, such as being expected to behave in a certain way at all times, dealing with each coach's expectations and learning what it means to get a scholarship.

"But through us, they have a built-in support system, and like everyone else, once they get through their first year, everything is usually OK."

Of the 87 scholarship athletes admitted to KSU this fall, homesickness has claimed only three drop-outs. Although the athletic department will not release exact figures, the department reports a 6 to 10 percent higher graduation rate than the student body.

According to O'Donnell, the extra supervising is the athlete's biggest advantage. And her subjects agree.

"She really does care," says junior Brian Ashby, a pitcher on the KSU baseball team. "She does keep on me and really does want me to do well. If there ever is a problem, she knows about it and gets a tutor.

"It's nice to know that there is somebody here to care and help out with your problems."

O'Donnell says a typical day could include a variety of duties.

"Every day there are at least five appointments, plus anywhere from 20 to 50 stop-ins by athletes who just have a question," she says. "There is also a lot of contact with the other departments and faculty, mainly just tracking down progress reports and setting up advising appointments for the athletes."

In addition, O'Donnell says she supervises one study table session a week and tries to attend one team's practice every week "to let them know I care."

Rod O'Donnell says his wife is a natural for her role in the athletic department.

"She understands what athletes go through, in the classroom and on the field, and wants to see them succeed in both," he says. "She's very patient and understands what it takes to get the job done. She knows how to prepare them mentally for all the challenges they're about to be faced with."

"I don't think they could have picked a better person," he says, noting his obvious bias.

Neil Purdon, a freshman hockey player, says that above all else, O'Donnell is a friend.

"She's great, no doubt about it. She's always interested in how I'm doing and whatever problems I have," Purdon says. "More than anything else, she's there for moral support."

She says she is appalled by assembly-line production of student-athletes, especially when schools regularly ignore falling grades and criminal mischief for the sake of winning.

"I think a school has to decide right from the start what is going to be the basis of their athletic program," O'Donnell says. "When money becomes the overriding goal, and the fans only want the athletes and don't care about them as students, that's when these kids get hurt."

Rod O'Donnell says his wife could never stand to be in a situation where she had to look the other way.

"It's just not her style," he says. "She's really committed to the true reason of intercollegiate athletics."

The common belief that a program cannot succeed without a sprinkle of corruption is one misconception that bothers O'Donnell.

"It can work," she answers in an exasperated tone. "But it takes a strong set of administrators and faculty who are going to get involved and stay committed. Fortunately for Kent, we have fans and a system that supports our kids as students first. After all, we are here to educate the athletes."

Coach McDonald says he has already received positive results from O'Donnell's work.

"I've been very impressed with the job she's done thus far," McDonald says. "I have already had feedback from the high schools where we've recruited. Counselors there have been amazed that they are actually getting phone calls from our academic supervisor."

O'Donnell says she contacts a recruit's math, science and English teachers as part of her main evaluation.

"The teachers that I have talked to have been very helpful," O'Donnell says. "They can usually give me an accurate idea to the kind of academic pattern we need to check on. Things like study habits, attendance and whether or not the student is serious about their assignments."

O'Donnell's position as Kent's athletic supervisor is a post the NCAA is considering making mandatory at all schools. One reason it might be rejected is the power granted to a counselor in regard to recruiting, possibly forcing a coach to let go of a star recruit who is a question mark in the classroom.

"The coaches here recruit athletes who will graduate," O'Donnell says. "There are no community colleges around Kent where an athlete can be stockpiled, and there are no built-in classes for them. They take the same classes, and are held to even higher standards than other students."

Whatever the program's fate on the national level, O'Donnell's work at Kent is an appreciated bonus for the athletes who are her charges.

"I go to see her on Wednesdays, but usually stop by all throughout the week," KSU pitcher Ashby, says. "I'm in there more than I'm required to be, so you could say that she is helping out a lot."

And help is the one thing Cathy O'Donnell loves to provide.

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THE BURR • SPRING 1991 • 13
Equations in E Minor

Enflo's talent has taken him from the chalkboard to the recital hall and back again

By Sheri Phillips
Photos by Elizabeth Malby

Kent State's Ludwig Recital Hall is empty save for two people at a piano. The pianist, a handsome, medium-framed man with blond hair, is discussing timing with a woman who will serve as his page-turner for the night's performance. His voice is soft and friendly, and he smiles often while talking. The two decide she should turn the page two measures before the end of the page.

The concert features a cello and piano. It opens with Beethoven and continues with Boccherini, Debussy and Brahms. The musicians perform with concentration and vigor. The cellist is Moshe Amitay, a music professor at Kent. The pianist is Per Enflo, also a professor at Kent - a mathematics professor.

Enflo is one of only eight university professors at Kent, the highest position a faculty member can earn. He is a world-renowned mathematician, as well as an accomplished concert pianist who has played professionally since he was a teenager.

This curious mix of talents started for Enflo back in his native Sweden - and with a little help from his brothers. When Enflo was 7, his 5-year-old brother, Hans, wanted to learn to play piano.

"It was my brother who really wanted to play," Enflo says. "So I started learning with him. In a couple of months time, I was practicing several hours a day. We used to fight over who got to use the piano. Since I was bigger, my brother decided to switch to violin."

About a year later, Enflo became interested in mathematics.

"I got mathematics problems from my older brother," he says. "They were not standard problems. He was nine years older than me."

Enflo said music took up most of his time while growing up, and he didn't begin to formally study math until he was 17. But, he says, 1961 was a pivotal year because math replaced music as the chief occupier of his time.

First, he won a national piano competition against 300 others. His prize was to study piano for several months in Switzerland. While there, he realized that many students were as good as he. And later that year, he won a national math competition against 550 other high school students. He says this encouraged him to spend more time with math.

That encouragement paid off.

In 1972, Enflo took possession of a live goose - forever securing his place in the world of mathematics.

In his small, neatly cluttered office in Merrill Hall, Enflo leans back in his chair and crosses his legs. His eyes shining bright blue and his broad smile creasing his face, he tells the story of how he won the goose.

"In the very early days of functional analysis, the 1920s and 1930s, the field was very active in Poland," he begins. "Professors in Lwow, Poland, used to discuss math not only in the lecture rooms, but also in the Scottish Cafe over vodka. The cafe owner got tired of them writing on his tablecloths, so he got them a book. It is called the Scottish Book. Here, they would write down problems and often offer prizes for the solution - a bottle of beer, a bag of potatoes."

"In 1936, Professor Stanislao Mazur promised a live goose for the solution to one of his problems, a pretty significant prize in those days."

It turns out that Mazur's problem was the equivalent of the "approximation problem." This problem is a part of the field of functional analysis, which solves differential equations from physics using the geometry of infinite dimensional spaces. The solution to this problem has allowed for functional analysis to advance in several other disciplines.

After only four years' work, Enflo solved the approximation problem. He was 28 years old. And solving this problem enabled him to easily solve, or actually disprove, Mazur's problem.

"In 1972, when I solved the problem," Enflo continues, "Mazur was the only mathematician out of that group still
alive. He was still in a position to give me the goose. But getting the goose out of Poland proved harder than solving the problem. So it ended up as dinner.

A few years later, Enflo solved another long-standing problem, the "invariant subspace problem," which is also a fundamental problem in functional analysis. This is considered a very significant problem in the field. Enflo said it took him 11 years to work out the details and reach a final version of the problem.

Music was hardly forgotten during this time, though. Enflo gave his first full piano recital at 11 and has played with orchestras since he was 12. He said he even had an "unsuccessful career" of conducting between the ages of 13 and 16. He also studied composition.

In fact, his wife, Annika, met Enflo through his music. They met while performing in an opera in Sweden. Annika was performing as a princess in Death of Kashey by Rimsky-Korsakov and Enflo was playing the piano for the rehearsals.

Having an extensive musical background herself, and now performing with the Cleveland Opera, Annika knows good music when she hears it.

"He is really very good," she says. "Compared to others I have met while studying, he is very good. And he has an amazing memory. I have never met anyone who could sit down and play for such a long time without ever looking at a sheet of music."

Enflo's wife is not the only one who recognizes his talent. Amitay, a professional cellist and music professor at Kent, said Enflo could easily have become a professional musician. He has collaborated with Enflo for about a year and a half. He says when it comes to playing piano, math is irrelevant.

"When it comes to music making, other disciplines are in the background," he says. "If you make good music, you make good music. There are similarities in approach, but they are different disciplines."

For Amitay, who also has a Ph.D in physics, Enflo is not so unusual.

"He's very gifted in two areas," he says. "But I don't know if his mathematics makes his music any better."

And Enflo agrees.

"If I didn't do mathematics, my piano would be better," he says. "But if I didn't play piano, my mathematics would not be any better."

You may wonder at what point Enflo decided to devote his life to mathematics instead of music. He says he has yet to make that decision. He says his music is far from being just a
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"He is a stimulating person to be around. ... He finds a way to communicate with students at all levels. But he also sets his standards, and we try to adhere to them.'

"I certainly feel that in terms of seriousness, my music is a profession," he says. "But in terms of money, it is not."

Enflo and Annika have four children, from 3 to 17 years of age. None has shown any great interest in music or math — yet.

At 2 p.m. on a Tuesday, Enflo is preparing to give another performance. But this time, his stage is a classroom in Franklin Hall. He is teaching a graduate seminar.

