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ON THE COVER
Kanei Cotton, a student at the Progressive Education Community School, listens to lessons in an African-American perspective. Photo by Bob Christy

EDITOR'S NOTE
So, what’s on everybody’s mind these days? That’s the question we come to when deciding on the content of The Burr each semester. This time around we’ve hit upon some unique issues. Have there been times when you couldn’t wait for the end of a semester so you could evaluate an instructor? In this issue, The Burr looks at instructor accountability and how much all those little bubble forms are really worth. We also look at another hot topic on any college campus — sex. Are we living in an age in which people are beginning to abandon “free love” for abstinence? Some Kent State students think so. Also in this issue, learn about the diversity offered through three ensembles at the School of Music and a class on Native American culture. See what Saturday School means to area African-American youth and the volunteers who work with them at the Progressive Education Community School. The Burr also looks at the lives of both hearing-impaired students on campus and three professors who live among students in residence halls. On a lighter note, students who have worked the “graveyard shift” share their stories with us. And don’t forget to pick up a few cooking tips from expert students. We hope you enjoy The Burr.

— Kimberly Flash
Night Owls

While the university sleeps, many students punch in for the graveyard shift

by Bill Spoonster

When the chimes strike midnight at Kent State, students throughout the university prepare for bed, flip on the television or brew that pot of coffee for late-night studying. At the same time, other students are getting out of bed, flipping off the tube and are off to work.

They work through the night to earn extra money by baking cookies, providing aid to the injured and spreading their voices over the airwaves.

Mike DePaul and Tricia Dudas, who answer emergency calls at the EMS department, walk back to the office after a call.

Pat Burke
Rock Around the Clock

In a similar manner every Tuesday night, freshman Brian Siewiorek calls out to the unknown masses at the other end of a silver microphone:

"You’ll have to forgive us, we’re so unorganized right now."

Before Siewiorek can speak again, his partner, Clifford ‘Beetle-Boss’ Bailey, steps up to the microphone.

"We are not," Bailey counters. "We ARE organized. He doesn’t know what he’s talking about.

"He doesn’t," he continues, his voice becoming edgy. "Well, I don’t know. I could just be totally mental or something."

Siewiorek and Bailey are two of the students who work between midnight and dawn at Kent’s student-run radio station, WKSR.

"Cliff, calm down," Siewiorek says in a soothing voice. "You know we’re gonna have to call those special men in the white jackets again."

"No, no," Bailey whines. "I don’t wanna go with them. They’re no fun. They don’t eat the right things. They don’t like pancakes, and what kind of human being would you be if you didn’t like pancakes?"

Their 10 p.m. to 1 a.m. show, "The International House of Pagans," showcases the latest in alternative and local music, plus whatever Siewiorek and Bailey decide to throw in: Frank Sinatra one week, ska music the next. They also throw in a variety of impressions, news, random phone calls and anything else the pair can come up with. As their slogan goes, ‘Laugh, listen and learn.’

In addition, Siewiorek and Bailey have their “hypothetical question of the week,” in which they call members of their listening audience for responses. The inspiration for these questions can come from anywhere.

"As I was walking to Spin-More the other day," Siewiorek tells his listening audience as he fades in some background music, "I came across a sign at Brady’s, and it said ‘Buy Kent.’ I thought to myself, ‘I didn’t know it was for sale.’

“So,” he continues, picking up the phone and dialing, "if you could buy the entire city of Kent, the university and everything, what would you do to change it?"

Siewiorek’s first caller tells him that if she had all that money, she wouldn’t buy Kent.

“Certainly the most original answer I’ve heard,” he says, pausing to dial another number. “And also the first answer that I’ve heard.”

He tries another caller, Joe, who has a different idea of what to do if he bought Kent.

“I’d start by banning cars completely on campus but not in the city, obviously,” Joe answers. “I’d probably rein—
state prohibition within city limits. I think that would be a nice start. But come to think of it, I don’t think I’d take Kent if you gave it to me.”

“That’s another interesting answer,” Siewiorek responds. “We were just going for . . . well, I really don’t know what we’re going for.”

Siewiorek has been a disc jockey at WKSR for two semesters and is now the station’s traffic director. He says students who do late-night shifts really enjoy radio.

“It takes someone who’s dedicated, willing to do the job. If not, you’re bound to fall asleep on the air.”

Last semester, Siewiorek was on the air from 1 a.m. to 4 a.m. That, combined with a full load of classes and a day job at the library, wore him out.