His behavior in the classroom is noticeably different from his behavior in the recital hall. The striking black tuxedo is replaced by a pale blue button-down shirt and Levi's Dockers. Though still serious, he is more informal and much less intense than when he performs.

"I am much more nervous performing in concert than I am in front of my class," Enflo says. "If I make a mistake in class, I just erase it. If I play a wrong note performing, it is done. I cannot take it back."

Enflo came to Kent in January 1988, after teaching in Sweden, France, Stanford University, the University of California at Berkeley and Ohio State University. After only one year at Kent, he was promoted to university professor.

According to Joe Diestel, a mathematics professor, getting Enflo at Kent was the single most important day in Kent's history. He says that when Enflo showed interest in working at Kent, he jumped on it right away. He credited former President Schwartz and then-Provost Terry Roark for acting quickly and with incredible insight in signing Enflo on.

"His letters of recommendation were like a Who's Who of great mathematicians of the century," he says.

Diestel says that not only does Enflo's presence at Kent give the University prestige, but that it also helps draw talented graduate students. He cited Tony Weston and Miguel Lacruz, the doctoral students who work directly under Enflo, as being two of the best in the department. He says Enflo is not only a brilliant mathematician, but he shows great skill at directing and advising students.

Enflo says he hopes he is an inspiration to his students, and encourages them to explore non-traditional uses of mathematics.

According to Weston and Lacruz, he has succeeded. They say they are very lucky to work with Enflo. And they have come a long way to show it. Weston is from Coonabarabran, New South Wales, Australia, and Lacruz is from Madrid, Spain.

"It is a great privilege and very rewarding to do research with him," Lacruz says. "You can be more specific with him and he understands. He thinks in a different way than most of us mortals."

Weston says even though the idea of working with Enflo can be intimidating at times, it is really quite easy to work with.

"He is a stimulating person to be around," he says. "He is very helpful, kind and understanding. He finds a way to communicate with students at all levels. But he also sets his standards and we try to adhere to them. He wants his students to produce substantial mathematics. He is able to provide an almost unlimited number of avenues to research mathematics."

Many say Enflo does things you may not expect.

Annika divulged that Enflo does a lot of his work in math lying on the floor with his hands behind his head. She says the rest of the family goes on about the problem in his head, then he will go put it down on paper.

Enflo says he has no immediate goals in mind other than to stay at Kent and continue applying mathematics to different fields. He is working with acoustics now. Musically, he says his long-standing goal is just to each time play better than the last.

When he is in Sweden, he also likes to work with the two people who got him started — his brothers. Hans, who lost the fights over the piano, is now a professional violinist and administrator for the Culture Council of Sweden. And Bengt, the older brother who launched Enflo's math career, is a physicist at the Institute of Technology in Stockholm.

So what does it mean for Kent to have such an exceptional man in its midst? It means a lot, believes Olaf Stackelberg, chairman of Kent's mathematics department.

"Enflo is one of the leading mathematicians in the world," he says. "It solidifies the department in having him with us. He is an inspiring and excellent example."

Enflo admits he has the best of both worlds and he is quick to say he has not had to sacrifice anything to be where he is.

So Kent will continue to benefit from the musical talent and mathematical genius of Per Enflo. Stackelberg says a lot of people would love to get Enflo.

"He is not just an everyday mathematician," he says. "His name is known worldwide. You just have to say 'Enflo' and everyone knows who he is."

But there is one goose that wished it had never found out.
Mike Pogue, a senior speech communications major, gets ready to blast another song to the listeners of his Tuesday and Thursday afternoon show.

By Jennifer A. Scott
Photo by Robin Christman

Radio

College radio is a strange beast...and this beast is stranger than most." That's the way A. Bennett Whaley, assistant professor of journalism and mass communication, describes student-run radio station WKSR 730 AM. Whaley, who has served as faculty adviser for two years for the once nonfunctional station, says "the students who operate the station sometimes have one foot in the grave and the other one on a banana peel."

"They amaze me," Whaley says. "I get as frustrated as these kids do."

Frustration is nothing new to WKSR, which has been plagued by a series of financial and operational problems since its humble beginning. "WKSR was actually a response to what was happening at WKSU," Whaley says. "WKSU, in its beginning, a campus radio station. It was formed as part of the academic program."

As college radio became more popular, college stations like WKSU became more professional. "College radio became less of a laboratory for students and more of the public image of the university," he says. "Student input was less and less over the years as WKSU got a more professional, full-time staff. The input from the students was gone."

In the early '70s, the desire for a student-run radio station prompted the formation of WKSR. The new station was given a room adjoining the WKSU studios. At this stage, the WKSR office was the size of a closet.

When WKSU expanded in the early '80s, WKSR was moved to its current location, a former WKSU production lab and broadcast booth.

The new facilities improved the situation for the small, unknown station. However, staff motivation and cohesiveness decreased after the move. The station began to slip into a period of disorganization and apathy.

"It was such a great relief to get out of the closet, and the equipment got so much better that nobody paid attention," Whaley explains. "There was some disarray because there were a lot of forces operating, yet no one was working together because they couldn't see a common goal."

But now the current staff of WKSR has found a common goal — survival. The station is broadcast only to the residence
halls, preventing generation of a large, off-campus audience. Mounting equipment problems, as well as the ever-present financial problems, are a constant threat as the station battles to bring itself back from the brink of collapse.

"Since 1987, I've seen the station dwindle down to almost nothing," says four-year station veteran and Assistant Program Director Jay Scott. "We had things getting stolen and equipment getting broken," Scott says. "Now it seems like we have a lot of people joining WKSR that want to see the station go somewhere. Things are looking a little brighter each day."

Scott, a senior telecommunications major, has high hopes for the station. He says it offers programming to appeal to a wide variety of musical tastes.

"One of my hopes is that people will recognize us as a professional radio station, not as some little campus cable that beams out music—rather as something that is a relevant source of information and entertainment for the whole campus community," Scott says.

Diversified, audience-oriented programming is one of the primary goals of WKSR. Reggae, blues, heavy metal, Christian contemporary, jazz, post-modern, and urban contemporary music are all featured on a weekly basis.

Previously, WKSR, like many college radio stations, attracted disc jockeys who played what Whaley refers to as roommate radio: only the music the disc jockey's friends or roommates wanted to hear.

WKSR has conducted audience research to better serve the needs of its listeners. Whaley said he thinks this research sets WKSR apart from other college radio stations.

"We program," Whaley says. "Instead of playing what the disc jockey's roommate likes, we send out questionnaires, we ask people what they want to listen to."

Operations Director Matthieux Scherline, a medical technology major and a three-year veteran of the station, encourages student input.

"It's all what the students want," Scherline says. "We're catering to the needs of Kent State. You say it, we play it. The more people call in and give suggestions, the better the radio station is going to be."

The staff of WKSR believes the station has been inappropriately labeled as progressive — playing only alternative or post-modern music generally characterized by garage or punk bands.

Geno Booker, a speech communication major in charge of the reggae show, says he thinks the misconceptions about WKSR's format occur because some students may turn it on during the post-modern show.

"Turn it on at a different time and maybe you'll hear something different," Booker says. "It's ludicrous to say that a radio station only plays one certain type of music. It wouldn't be a radio station if that was the case."

The progressive stereotype applies not only to the music, but to the staff as well.

"I think a lot of people believe that everybody at WKSR wears jet-black clothes, smokes pot, has bad attitudes, and we're all hate mongers," says Program Director Steve Shumaker, a sophomore English education major.

The WKSR staff appear to be typical college students. What makes them stand out is not jet-black clothing or blue hair—it is their dedication.

WKSR is sent to the residence halls by carrier current — power is sent through electrical wiring to transmitters located in each residence hall. The transmitters being used right now were supposed to be thrown away years ago and often make it difficult for listeners to pick up the frequency on their radio dials.

"I think the newest transmitter the
The station is like a little brother, and no matter what happens, you have to look out for your little brother.

The station has is from 1972,” Brett says. “I don’t see many of the transmitters lasting more than five years.”

Mike Hawver, a telecommunications major in charge of the Christian contemporary program, says the poor equipment makes it difficult for the station to convey the professional image it seeks.

“All of our equipment has been around as long as the station has,” Hawver says. “It breaks down easily, even with limited use, because it’s so old and because we can’t raise the revenue to buy new equipment. It’s hard to have a sense of professionalism when you’re working with junk.”

The station’s primary plight is financial. Brett estimates that it would cost $26,000 to replace most of the old equipment. Unfortunately, the station has been unable to locate a university-related funding source.

Whaley says there are a variety of reasons for this.

“There is no budget allocation from the School of Journalism and Mass Communication or from the College of Fine and Professional Arts,” Whaley says. “Similarly, because running a radio station requires some technical skill, we really can’t get money from the general student fund.”

Judy VanSlyke Turk, director of the School of Journalism and Mass Communication, says that student publications like The Burr and The Daily Kent Stater get their funding not from the School of Journalism and Mass Communication, but rather from a student publications fee — money set aside from the general student fund specifically designated for KSU print media.

“There is no comparable student fee for broadcast media on campus,” Turk says. “Neither TV2 or WKSR is getting any money from the general fund, and they’re not getting any money from the School of Journalism and Mass Communications, either. Their resources are those that apply to any student organization on campus.”

Turk encouraged the faculty advisers for TV2 and WKSR to approach the university about establishing a student broadcast fee similar to that which exists for publications.

“I think there is a misconception, even among students involved in TV2 and WKSR,” she says. “Somehow they think we are treating them differently. They are treated differently, but not in terms of money from the academic program or the academic budget of the university. It stems from the student fee and how it is divided.”

Similar college radio stations, such as John Carroll University’s WUJC, WRUW of Case Western Reserve University, and Cleveland State’s WCSB receive from one-third to one-half of their funding from their universities. The remainder of their funding comes from listener pledges and radio phone-a-thons.

Because of the lack of university funding, WKSR must rely heavily on its sales staff.

“Advertising is literally the life of the station,” says Sales Director Chris Merchant. “Without money coming in, there is no way to buy basic things like microphones. Like any radio station, it needs money to keep it going.”

Merchant guarantees to advertisers, consisting mostly of bar owners and restaurants, 500 listeners per hour. Success to Merchant means bringing in one customer an hour to his clients. It also means bringing in as much money as he can to the station.

Whaley and the WKSR staff feel confident they can keep the station going without university funding.

“We’re not going to beg,” says Program Director Shumaker. “We’re going to do it through hard work and we’re going to do it on our own.”

Though Whaley wishes WKSR received financial support, he does feel that something positive can be gained from the station’s struggle to survive.

“The idea that’s driving them makes for a better attitude,” Whaley says. “Sure they gripe and moan a lot, and they’ve got good reason. I think the level of support the station gets is shameful, but if they can fight their way through this, I think they’re going to walk out of here with some experience that you won’t find at many other places. The students have to keep it going.”

Shumaker says, “there is no better way to teach someone than to put their hands on it.”

Promotions Director Susan Knistautas agrees.

“I’ve yet to take an in-depth class about anything I’ve learned here,” Knistautas says. “It’s going to help me 100 percent.”

Scherline, who is the operations director, thinks WKSR offers more to the students who work there than just music. He thinks it offers the opportunity to be heard by thousands of other students and the opportunity to improve self esteem, confidence and communication skills.

The entire staff shares not only a commitment to the station but also a love for it.

“The station is like a little brother, and no matter what happens, you have to look out for your little brother,” Whaley says. “Similarly, because running a radio station requires some technical skill, we really can’t get money from the general student fund.”

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Whatever the trend or the fad, personal style is always in fashion.

Photos by Dawn Handwork

New York means high fashion — short short skirts and sky-high heels.
Boston means classic fashion — penny loafers and button-downs.
Los Angeles means trendy fashion — ballgowns and black ties.
And Kent fashion? Just about anything goes — from J. Crew to Ultra Pink, from ripped Levi’s to Cavaricci’s. Some KSU students purchase their clothes at Saks, while others find their niche at good ol’ Salvation Army.

At Kent State, it doesn’t seem to matter what you put on your body — just as long as it’s your own personal style.
Busy Being Green

KSU's two greenhouses supply campus with flowers, plants and an appreciation for natural beauty

The trunk of the palm tree, more than 20 feet tall, arcs gracefully through the air. Its long, fringed leaves form finger-shaped shadows on the ground. Next to the palm stands a giant rubber tree, also 20 feet in height. Its seemingly never-ending branches form a tangled mass of greenery and lend themselves to interestingly shaped shadows. Standing next to these lush plants, you can almost hear the call of a tropical bird. However, you won't find ocean beaches or feathered friends in either of Kent State's greenhouses.

Many students might be surprised to know that KSU is host to two greenhouses. One, adjacent to Cunningham Hall, is used primarily to grow plants for botany or biology classes, or for research. The second greenhouse is home to and starting point for all KSU's greenhouse plants. The greenhouse, located at the Physical Plant Services on Summit Street, is actually four greenhouses used for germinating, cultivating, propagating and storing all plants and flowers seen on the grounds.

"Right now we have (more than) 3,000 geraniums here," says Ron Miller, manager of the greenhouse, indicating a partitioned-off room. The temperature is maintained at about 70 degrees to keep the young plants healthy and growing, Miller says.

Miller estimates 50,000 plants are housed in his greenhouse.

"It really keeps you busy," he says.

Miller and his workers supply grounds crews with flowers and plants to fill the estimated 200 flower beds across campus. Miller figures they'll plant more than 30,000 annuals and 16,000 to 20,000 perennials. The crews will start planting when the weather breaks and hope to be finished by mid-July.

"We're busy basically all year long," Miller says.

Miller and his crew were also responsible for planting the 58,000 daffodils on the hill behind Taylor Hall.

"That was quite a chore," Miller says. "It was very cold—we planted them in November and December. The ground was frozen ... We had to use electric drills with generators to dig the holes."

Over the winter, many plants are stored in the greenhouse. By propagating new plants from the established ones, Miller says, the university does not have to buy new plants every year.

Miller says his greenhouse is especially beautiful in the spring, when the many flowering plants grown there are blossoming.

Both greenhouses are open to the public, and visits can be arranged by phone.
Faces of Protest

As war in the Gulf became a reality, voices of student dissent were heard

On a cold Wednesday in January, Americans turned on their televisions and radios and listened not to sitcoms and made-for-television movies, but to the sounds of war. Not just another skirmish being fought in the sands between peoples of other cultures, other worlds, worlds away from here. No, this war was being fought by American soldiers with American artillery in a world made close by the voices of journalists looking through a hotel window.

Few of us in college had any knowledge of war. We had no understanding of what it was like for our society to be involved in another country’s affairs to the point of combat. By now we have seen our brothers and sisters, friends and other relatives sent “over there,” to the Gulf, to Saudi Arabia, to another world.

No, this is not Vietnam. We knew who we were fighting. And here the voices of people who rose up in protest of the Gulf war did not sound the same as they did 20 years ago.

By Karen Christophersen
Photos by Terri Cavoli

One day into the Gulf war, KSU students, supporting President Bush’s policies and U.S. troops stationed in the Middle East, rally in the Student Center.
Protests of the '60s went beyond morality. Some college-age protesters believed the Vietnam war was "another way the ruling class exploited helpless people to sustain a decadent capitalist system," according to George C. Herring in his book "America's Longest War." These protesters questioned the war both morally and practically. And as many anti-war protesters are arguing today, attention was being diverted from real problems at home by the war raging in Vietnam.

Many of the moral reasonings and practical arguments that sustained the protest movement of the late '60s and early '70s hold true today as those we love and those we know flew sorties across the Saudi Arabian desert. But, there are differences.

Those who have served in the Gulf are regular military personnel and re-servists. This time there was no draft.

Denise Wiktor, a lawyer based in Washington, D.C., and working with the Washington Peace Center — a clearinghouse for peace activism and information — finds a striking difference between the protests of the late '60s and early '70s and the protests taking place now.

"There's a significant difference because many people protesting now have relatives in the Gulf," she said.

"Another difference is that people are not blaming the soldiers. We love our soldiers; therefore, we want them to come home. There is a concerted effort to support the troops. The attitude is different, more compassionate. The crowd is going out of its way to not be known as not supporting troops."

We saw or heard about the rallies and protests here on campus and around the country. We saw the protesters in San Francisco block the Golden Gate Bridge and the all-night vigils that were held in front of the White House.

In late January, an estimated 300,000 people marched on Washington to support the immediate end to the war.
and the return of U.S. troops. Hundreds of groups and thousands of individuals gathered with flags, banners, posters and props to let the administration know they felt the war in the Middle East was wrong.

People in the streets and parks surrounding the White House protested Bush's actions in the first weeks of the war. As Jesse Jackson spoke out against the military action, people listened and cheered.

Students from all over the country joined the protest in Washington.

Jim Sexton, a journalism student from New York, wandered through the crowd waving a flag and wearing a gas mask. He said he was there to show Bush that indeed there was opposition to the military action.

Here on the Kent State University campus, rallies were held almost weekly. The Progressive Student Network,

KSU students Carey Moran and Stoo Bouscher and KSU graduate David Jaroneski mimic Saddam Hussein, George Bush and Richard Nixon as they play Risk in front of the Student Services Center.
Education, violence and the sheer numbers of protesters are the elements that have changed.

Kent May 4 Task Force, College Republicans, United Students for Liberation and others were involved in protesting or supporting the war.

In early February, protesters, both for and against President Bush's policies, held rallies on campus.

Robyn Herr, former president and now administrative liaison for the Progressive Student Network, has been active within the organization for more than three years. She argues that the problems in the Middle East have persisted for a long time and will not be solved any time in the near future.

"They (the problems in the Middle East) will not be solved with a lot of influence of outside forces," Herr said. "One of the things that has been talked about, and we have talked about and I agree with, is an Arab solution to the problem and without that the whole Palestinian issue will never be resolved, which is the one that has been going on forever."

Herr said that protesters have an advantage today because they have something to look back upon and learn from.

"We're lucky because we know what other people like SDS (Students for a Democratic Society) and those other groups did," Herr said. "We know what they did right and what they did wrong. And they had nothing to fall back on."

"And in Kent, not just because of May 4, there is a special thing about that. We as a group have researched this and have met these people and have learned from them ... People from all spectrums of the movement, not just the student movement."

According to Herr, SDS was more militant than student activist groups today and though women served important functions within the organization, their roles were limited.

SDS was thrown off the KSU campus in 1969 because of the militant faction within the group. "Things were getting done until someone brought up guns," Herr said.