“I wouldn’t go to bed, I’d just have lots of coffee. I was the typical college DJ.

“On those Fridays when I was on the air, I’d be fine the whole day and then I’d get to work. I’d just sit there, falling asleep. When I got home, everybody would be going out, and I’d be going to bed at nine, getting up the next day at one. But I had a lot of fun.”

The Baking Blues

As “The International House of Pagans” draws to a close, senior Elaine Chapman is still enjoying her final hour of sleep, but the end of sleep comes quickly, for by 3 a.m., she and four others begin their shift at the Beall Production Center.

The Production Center is in operation 24 hours a day. But most of the work is done between 3 a.m. and 11 a.m.

Chapman spends her nights preparing desserts for the many campus cafeterias. Almost every night the communications major frosts dozens of cakes, prepares cookies and mixes pizza dough.

She describes the nights as “quiet.” Because so few people work the 3 a.m. to 7 a.m. shift, workers tend to stay busy, but at the same time, they have little interaction with one another.

Shannon Steiner, a junior journalism
Kayauna Dodd passes away the night working as a receptionist at the Tri-Towers area desk. Signing out temporary keys and re-addressing mail is a big part of the job during the late hours.

major who also works at Beall, found the work to be very different from what she expected.

“It’s not the way your grandma would cook,” she says. “You’re dealing in such a huge volume. Every day that I work, I’m baking hundreds of chocolate chip cookies. Hundreds. I never want to see another chocolate chip cookie for as long as I live.”

Steiner said that taking this job has put an end to her late-night activities.

“I used to be a night owl, but now I’m barely awake past 10. I feel like an adult, not like a college student.”

Chapman agrees with Steiner but doesn’t feel that the late hours are a disadvantage.

“You have to learn how to juggle your schedule around. It’s not always easy. After you’re done at work, you can either go through the day being very tired and get things done, or you can get some sleep. You can’t do both.

“But I think that it’s better to work at night because you can get it out of the way. All in all, it also gives you a lot more free time.”

The Waiting Game

Most of Emergency Medical Service Technician Mike DePaul’s eight-hour shift is spent waiting for a call to come over his portable radio.

“You spend a lot of time staring at the walls,” he says. “But when the call comes in, we’re out the door in a flash.”

The EMS department waits for its calls 24 hours a day in a tiny room in the basement of DeWeese Health Center. The room has all the comforts of home — a refrigerator, a television and a pair of couches.

DePaul and Tricia Dudas work the 11 p.m. to 7 a.m. shift on Wednesdays. After reporting in, the EMS crews check their equipment to make sure everything is there and ready to use, Dudas says.

“This way you know if everything is there or not. If you know, then it’s not a problem. If you don’t know, then it could be. After that we’re turned loose.”

Then they are free to do whatever they want to pass the time until a call comes in — read, prepare for exams, eat, watch television or sleep.

EMS crews never know from night to night what will happen or how busy they will be.

“Sometimes nothing happens,” DePaul says. “Other times you get a call right when you drop someone off at the hospital. Those are the nights that you drink lots of coffee. No night is always all busy or always slow.”

Calls throughout the night are as varied in frequency as they are in intensity. Many are simple band-aid cases involving minor treatment. Other cases can be more severe and may require trips to the hospital.

Frequently, late night calls to EMS involve the excessive use of alcohol.

“We get lots of back-to-back calls on Thursday and Saturday nights, as peo-
ple are coming back from the bars," DePaul says. “You have to respond to the brawls, the disorderly conduct calls and to those who are being too rowdy. If the police are involved, then we have to be involved. It’s University policy.

“A lot of calls are from concerned roommates. For most of these, we don’t need to be there. The person just needs to sleep it off. If not, we’ll take them to the hospital, whether they want to go or not.”

Life Behind the Desk

Many people think that sitting behind a desk all night would be an easy way to make some extra money. Sophomore Kayauna Dodd disagrees.

“It can get so boring sometimes,” she says. “We don’t do much of anything back here, not during these graveyard shifts.”

Dodd works the midnight to 4 a.m. and the 4 a.m. to 8 a.m. shifts at the Tri-Towers area desk.

“These four-to-eights are unbearable because there’s nobody here,” she says. “Security leaves at five. After that, it’s very hard to stay awake. It’s terrible.”

During the slow periods, desk workers sort mail, answer phones, sign out temporary keys and do homework.

But Dodd is grateful for the slow hours of the shift because they give her a chance to get things done before students come home from the bars.