Alan Canfora, who was wounded in the wrist during the May 4 shootings, said he believes students today are more organized than they were during the '60s and '70s.

"The protests on May 4 were spontaneous," Canfora said. "Now we have groups that are educated and organized about what they are doing."

Herr said the most obvious difference between the protests that occurred on campus and those of the Vietnam War was the absence of violence.
"The protests are not violent, at least not here," Herr said. "Here we are trying to prevent that from happening and trying to get dialogue.

"Once the talking stops, then there is a problem. We try to keep a dialogue going between us and the administration and between us and our opposition."

The Rev. Charles Graham, a KSU alumnus who is a campus minister for United Christian Ministries, sees both sides of the issue. He works with college students who support the actions of the Bush administration and those who oppose it. Professionally he supports dialogue between groups and knowledge of the facts. And while the war raged on in the Gulf, Graham held daily peace vigils in the Student Center plaza.

"I'm opposed to what is going on both religiously and politically," Graham said. "So certainly my allegiance is with those who are saying stop the war but at the same time I have tried to be supportive of the students who are saying that our administration is doing the right thing.

"Because I feel even though my sentiments are such that I don't agree with that position, I have a right to work with them to help them to express that."

Graham is in contact with many students on campus and believes that many who were in the middle, neither for or against the war in the Middle East, would eventually be forced into deciding for themselves which beliefs are important to them.

He also questioned students' motivations for believing what they do. There is a belief among some educators and students that not all students, even those who were involved in protesting, really know why they supported the side they do. Graham argues that the students he works with are educated and know why they do or do not support the Bush administration. But, he has heard the phrases of rhetoric, repeated in political speeches by Bush and critics of the administration, in arguments between students.

Clarence Wunderlin, a KSU history professor and Vietnam veteran, supports the need for students to learn about the facts.

"The anti-war people, it seems to me, are not as sophisticated today as they were in the '60s and '70s," Wunderlin said.

"They don't have as good an understanding. When I hear people yelling that we're fighting this war for Texaco, it seems that fundamental education is lacking and we haven't done our job. The generation that is comprising the large body of students in the demonstrations today I don't think is as knowledgeable of world economics, world politics and international affairs.

"That's biased. That's my generation and that's what I perceive to be a major difference between anti-war then and anti-war now."

Education, violence and the sheer numbers of protesters are the elements that have changed from one generation to another. And at least on this campus there is a stronger voice supporting military action.

Eric Van Sant, executive director of the United Students for Liberation, formed the USL in January and supports the military action in the Middle East.

"I had been planning to form a conservative organization on campus," Van Sant said. "Because I was pro-American, people saw me as someone who was willing to voice an opinion and talk in dialogue with the other side.

"I noticed at the rallies that a lot of people who were for the military action taken against Iraq felt threatened at the fact that there were these organizations left of the political center who were voicing their opinion and there was no medium for these people to be focused through.

"Without an organization like USL I think these people would be more adept to go out and do more than take non-violent action."

Student activism, either by a few or many, will always be a part of campus life. Though the characters and rules change from generation to generation, there will always be opposing sides to whatever issue is involved. But one thing is clear. We will remember where we were when the war started as our parents remember where they were when John F. Kennedy was shot.
In Another Country, Under Another Flag

KSU's Middle Eastern students fight mixed feelings during wartime

Kalthoom attends Kent State. She is petite with large, trusting, brown eyes. She has course work to study like everyone else. She can be seen walking to class like everyone else. But there is one thing that sets her off from the rest of the students—the decorated veil she wears.

The Persian Gulf crisis brought on feelings of fear, anxiety and concern for all Kent State students, but students from the Middle East region have had to deal with the fear of what was happening in their homeland, the anxiety of interacting with American students and the concern about conflicting viewpoints among Arab students.

Kalthoom, who asked that only her first name be used, completed her undergraduate work at Kent State and is now pursuing her master’s in chemistry. Her family has lived in the United States for 14 years, and she is an American citizen, but she still has relatives in the Middle East.

Kalthoom said her family came to the United States after her father, who is from Jordan, married Kalthoom’s Italian mother. Kalthoom said her father met her mother when he went to Italy for his education.

Kalthoom said the Persian Gulf crisis has made things different for her in the United States because her grandparents are still in Jordan. Although she had still been able to communicate with her grandparents, she said she had worried about them every time she heard something on the news.

"Concentrating on schoolwork is hard," she said. "It’s hard to (worry about my grandparents and study) at the same time."

"I think all the Arab students feel the same way about their families in the Middle East."

Mostafa Elaasar is a research assistant in

By Eileen Benedict
Photos by Terri Cavoli

Left: Kalthoom, originally from Jordan, is now an American citizen and a graduate student in chemistry. Her family also lives in the United States. Above: Hamed Sharif, a senior business and computer science major, is a Kuwaiti citizen who left his family behind to study at Kent.
I want people to understand me. When I see an American, I want him to know that I don’t hate him. I am from Kuwait.’

the physics department working toward a doctorate in nuclear physics. He was born in Egypt and still has family there. In addition to aunts, uncles and cousins, some of Mostafa’s brothers and sisters are living in Egypt.

Mostafa, who is an Egyptian citizen, said he was especially affected by the war during the first few weeks. He said he had not been worried about himself, but he had worried about what will happen to the Middle East after the war.

“Now (Egypt) has a bad economy. I have no concern for myself. What will happen to me is written. God knows what’s going to happen to the Palestinians and the expansion policy for the Israelis.”

Mostafa said it became harder for him to concentrate on his work after the war started. He said he thought the American news media covered only one side of the story during the war.

“There’s just too much tension,” he said. “The news coverage is not complete.”

Hamed Sharif is a Kuwaiti citizen. He is a senior business/computer science major and has been in the United States for about five years. Hamed said most of his family still lives in Kuwait, including his mother, father and brothers and sisters.

“I was really shocked about the Iraqi invasion,” Hamed said. “I really had fear for my family over there. I just didn’t know what to do.”

Hamed, who has a business degree from Southern Ohio University in Cincinnati, said he had not had any communication with his family during the war, and the last time he had contact with them was before the war started in June. He said he didn’t call much because of the expense and that he was lazy about writing letters.

Hamed said he had plane reservations and tickets to go to Kuwait in mid-August.

“After (the invasion of Kuwait) I had to cancel everything,” he said. “There was nothing I could do. And the reservation was with a Kuwaiti airline, so it cancelled itself.”

“It affected me really bad,” Hamed said. “I couldn’t concentrate at all in my classes. My mind was not on what the professor was saying, it was somewhere else in Kuwait with my parents.”

Hamed said he had watched news of the war in hope of seeing positive changes, but said he just saw more devastation.

“I will go back to Kuwait to see what has happened,” Hamed said. “I’m sure I’ll go before my education is done. I have to go. I’m not patient.”

Susan Mascoop, a doctoral student from Boston University, is doing her psychology internship at University Psychological Services. She said the crisis had caused the Middle Eastern students to become preoccupied and anxious.

“They’ve been afraid it will interfere
I couldn't concentrate at all in my classes. My mind was not on what the professor was saying. It was somewhere else in Kuwait with my parents.

with their academic performance," Mascoop said. "They get anxious and restless about being here. They think, 'Should I be home with my family?' They have complex emotions of loyalty and responsibility, but they know their main reason for being here is education.

"It's very hard for them to know their family is in a country that could be devastated by a bomb at any time."

Mascoop said not being able to contact their families for long periods of time and the possible loss of financial security also had an effect on them. She said many of the students from the Middle East are able to come to America for their education because their families were able to afford it, and if the war strains their families' finances, they may not be able to finish their schooling. She also said that she thinks many of them would go home to help their families if they had the money.

Kalthoom said that although most Kent State students had been sympathetic and understanding, she has had to deal with verbal harassment.

"I have been called names," she said. "I would be walking to class and people would look at me and say, loud enough for me to hear, 'Arabs, go home.' It hurts. It makes you feel like you're not wanted."

Kalthoom said Kent students should consider that many Arab students have been here for many years, and that some are born here.

"Not all Arabs are like Saddam," she said. "Not all Arabs are terrorists."

Mascoop said people usually suffer for what governments do and say.

“Our countries have major disagreements,” she said, “but it always seems to take its toll on people.”

Hamed, who has been at Kent State for about three years, said he had not been harassed, but since the war began, he finds he watches people more closely for their reactions toward him.

Mostafa, who completed his undergraduate and master's degrees at Zagazig University in Egypt, has been in the United States and at Kent State for about six years. He said he had not been harassed during the gulf crisis, but he said he was verbally insulted last semester while walking to a reception for international students.

"It came from someone who was driving by," Mostafa said. "They said something like, 'Damn Arab.' I ignored him.

"I'm Egyptian. My country is supposed to be one of (the United States') allies. It means people don't know how to distinguish. They take a negative situation as all Arabs."

Mostafa said the media was responsible for the stereotypes, and harassing comments are taken seriously when they come from educated people.

Mascoop said she had expected a range of feelings from anger and fear to
suspicion on the part of Middle Eastern students. She said the best way for American students to help comfort the Middle Eastern students is to be respectful of their feelings, present a willingness to listen and to maintain a respectful distance if they chose not to interact.

"(Middle Eastern students) may consider close contact to be intrusive," Mascoop said. "We must be comfortable with each other's culture. That's a kind of trust that can only form over time."

"My philosophy is not to target (the Middle Eastern students) as the point of all of our attention or interventions, because a lot of attention has to be focused on American students as well."

Mostafa said American students can help by showing Middle Eastern students understanding.

"Understand our feelings," Mostafa said. "We have a legitimate worry. We understand your culture, but you don't understand ours.

"We studied United States geography when I was 14 and 15 years old."

Hamed agreed that understanding the situation and the Arab people are essential if American students want to help the Middle Eastern students through this difficult time.

"Just understand that (Middle Eastern people) in this country don't have anything to do with what's going on over there," Hamed said. "Arab people are very kind people. They are peaceful people, really friendly and filled with love inside.

"I want people to understand me. When I see an American, I want him to know that I don't hate him. I am from Kuwait, and I share the same problem of worrying about relatives being killed. I've shared that same fear since Aug. 2."

University officials said the university has had great concern for the Middle Eastern students because of the crisis, and the International Student Affairs office, among others, has taken measures to protect their identity and well-being.

John Binder, assistant dean for Student Affairs and student ombudsman, said the university had been "absolutely concerned" for their safety and protection.

"Every effort is being made to protect those students," Binder said. "Nobody is giving out their names and that kind of thing. We are concerned about them in that regard."

According to Greg Rogers, director of the Office of Academic Assessment and Evaluation Services, there are 42 Kent State students from 12 Middle Eastern countries. According to the fall 1990
I feel that (Saddam Hussein) is not a Muslim. A Muslim is supposed to be kind to his brothers and sisters.

enrollment figures, there are four students from Cyprus, one from Turkey, six from Lebanon, one from Syria, one from Israel, one from Iraq, three from Iran, 11 from Jordan, five from Kuwait, three from Saudi Arabia, one from Bahrain and five from Egypt.

Ray Flynn, coordinator for Student Conduct, said physical harassment is handled in conduct court, while verbal assaults go to the Office of Affirmative Action. He said there had not been any incidents reported to conduct court. "It seems to me that we just don't have a problem," Flynn said.

Dave Ochmann, program coordinator for the Office of Affirmative Action, said there had been no reports of verbal harassment. He said a student who has been verbally assaulted must fill out a complaint form.

He said if the complainant names the person he or she claims made the comments, the Office of Affirmative Action will contact that person for purposes of participating in the investigation and reviewing the allegations.

Ochmann said if the person who is named as making the comments refuses to come in, the case may be referred to student conduct.

"The alleged victim has the right to file a complaint to our office," Ochmann said. "They can also go through student conduct or go through a number of other student-oriented type of procedures that the university has available."

Ochmann also mentioned the Ohio Ethnic Discrimination Act which took effect in March 1987. He said the law increases the severity of a crime when it is racially, religiously or ethnically motivated.

In addition to protection, these students have had support available to them on campus. A multicultural students' support group has been established this semester at University Psychological Services.

According to Mascoop, the coordinator for the support group, it is provided to help all international students deal with the stress of living in a foreign culture. She said the formation of the group came at a time that gave Middle Eastern students a possible source of assistance.

With cross-cultural psychology as her main interest, Mascoop said she had wanted to set up a support group for international students since August, when she came to Kent State.

"It was not connected to the war," Mascoop said. "I don't know if they'll be able to take (the support of the group), but I'm glad to be here and able to provide it."

Mascoop said the support group is new on this campus, and, although students and university departments seemed interested, it had not yet attracted many students.

Mascoop said she had kept in close contact with Garcha Singh, coordinator for Student Family Housing at Allerton Apartments, where many international students live, and the International Student Affairs office. She said by keeping up to date with these contacts, she learned that there had been a concern among the Middle Eastern students, and that they had formed their own support groups.

"They're not ready to open up to an outsider," Mascoop said. "But I want them to know they're welcome to come in, and that they can also talk to me by phone."

Kalthoom said she thinks the support group was a good idea, but she thinks the Middle Eastern students feel more comfortable talking to each other for support.

"I stay with my aunt, and I get support from her," Kalthoom said. "If I need to say anything, I talk to her or to my friends from the Middle East."

Kalthoom said the university could help the Middle Eastern students by sponsoring extracurricular activities. She said a lot of Middle Eastern students had enjoyed watching the Kent State International Soccer Club play as a means of helping them get their minds off of what was going on back home.

Hamed had coached the soccer team, and said physical activities had comforted him by taking a lot of pressure away. He said it helped when he had a feeling of accomplishment—the feeling he got when the team won a game.

Hamed said the soccer team is for all international students, and that teammates had not talked much about

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the crisis because they were trying to temporarily forget about it.

“(My preoccupation with the crisis in the Middle East) is the same,” Hamed said. “But I’m trying to keep myself busy with activities.

“People probably don’t understand that I’m not having fun, but it’s the only way to stop the constant fear inside me for my family.”

Apart from the University Psychological Services’ support group and an occasional soccer game, there have been other avenues available for Middle Eastern students to gain support and comfort.

Ann Gosky, assistant director of International Student Affairs, said some Middle Eastern students get support from host families. The host family program is available to international students through the International Student Affairs office.

Gosky said International Student Affairs assigns families to those students who apply for the program. She said many of the families are university administrators, faculty and staff, but often families in the community also volunteer. Families hear about the program, Gosky said through campus organizations, such as campus ministries, and local churches.

Gosky said the relationship between the student and the host family is basically up to the host family. She said some Middle Eastern students have taken advantage of the program.

“The host families have been a source of strength for (the Middle Eastern students who have participated in the program),” Gosky said. “They have someone here to share their concerns and provide a listening ear.”

Mostafa said another source of comfort had been prayer. He said most of the Middle Eastern students are Muslim and attend the Kent Mosque on Crain Avenue.

“The main thing that comforts us is our prayer,” Mostafa said. “We pray five times a day.

“We don’t have special services. The main thing is that we get together at the mosque or on the weekend and discuss what’s going on and what will happen after the war.”

Hamed said it is important to always be close to God, but now is the time to ask God for a solution.

“There’s nothing I can do but pray,” Hamed said. “I have nothing much to do about it.”

Mostafa said Muslims from all over the world attend Kent State—and stick together—no matter what country they are from.

“One man from Kuwait was crying
when he heard America bombed Baghdad," he said. "He was upset for a couple of days. "He doesn't agree with the government (of Iraq), but he doesn't like anybody hurting the Iraqi people.

"A Kuwaiti invites an Iraqi to dinner, and an Iraqi invites a Kuwaiti—even though the bombing is because of his land—to dinner. They don't just invite people from certain countries."

Although Middle Eastern students had found support in each other, Kalthoom said there had been tension between the Arab students because some were pro-Saddam, and some were pro-United States.

"You could see the tension between them," she said. "But they still support each other."

Hamed said some Middle Eastern students had thought he was siding with the Americans—the Americans who were bombing Arab people. But Hamed said he does not believe what governments do have anything to do with people.

"Some strategies are carried out by governments for their people," Hamed said. "But some people do not understand the strategies."

He said it is not right for people to think Americans want to kill Arabs just because the United States is fighting in the Middle East.

Mostafa said Egypt had also seemed to be divided on the opinion of the deployment of American troops to Saudi Arabia, but said even Egyptians who had agreed with the United States' involvement were cautious.

"We don't want a foreign country to stay on our land like the British did in the past," he said. "We can have friendship, but not a foreign country staying in ours."

Mostafa said American anti-war protesters had helped some Middle Eastern students relate to Americans.

Mostafa Elaasar is a research assistant in the physics department studying for a doctorate in nuclear physics. He says, 'the main thing that comforts us is our prayer.'

"When we see an American student protesting the war," he said. "It eases the anti-American feelings and helps us understand that the Americans have the same feelings we have of not wanting to go to war. "We don't label all Americans as wanting to go to war."

Mostafa said he thinks the United States could eliminate suffering all over the world if it wanted to, and that the United States should now protect all other countries from future invasions.

"Hopefully what's going on right now will be the first step to apply justice everywhere," Mostafa said. "If the United States would stop after this, that would be a double standard. (The United States) took the responsibility."

Hamed said he was disturbed to see two countries that speak the same language and have the same values and religion involved in a conflict. He said he thought Iraq doesn't need Kuwait, and Saddam Hussein invaded Kuwait just to prove he had the power to do so.

He said what Saddam Hussein did was visible to the United Nations and the whole world, and that it is clear today that an invasion such as that of Kuwait is wrong in the eyes of the world.

"It's devastating and sad to see two neighbor countries that see each other as brothers fighting," Hamed said. "I feel it was very uncivilized to do in this century. Nobody would except it."

Hamed said he thinks if Arabs knew that the United States would be neutral between Israel and Arab countries, there would be more peace in the Middle East. He also thinks much of the pressure in the Middle East would disappear if some sort of agreement were implemented to solve the Palestinian issue.

"Fellow Arabs agree that the Palestinian problem should be solved," Hamed said. "So Jews can have no fear of Arabs. Both can live with a more peaceful solution."

"If (the United States) had a different relationship with Israel, the United States wouldn't have to use troops to protect its interests in the region."

Kalthoom said she holds differing views about the United States' involvement in the Persian Gulf. She said she thinks the United States is doing the right thing by trying to get Saddam Hussein out of power and by trying to liberate Kuwait, but she thinks that Arabs should solve their own problems.