“They never seem to remember what happened to their keys and their IDs,” she says. “Before we can give them temporary keys, we have to ask them three questions off their ID card, such as their student number and their home address and phone number. Half the time they don’t even remember anything about themselves.”

But, despite the long nights, Dodd wouldn’t give up her job.

“It has its problems, but so do all jobs. Sure I spend a lot of time alone, but I get things I need done, done. I may lose some sleep, but I’m young. I’ll survive without it.”

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Abstinence becomes a hot topic of discussion in the '90s

by Michael Kilroy

After two one-night stands and countless sexual encounters, Anna* makes a radical change in her sexual attitude and behavior.

She decides to abstain from sex.

It is a decision she has mixed emotions about, and it is challenged when she meets a man in one of Kent's downtown bars.

She instantly feels some sexual attraction to this man, and she can tell he feels the same toward her. They sit and talk, and as they do, she feels that sexual attraction strengthen. Later, she invites him home.

It isn't long before they are in bed together. But their expectations of what that means and what will follow are dramatically different.

Anna doesn't want to have sex, her decision to abstain solid; he does. She wants to wait and just “sleep” together in the very literal sense of the word; he doesn't. She says it is a “Kent thing” to simply sleep together without having sex; he doesn’t understand. He wants — and expects — more.

They kiss and fondle one another, each becoming more and more sexually aroused, but when it comes down to actually having intercourse, she pushes him away and says, “I want to wait. I don’t want another one-night stand.”

Bill and his girlfriend are sitting on the couch, holding hands, watching a sitcom on television. They begin to kiss and get intimate. He feels himself being whisked away in a river of sexual desire; he senses his girlfriend feels the same. He wants to have sex with her. He feels so close to her, and he believes, for just one moment, that having sex with her would be one more step to achieving complete intimacy with her; she feels the same. But something stops him, preventing him from being swept further down that river, over a waterfall of no return. Some sense prevents him and tells him to wait until marriage.

His girlfriend completely understands.

Scenes like these are not all that uncommon on college campuses like Kent State. In a very small segment of the population on college campuses, there is a sexual counterrevolution being waged. It is a movement of abstinence that is radically different from the '60s sexual revolution of “free love.”

Today, from small campuses to large, this counterrevolution is — if not gaining force — becoming a popular topic of discussion.

But why would red-blooded college students, like Anna and Bill, in the

*Some names have been changed to ensure privacy.
prime of sexual discovery, choose to abstain? The answers to this question are not easy to ascertain. But several sexual concerns are prevalent. AIDS is at an all-time high, afflicting almost one million people nation-wide, according to the U.S. Centers for Disease Control in Atlanta.

Religious considerations are also in the abstinence equation. But some don't choose to abstain because of AIDS or religious beliefs. Some abstain just because they believe sex is something worth waiting for — in the right situation with the right person.

For Anna, AIDS is just a minor consideration of her abstinence. She says she became sexually active at age 15. She remembers sitting around with her girlfriend discussing how many sexual partners they had had. "At first, I was relieved because she was five up on me," she remembers. But after two one-night stands, she says she made a moral decision to abstain.

"Kent is such a small town that you can easily get a reputation," Anna says. "I got labeled a slut. I really didn't like that one bit."

Anna, who has been abstinent for almost a year, is in a "second virginity," two contradictory terms that describe someone who had once been sexually active but is now abstinent.

Bill, who is a virgin, has reasons completely different from Anna’s. While Anna says she will become sexually active again once she finds a steady boyfriend, Bill says he will wait until he is married — no matter how long it takes.

"It will be wonderful when we do finally have sex...We’ve waited this long to make it special, we realize it’s worth waiting for."

Bill says his reasons for abstaining are rooted in moral and religious obligations to himself and his partner. "I use my brain instead of my organ. People have got to learn to control themselves."

While Anna and Bill cite moral and religious reasons for abstaining, Sarah and Jim, who will soon be married, are waiting — not because of AIDS or some sense of morals and religion — but because they say sex will be that much better after they are married.

"It will be a great thing. It will be wonderful when we do finally have sex," Jim says. "There are about 10 to 30 seconds when we’re thinking, ‘Wow. It’ll really be great now.’ But as soon as we take a second to realize we’ve waited this long to make it special, we realize it’s worth waiting for."

Sarah says, "I always wanted my relationship with my husband to be different from any old boyfriend. And so I knew that it was one more thing I could share with my husband, and that would make the relationship better."