"I feel that (Saddam Hussein) is not a Muslim," she said. "A Muslim is supposed to be kind to his brothers and sisters."

Kalthoom said a friend of hers was in the Marine Corps on the front line.

"Since I'm an American citizen," Kalthoom said. "I want our troops to come back safe and sound."
Lance Corp. Wendel Lynn Campbell, a junior education major with a math concentration, says goodbye to his girlfriend, Patty Collins, on Jan. 16 at the Don St. Armory in Akron. Both are from Minerva, Ohio.

By Bernie Gearon

A KSU student writes about his perceptions of the Gulf war

January 19, 1990

I had it planned perfectly. Rarely do I stray from my own plans. I may adjust one here or there, but that's it.

This plan was pretty simple. During the summer session of 1990, I would do my internship with the Summer Stater as the managing editor. Then, I would take 12 hours in the fall of 1990 and finish my degree with 10 hours in the spring of 1991.

Needless to say, my plan was almost doomed from the start. I arranged all the details beginning in June of 1990 and two months later — Aug. 2 — those details began to fall apart.

I wasn't actually sure what to think when I heard, over the newswire, reports of Iraqi armored divisions rolling into Kuwait with little resistance. I remember turning the television on and seeing Iraqi soldiers raising their fists in victory as they drove into Kuwait City.

I did know, however, that Iraq was trouble. "The Man Who Would Be King," a US News and World Report article published Aug. 13, 1990, reported that Saddam Hussein was the "most dangerous man in the world." His modern use of chemical weapons — on his own people no less — and the world's fourth largest army behind China, the Soviet Union and the United States made him a formidable force.

Then President Bush told Saddam to get out. Saddam's reply was to send Iraqi newsreels showing his troops supposedly leaving Kuwait. It was to be the first of his sly attempts to mislead the world. Fact is, no one was gullible enough to believe him. The world was savvy to his ways.

Within days, four American aircraft carriers sped toward the Gulf area. Coupled with the fact that Bush began to call the Reserves in late August, I knew this was serious.

Before Aug. 2, my friends and I planned to go to Myrtle Beach. We planned to go the last week in August. I remember getting the newspaper around 4:30 the morning we left and reading that the Reserves were being called in for active duty. I knew that might include me, but I was determined to go on with my plans. It was one thing Saddam would not ruin.

When I returned from vacation, September went by and so did October.
It was hard to concentrate on school when I knew we could be called up at any time. Everything in my room was packed. November rolled around and I thought I may make it through the fall semester. Wrong answer.

During our regular drill that month at my reserve center, the 1st Sergeant told me to report to the conference room. At the time I was preparing to give the unit a physical fitness test, so I wasn't sure what he wanted. As the unit training NCO, I usually knew everything that was planned.

When I arrived, I knew the people in the conference room weren't supposed to be there for anything we had planned. It was clear that we were called here for another reason.

The Marine Corps requested 14 people from my unit for active duty. I was one of those 14 and we were the first called from this unit. We were told we were going to the Marine Corps base in Twenty-Nine Palms in Calif., to possibly replace marines who had left for the Gulf. From there, we would be under the control of the unit we were assigned to. If that meant going to Saudi Arabia, then so be it.

Leaving for active duty was nothing new. In my six years in the Marine Corps, I had done that several times before. Not knowing if and when I would come back made this time different.

In the midst of doing things like making wills, moving out of my dorm and tying up loose ends, I had to say goodbye to my family and friends. That was the hardest part.

Before I left, I went to visit my mother and sister in northern Virginia and then all my friends threw a party for me. It was something I will probably cherish for the rest of my life.

I left for active duty on Nov. 24. Where I was going brought back memories of when I was in California during the summer of '89 for dessert warfare training and some training in my job field.

Our base there, known as the Marine Corps Air - Ground Combat Center, was 936 square miles of sand. Temperatures there rise to 120 degrees in the daytime and go down to 40 or 50 degrees at night. And then there is wind. It never stops blowing here.

Since I have arrived back here, our commanders have made it clear that the Reserves called here are intended to assist the active duty marines in completing their mission. So far we have been successful.

For Reservists like myself, the time before Jan. 16 felt like a real limbo land. Not having a grip on whether we were headed toward peace or war was a little frustrating, nerve-wracking and annoying.

When Allied war planes started attacking, the marines in my shop went crazy. Finally this would be the beginning of the end of this so-called crisis. We reservists were here for a reason, finally. It was now only a matter of time.

Soon the ground war or peace will be at hand and then we may all come home soon — those on active duty and reservists.

That's the plan anyhow. But, then nothing ever goes as planned. I know that's a fact now.

February 27, 1991

The armed forces are either on their way home now or will be soon. Everyone is anxious to return home.

Not many dreamed the war would be over so quickly. There is now little question on who won. The next step is to create a stable environment for the nations who were directly involved in the Desert Storm theater.

That is the real war.

All the M1A1 tanks, Patriot missiles, jets and ground troops will not solve the problems contained in that region. A viable solution will take the same degree of determination and thought that made Desert Storm a success.

If the American people plan to claim this point in history as victory, we must be sure that our opportunity to help the world solve its problems doesn't slip by our leaders.

The United States will also have to offer the world a plan. To give direction, leaders must have a goal.

I'm not sure every active duty soldier, sailor, airman and Marine agrees deep down in his or her heart if our goal and mission was right, but it does not matter. I am sure that it would mean a lot to those who did their job faithfully for our political leaders to follow through on what was started in that area of the world.

It would mean something to those of us who did what had to be done to see our political leaders do what needs to be done.
Learning Alone

Single parents cope with getting an education and raising children

By Rick Harrison
Photos by Bob Christy

Sue Allman said coming back to school single, with a child and very little money, is like playing Russian roulette with Murphy's law.

Being a single mother can be very difficult. The single mother has to worry about working, putting food on the table and finding day care, among other things. Combining these worries with college can be exhausting, but Sue and many other single mothers at Kent State are surviving.

Sue, an education major, finds college more of a challenge than traditional students. She moved into Allerton Apartments from Richmond Heights in fall 1988, after working for 15 years at several different jobs.

"Those years weren't as hectic and a job seemed like enough at the time, but that changes when you try to support a child," she said. "You can only go so far without a degree ... I definitely regret not going to college right after high school."

"I didn't think it would be as difficult as it has been," she said. "School can't be your first priority. I couldn't justify a 4.0 while my child has trouble in school."

Sue said her 10-year-old son, Rich, is her first priority, and that responsibility has its price.

"I've decided to drop to three-quarter time for Rich," she said. Now she expects to have her degree after spending six years in school.

Sue said she would like to enroll during the summer, but since Rich will be out of school, she needs a baby-sitter—something she cannot afford.

According to Sue, since the university doesn't offer affordable day care for single parents, those parents depend on each other for support.

Sue and a friend, Theresa Tisher, also a single parent going to Kent State, alternated watching Rich and Theresa's 9-year-old son, Josh, last semester because the two mothers' schedules allowed them to do so.

But these parents get more than a baby-sitter from their acquaintances.

"Single parents seem to seek each other out," Sue said. "It's nice to talk to someone who knows how you feel."

Sue said being surrounded by other children at Allerton whose parents are involved with the college either as students or instructors may be a learning experience for Rich.

"I'm hoping Rich grows up realizing college is important and shouldn't be put off," she said.

Sue also thinks living in Allerton is a positive experience for her son.

"Rich usually has an instant playmate here because there are so many kids around," she said. "I think it's good for Rich socially."

"He probably wishes for the old days sometimes but I think he's accepted it. He's surrounded by parents in school at Allerton, so the norm is abnormal."

Theresa and her son also live at Allerton and have experienced some of the same things the Allmans have.

Alida Clark, a senior public relations major, with her daughter Stacia, 11, and son, Cantrell, 14, at the photography lab in Taylor Hall.
Those years weren't as hectic and a job seemed like enough at the time, but that changes when you try to support a child. You can only go so far without a degree.

Theresa Tisher says she has other responsibilities that come before her grades, including the care of her son Josh, 10.

like I'm not going to get there, but I'm bullheaded. I'll get there."

Theresa said nursing has been a dream for her.

"Nursing is a way of life, not just a job," she said.

She said the move to college was difficult for Josh since they had always lived in large farmhouses away from town and he had to adjust to the cramped spaces of Allerton.

"Josh was really upset at first, but he adapts quickly," she said. "He got used to a small apartment and he always has kids to play with, but we still like to go home to the farm."

According to Theresa, being single and in college means you can't afford to do the things you would like.

"We don't spend any money on anything but bills," she said. "We work with whatever is left."

Theresa said she went to a program sponsored by the university for non-traditional students that stressed the importance of school work, but she doesn't agree with making school her first priority.

"If I screw up with him (Josh), he's screwed up for the rest of his life," she said.

But, Theresa finds putting her school work second is sometimes difficult.

"It's hard for me to deal with less than perfect grades," she said. "I was an honors student in high school, but now I don't have the time, I have other responsibilities that just come first."

Theresa structures her schedule to meet the needs of her son.

"I don't study until Josh is in bed at 9 o'clock because I want to be able spend time with him," she said. "It's not unusual for me to be awake well after midnight studying."

Other determined parents find balancing classes and meeting the needs of their children easier in college than with their previous jobs.

Alida Clark, a public relations major and mother of Cantrell, 13, and Stacia, 11, said she worked as a supervisor in nuclear medicine at St. Luke's Hospital in Shaker Heights.