However, while Sarah is a virgin, Jim is not. About five years ago, he had sex. He says this first experience helped him make his decision now to abstain until marriage. "I always wanted it to be with someone I loved. When it finally did happen, it came as a surprise to me. It was just one of those things that I didn’t see coming, and..."
after, I felt bad. It wasn’t the way I wanted it to be.”

And for others, AIDS, religion and the idea of sex at the right time does not apply. For those like Angie, waiting for sex is an emotional shield.

Angie says she has come close to intercourse with several men, but has never taken the final step because that defense mechanism kicks in. “I don’t know what it is. I’ve been hurt before emotionally. I think if I had sex with someone, I’d be hurt even more.”

She describes an occasion when this mechanism came into play. She had a summer romance with a man at work. She says she knew the romance wouldn’t last and was glad when that mechanism roared to life. “At the end of the summer, he pretty much left and never said goodbye. I knew he was a drifter, and after that, I was really glad we hadn’t had sex. It would have hurt a hell of a lot more.”

Anna, Bill, Angie, Sarah and Jim are in a small minority. According to a study of 2,400 readers of Mademoiselle and Details magazines, only 6 percent of college students have not had sex. And it appears that nothing — not even AIDS — is stopping college students from taking a roll in the hay.

“Many think God is down on sex. In fact, the very first thing God commanded to the people He created was to have sex”

Results of another study, conducted in 1989 by a Kent State graduate student, Jane Wilderman-Payne, show that the AIDS scare has not had a vast impact on sexual behavior among college students. In her explanation of the study, Wilderman-Payne wrote, “In view of AIDS’ virtual 100 percent fatality rate, the fact that college students, who know intellectually that AIDS kills, continue to engage in frequent, perhaps risky, sexual activity is alarming.”

It is obvious that the fear of death hasn’t made a dent in the sexual activity of college students. And it is even more obvious, says Dr. Terry Thomas, that the fear of God hasn’t either.

Thomas, who speaks about sex at 40 to 50 colleges a year all over the Eastern United States, including Kent State, says the problem in teaching abstinence is the many conflicts — perceived or otherwise — between sex, religion and the constant barrage of messages in the media directed at youth about sex.

Thomas, who was sponsored to speak at Kent State by several campus organizations that include the Christian Student Foundation, Campus Crusade for Christ and Chi Alpha fraternity, says that many people have the misconception that God is anti-sexual. He says that simply is not true. “What God has said is that sex is good. Many think God is down on sex. That’s not true. In fact, the very first thing God commanded to the people He created was to have sex.”

The overriding question for those who do and do not engage in sex is ‘What is sex?’ Even those immersed in the sexual counterrevolution have different opinions on what sex is, let

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alone where the revolution is going.

Bill sees sex as anything beyond “French kissing and fondling,” while Sarah and Jim have a less rigid definition of sex. They say everything short of actual intercourse is OK.

These are the bookend definitions of sex. Bill says those like Sarah and Jim are “cheating” and aren’t really abstaining. To him, Sarah and Jim are no more virgins than anyone who engages in intercourse. But Sarah and Jim say that is not true. They say oral sex is not sex. “We separate it out,” Jim says. “We do everything else without actually having intercourse. We enjoy everything else.”

“We look at people in that one dimension, and with that kind of outlook, we will never get truly good, emotional sex”

Sarah says, “Everybody knows there’s one definition of intercourse, maybe not of virginity. But, I guess the way we see it, if you haven’t had intercourse, you’re still a virgin.”

Thomas says the real problem is the mass media selling products with sex that display people as one-dimensional, without character. He says they are seen as only sexual beings, and it is that outlook that is the real crux of the sexual problem.

“We look at people in that one dimension, and with that kind of outlook, we will never get truly good, emotional sex. Only physical,” he says.

However, some health care experts say that for most college students, good physical sex is enough.

Renee Axiotis, a health education specialist for Kent State Health Services, says that while abstinence is a great idea, it is unrealistic. “Let’s face it, most people are going to have sex,” she says. “From the dawn of recorded history, sex happens. Abstinence is great advice, but it isn’t viable. It will never happen.”

It is still too early — and in many cases too difficult — to tell just where this counterrevolution is going. While Anna, Bill and Thomas see it as a
developing trend brought about by just a simple change in attitude between generations, Sarah and Jim see it as just an individual trend.

But Thomas warns that having or not having sex isn’t the real issue in this movement. He says the issue is when to have sex and that many outside the movement lose sight of that. He says the misguided messages of “safer sex” are the real enemy of the revolution.