Alida said she enjoyed her job but it required her to be on call and demanded flexible hours.

"I felt guilty because I had no time for the kids' school activities and things," she said. "My day is shorter now and I'm home when they're home."

"My schedule is more flexible and I have more options within my field (public relations)."

But, Alida does not think raising children and attending classes is easy by any means.

"I'm carrying 15 hours this semester," she said. "It's a suicide mission."

Alida said she hopes to graduate in June 1992, providing she is able to attend full time.

"My family says I must be crazy," she said, "but I'm doing this for myself and my kids."

Alida said family support would be great, but she doesn't have that support.

"I have no (family) support; I have to pay for it," she said.

She said day care is not an option for her because her children are too old. But, she said for most single mothers in her position, the cost for day care is prohibitive.

Alida said she sees the financial aspect of college as the biggest negative.

"My son needs medical care but the university's insurance won't cover him because his condition is considered "pre-existing"", she said.

She said money for those medical bills come out of her pocket. She said she had to sell her house in Shaker Heights because it became an expense rather than an asset.

According to Alida, moving from Shaker Heights was difficult for her children.

"They were coming in to a new situation so it was frightening for them," she said. "They were at the age when they were making close friends so it was quite an uprooting."

She said living in Allerton has made the adjustment easier for the children.

"It's safer here and they have more freedom to roam, within limits," Alida said.

She said she couldn't afford college after high school and that she had always wanted to go.

"I would not be able to go without family housing," she said.

Alida said she tried to commute, but found that she needed to be on campus
every day.

According to Alida, single parents often cannot get involved with campus organizations and programs as easily as traditional students.

"I'm more involved on campus than most single parents," she said. "But it's at the cost of my grades."

Alida said she is able to maintain a B average, but she has to push herself.

"My kids are older so I can do a little more than most parents," she said.

Alida has helped form the student organization Enterprise Group of Intercultural Students (EGIS) at Allerton.

According to Alida, the group was formed to provide a sense of community at Allerton and educate the children and adults about the different cultures that exist there.

"We also wanted to make the administration aware of the lack of a quiet study area in Allerton," she said.

"Kids are kids, and kids are noisy."

Alida said she has not found the support from the university that she expected.

"When we formed the group we ran into bureaucracy," she said. "I feel we should have the support from the university rather than demands to document everything."

Alida said part of the problem is finding a department to represent the group. She said EGIS has enabled her to meet some of the parents of the children her kids play with.

"We are undergraduate and graduate, American and international, and continuing studies," she said. "But, we are not these groups' main focus."
Landlords from Hell

No boys overnight, no parties, no more than two guests at a time without permission of the landlord and no electric blankets.

—An excerpt from a lease signed by eight women who attend Kent State

By Shalene Sinclair
Illustration by Stevie Rinehart

Moving to an apartment or a house off campus means making some simple choices. You can choose your roommates. You can choose a place to live. You can then divide up the household chores and everyone lives peaceably together, right?

Ah, but there is one glitch in this fantasy. While you can choose a landlord, you really can’t predict what he or she might turn into soon after you’ve signed the rental contract.

Some Kent students have found that life off-campus is like a bad dream, with no privacy, repairs that are never made and promises that are always broken. Here are some Kent students who have suffered from landlords who are the stuff of nightmares.

When Denise and Cindy moved into an apartment that was part of an old house, they met Dr. Jekyll and Mrs. Hyde — a husband and wife landlord team. Their landlords, who lived downstairs, assured the women that they would have a separate entrance to their apartment — but Cindy says the couple used the women’s apartment entrance every day.

One night Cindy was working at her drawing table in her bedroom when she got the feeling that someone was standing in her doorway. Her landlord had entered the room without knocking—he just appeared. He wanted to ask her if one of her roommates had had an overnight guest—no overnight guests was a house rule.

“They would come up with no warning,” Cindy says. “It got to the point where we expected them to show up at any minute.”

Denise says sometimes the couple used to wait until the women left the house and then they would go upstairs.

The women would return to find their furniture moved around. Denise says she even found a note from her landlords, suggesting the women clean their refrigerator.

The landlord’s lack of respect for the students’ privacy led them to consult a lawyer, but were told that it is difficult to document a lack of privacy. The lawyer said they could move out or obtain a building permit to construct a doorway. The women waited until the lease expired and then moved out. But they warned the next group of tenants to stay away and discovered the landlords did not have a housing permit through the Kent City Health Department.

According to Kent Health Commissioner John Ferlito, no person may own, operate or be an agent for a multiple-use structure without a current, unrevoked housing license. A multiple-use structure is any dwelling containing three or more dwelling or rooming units or any dwelling with four or more unrelated occupants.

A lack of privacy seems to be a common complaint among students who live off-campus. According to the Ohio Landlord-Tenant Law, a landlord must

The Other Side

Contrary to popular belief, the landlords aren’t always the bad guys. Some tenants can make a landlord’s life hell, too.

Cindy Springston has only been manager of Dale Terrace Apartments since May, but she has quite a few stories to tell about tenants she’d rather forget.

Many unusual incidents occur at Dale Terrace when tenants have a personal vendetta against a neighbor — or a roommate. Springston says she often has to play mediator when tenants (particularly women) don’t get along. One woman complained to her that a roommate ate her food. Often a tenant lowers the setting on the hot water heater so another tenant will have a refreshing shower. Or sometimes, they devise plans to edge a roommate out of the apartment.

“Respecting other people is the bottom line,” Springston says. “Living in an apartment complex is different than living at home or in the dormitories. You are going to hear noise and people walking around.”

Other problem tenants are those who habitually lock themselves out of their apartments. Because Springston lives in the apartment complex, she receives calls at 3 a.m. from tenants who have locked themselves out — and they are often drunk, she says.

Springston says while she allows pets in the complex, she hates to see that people aren’t taking care of them by walking them and feeding them the proper amounts of food. She distributed a newsletter to tenants on caring for pets as a subtle hint.

Springston says one of the rewards of the job is that she is never lonely.

“When someone has a special date, they’ll come to me to let me see them dressed up,” she says. “When the war broke

Continued on next page...
give reasonable notice (24 hours) to the tenant when he or she wants to enter the premises and must not abuse the right of access to the property.

Kent lawyer Robert Paoloni says a landlord does have the right to enter without notice in the event of an emergency. If a tenant feels the landlord is abusing that right, the tenant can file an invasion of privacy suit in a court. But Paoloni says it is usually one person's word against another.

"You're going to have proof problems because you need a witness," he says. "There's really no enforcing agency to file a complaint. Privacy is a gray area of the law because it's not a physical thing you can actually see."

Karen, who asked that her name be changed, lived in the house next door to her landlord. She says he would peek through the windows at the women in her house and would drop in with no warning.

"One day he took down all the shades on the side of our house that faced his house," Karen says. "We wrote big signs that said, 'Nice to see ya,' and, 'Hi,' and put them in the windows. Then he put the shades back up — he put up the same old shades that we had before."

She says he would come over to their house to do his laundry and he would go through the tenants' rooms. She recalls that he threw away an ashtray she had in a drawer as a reminder that the house was non-smoking — and she doesn't even smoke. She simply had bought the ashtray because she liked it.

When Karen and her landlord had a disagreement about having guests overnight, he suggested she move out. She says he even offered to help her move her belongings — and then told one of her roommates to sue her for the

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### Landlord and Tenant Law

#### The tenant must:
- Keep the house or apartment safe and sanitary.
- Dispose of all trash.
- Keep plumbing fixtures as clean as conditions permit.
- Use all electrical and plumbing fixtures in a proper manner.
- Not destroy or damage the premises and not permit guests to destroy or damage the premises.
- Comply with housing, health and safety codes.
- Maintain appliances in good order if the tenant is required to do so under a written rental agreement.
- Not disturb the neighbors.
- The tenant also may not unreasonably withhold consent for the landlord to enter the premises to show the place to prospective tenants, to repair and inspect or to deliver articles.
- If the tenant violates any of the obligations, the landlord may recover actual damages and attorney's fees.

#### The landlord must:
- Comply with all building and housing codes. Make all repairs and keep the premises in habitable condition.
- Keep the common areas in safe and sanitary condition.
- Maintain all electrical, plumbing, heating and ventilating facilities in good and safe condition.
- Provide trash containers and remove trash. This requirement applies only to a landlord who rents four or more dwelling units in the same structure.
- Supply water and heat, except where these facilities are in control of the tenant.
- Not abuse the right of access.
- Give reasonable notice (24 hours) of his intent to enter the premises.

### Where to get help:

If you think your landlord is violating a rule, there are several agencies you can contact:

- You can file a complaint with the Commuter and Off-Campus Student Organization. While COSO is not a legal service, the staff can answer some questions concerning your rights. The complaint files are available to students who want to research past complaints on a landlord or an apartment complex. You can reach COSO at 672-3105 and their office is Room 236 in the Student Center.

- If you have charges of discrimination, you can call the Fair Housing Contact Service. No landlord may discriminate against a person because of race, sex, color, sexual orientation, religion, ancestry or national origin. However, a landlord does not have to rent to anyone that he or she reasonably fears cannot or will not pay rent. The contact service offers counseling, and there are lawyers who work with the agency. You can reach the Fair Housing Contact Service at 376-6191 from 8 a.m. to 4:30 p.m. Monday through Friday. The contact service has a Tenant-Landlord Help Line at 376-0359.

- If you want your house or apartment inspected by the Kent City Health Department, Kent Health Commissioner John Ferlito says you must first file a written complaint with the health department. Ferlito says all houses designated multiple use must have a yearly inspection by the Kent Health Department to meet minimum health and safety standards.

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### From preceding page

out, the phone rang from four different girls who wanted to tell me about it."

Larry Neiman, a Kent landlord, says when he has bad tenants, he simply gets rid of them because being a property owner is a business. Although none of his tenants has ever caused serious damage to his property, one problem he sees are tenants who skip town without paying the remaining rent. As a safeguard, he collects the last month's rent from each tenant when he or she signs a lease.

Neiman will never forget the woman who sublet a basement apartment from one of Neiman's tenants and always complained about being cold.

"The tenants are supposed to keep the thermostat at about 70 degrees," he says. "This girl would take all the burners (on the stove), turn them on full blast and turn the gas oven on, too. I put new wall thermostats in the basement, and they were registering 88 to 92 degrees."

Neiman wrote the tenant a detailed letter, in which he explained that a gas range was not designed for heating a room, that it was a fire hazard, that the excessive use of gas was expensive for the other tenants and that carbon monoxide was being distributed through the air.

Three days later, when Neiman checked on the tenant, she was still using the gas range to heat her downstairs apartment. Neiman disconnected the oven and capped off the pipe. The girl moved out quickly.

Sometimes tenants can pull little tricks that don't harm anyone — they're just good for a laugh.

Pat Schneider, office manager for Glenmorris Apartments in Kent, says the strangest incident occurred last fall, when a prankster turned the roof of the apartment complex's laundry facility into a bedroom suite.

Schneider says, "The bed was made, there was a nightstand and a desk, and there was even an alarm clock."

Schneider says it could have turned into a serious situation because the weather reports called for rain, but the bedroom suite was dismantled the following day with no harm done.
remaining rent. "The judge said I had no legal action," Karen says. "He said I should have taken action before I moved out. Because I had a lease, he couldn't make me move out without evicting me. I had to pay (the rent). I couldn't hire a lawyer. I'm just a college student.

"I guess a lot of students don't know they have legal rights."

A landlord who refuses to make repairs or maintain the cleanliness of a property is another source of pain for some tenants. Kent Health Commissioner John Ferlito says repairs should be made within a reasonable amount of time, but the length of time can vary. Some repairs, such as a broken heater or a lack of hot water, should be made within 24 hours, while others take longer, like installing a new roof on a house.

Mark says he is frustrated with promises that were never fulfilled and repairs that were never made at his apartment, so he's taking action — he's moving back into the dormitories.

"Things you need, like a bathroom — they just don't fix it," Mark says. "Last year our stove blew up — for two days we were without a stove.

"There were no screens on the windows. We kept asking for them. Finally we took some screens from the windows downstairs."

Mark says his roommate's car was towed when the management didn't tell the tenants they were abolishing parking for visitors. Each apartment is allowed two parking permits, but there are four people in Mark's apartment. He says he and some other tenants were going to form a group to take action, but gave up because they just didn't have the energy.

Melissa says she and her roommates do their best to clean up the house they rent, but she describes it as "hideously filthy" because the landlord, who lives on the first floor, likes it that way.

"She wouldn't know a can of Comet if it hit her in the head," Melissa says. "She doesn't comprehend that this place is filthy because her place is filthy. When we moved in, there was mold on the outside of the refrigerator, and the counters were so sticky you couldn't lean up against them."

When the women found bugs that looked like small roaches in the house, they told the landlord — she said she wouldn't believe there were roaches in the house until the women brought her a specimen as proof.

"We're pretty respectable people, but we all just ended up living here because we didn't have another choice," Melissa says.
Pizza Perils

From the oven to your doorstep, it can be a delivery nightmare

By Cyndi Spence
Photo by Chris Zimmer

Jerod opened the car door to hear the barking of a ferocious dog. He grabbed the pizza from the seat and headed toward the splintered door. The bark increased as Jerod neared the porch. The porch light flicked on, accompanied by a raspy shout, “Get down! Shut up, you stupid dog?” Jerod trembled in fear, and his forced smile began to fade.

As the door squeaked its fearsome welcome, a large and greasy-looking man peered through the crack. “Come on in!” He greeted Jerod with a crooked-toothed smile and an extended hand. “Don’t mind the mess. I’m gonna start my spring cleanin’ this weekend. Hold up yer horses while I getcha some money.”

Jerod looked around the room. Beneath the layers of junk there was a room somewhere. The round man returned with a fistful of crumpled money. “This should just about do it!” the man says, baring his gums with pride. He slowly counted the money into Jerod’s hand – $3.50 over the price of the pizza.

“There ya go! Thanks!” The man held the door wide open for Jerod. “Thank you!” Jerod replied, proud that he had earned the highest tip of the night.

All pizza-delivery businesses have their horror stories — it can be a dangerous business. And hundreds of problems can arise on a typical night. The Domino’s Pizza vocabulary acknowledges these difficulties with a name — The Noid — or anything that might interfere with a pizza’s safe delivery. In the television commercials, he’s a red guy with long ears and buck teeth. But the Noid frequently disguises himself. He has been the cause of car accidents, robberies, beatings, dropped pizzas, and of course, unhappy customers. With the Noid around, anything can happen.

Daniel Nixon, a former employee of Domino’s Pizza in Cleveland and now a pizza business owner, explains his most embarrassing moment on a delivery. “I was running up to this house when I tripped and dropped the pizzas,” Nixon says. “I landed flat on my face, and the pizzas were upside-down, but I picked them up first (before myself). They couldn’t have been on the ground more than two seconds. They were fine.

“The customer did ask if I was OK, but still thought it was incredibly funny. I didn’t even get a tip.”

While most people believe college students are simply too poor to tip, some students understand that pizza deliverers need to make money too. Students who have delivered pizza before generally tip higher (usually the leftover change plus a dollar) than those who haven’t (just the leftover change).

Although tips aren’t the greatest in terms of individual deliveries, a nickel here and a quarter there begin to add up. On a Friday or Saturday, a good driver can make up to $30 in tips alone. Delivery people also earn an hourly wage ranging from minimum wage to $4.50.

Most companies cover the cost of gasoline for the deliveries one way or another. Some companies own pizza trucks but employees often deliver in their own cars. The companies reimburse the drivers according to the number of miles driven per night.

Kim Kaznoch, a five-month deliverer for Napoli’s Pizza, says it’s a good thing the company pays her back. She says the biggest problem with pizza delivery is the addresses on the houses... rather, the lack of addresses. Basically the customer designates a street and then the deliverers are on their own. “It’s like someone telling you, ‘We’d like a pizza somewhere in Kent,’” Kaznoch says. So she has adopted a ha-ha-I-found-your-house attitude.

Dan Johnson, a Domino’s Pizza deliverer for five years, says his worst delivery was to a Kent woman who kicked him repeatedly and shoved him down the stairs because he was so late. Johnson says it only took him 15 minutes to reach her house after she ordered the pizza.

Pizza delivery can be a thankless business, but the presence of the Noid is what makes this job an adventure.
Tim Austin, a sophomore business management and marketing major, is just a big kid at heart.

**Behind the Beak**

*This feathered mascot is no flash in the pan*

By Ken Drazdik

Photo by Steve Cutri

About 30 seconds into the Jan. 19 basketball game between Kent State and Miami University played at Kent, the "Flash" cheerleading mascot for KSU heard for the first time what every performer dreams of—cheers from his fans.

Flash, a.k.a. Tim Austin, a 20-year-old sophomore business management and marketing major, had the whistle blown on him by one of the referees.

"I was twirling and waving my arms at the Miami foul shooter," Austin recalls. "The ref came over and told me to stop and get outside of the key (the lines along which players line up when making foul shots). So I went outside the key and did my thing. Then he blew the whistle on me and told me never to do that again."

Austin, who began wearing the gold-feathered costume last August, was selected in a tryout from among nine competitors. Trying out for the Flash is an annual event. Cheerleading coach Linda Moffett, Flash's overseer, says there is more to the position than physical agility.

"Physical agility is obviously important, but we also look for someone who shows spontaneity," she says. "We look for quick thinkers, someone who can respond to situations quickly, because the game can change in a flash."

The physical requirements are in part because of the rigors of wearing the Flash costume. It takes about 15 minutes for Austin to remove the costume and brush it off, and the head and pants include heavy fake fur. The fur and the padding inside the shirt cause Austin to lose about five pounds when he appears as Flash, so he increases his salt intake on appearance days.

Moffett and Kara Zufall, assistant director of marketing of the KSU sports department, agree that Austin is the best person to play Flash since the character's inception in 1985. He appears not only at all football and basketball games but is also the first Flash to appear at hockey games.

Besides egging on opposing basketball players, Austin does other antics during games. He slides down the banisters at the stadium and swings from the goal post crossbar at hockey games. During a basketball game played at Wright State's Ervin Nutter Center, he walked through the arena's loges, where people laughed and offered him hot dogs, pop and other goodies.

Austin admits that he enjoys the job because he's merely a big kid at heart. As for his greatest reward from performing as Flash, it's not monetary—he doesn't get paid.

"The greatest reward for me," he says, "is walking up to little kids and seeing them smile."
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