This confusion is most evident in America’s schools, he insists, where an adolescent can get Doritos in one vending machine and a condom in the one next to it.

He says condoms may present a false sense of security—a safety net that is frayed at best. According to a study by Margaret A. Fischel in 1987, condoms may fail 17 percent of the time. “It’s a catch-22 situation,” Thomas says. “Schools try to teach sex value-free. It isn’t working. They have to pick a side and educate it. Right now, they’re saying, ‘Don’t. But if you do, use a condom, and it’ll be OK.’ It won’t.”

However, Axiotis says it is foolish to believe that experimentation with sex will not occur and that people will “wait for the right time” to have sex. She says in this case ignorance is certainly not bliss when condoms are concerned. “If you are ever going to become sexual—and history has taught us that sex will happen—it is important to know about the ways to prevent STD’s. And condoms appear to be the safest way other than abstinence.”

But ultimately, Thomas says, the question to have or not to have sex is a timeless one. He says youth are barraged with conflicting messages and that in this “free condom” generation, college students are simply confused. He warns them to look before they leap.

“It’s like jumping off a tall building,” Thomas says. “The fall could be exciting, exhilarating, the joy ride of your life. You can be falling and thinking, ‘Wow man, this is great.’ ‘It’s not the falling that kills you. It’s the sudden stop at the end.’
The Silent Treatment

Deaf and hearing-impaired students battle misconceptions on campus

Lisa Mroczka, Dawn Powell, Brad Crist, Christine Forde and Angie Bohnlein play a game in their manual communication class.
The chair next to the instructor’s podium is empty. It faces the classroom and Elaine Gale, a senior deaf education major. Elaine’s interpreter, whom she uses primarily for student questions, usually occupies the chair. He didn’t show up today.

Elaine sits cross-legged in her chair, engrossed in the instructor’s lecture on teaching speech to the hearing impaired. Unlike many other students in the class, Elaine doesn’t fidget. Her eyes focus on the instructor. She pauses, her pen poised thoughtfully against her mouth, and then takes down a few notes. Occasionally, she will glance at the notes of a friend sitting beside her. Her friend keeps her notes in plain view.

Elaine is one of 17 hearing-impaired students on campus registered with Disabled Student Services. Jason Richardson, a senior deaf education student, and Sabrina Baltenbach, a freshman undecided major, are also hearing impaired. The three say the only difference between them and other students is that they can’t hear as well. They play sports, take classes, talk to friends, get frustrated, laugh and cry. But sometimes other students don’t realize that, especially on a campus where there are so few hearing-impaired and deaf students.

Elaine has a moderate-to-severe hearing impairment. Without her hearing aid, she hears sounds only in the 56 to 70 decibel range. (People without losses hear sounds beginning at zero decibels.) She is the youngest of two children born to profoundly Deaf parents. Her sister Luci is also profoundly Deaf. (An uppercase “D” describes people who accept their hearing loss and immerse themselves in Deaf culture.) Elaine learned sign language from her parents. Her grandmother, who forbade sign language in the house, taught
Elaine and Luci to speak verbally. "My grandmother is from the Alexander Graham Bell time," Elaine says. "She thinks sign language doesn't get you into the rest of the world. She never saw the beauty of sign language."

Jason was born with no hearing in his left ear. In elementary school, he developed tinnitus, a condition that causes ringing in the ears and a hearing loss with age. He wears a hearing aid in his right ear to amplify sounds and to eliminate a lot of the ringing. The only sign language he knows is what he has learned in his classes here.

Sabrina was born profoundly Deaf. She is the only child of profoundly Deaf parents. She communicates solely through sign language. Elaine interprets the interview.

Elaine, Jason and Sabrina say many students and faculty members have misconceptions about the hearing impaired. When Elaine first transferred to Kent, she removed her hearing aid for the first three weeks of classes. She says she wanted to see how students and faculty reacted. She and her interpreter pretended she was profoundly Deaf and didn't speak. Elaine recalls one professor who asked if she could read. "I just kind of said, 'I can read,'" she says, rolling her eyes. "In the back of my mind I was thinking, 'Oh brother, you need to be educated.'"

Another professor showed a more positive reaction when he encountered Elaine in the hall one day without her interpreter. She says he went into a nearby computer lab and talked to her via the computer screen. Later in the semester, the same professor told her he tried in vain to find a close-captioned film in the library for the class to watch.

Sabrina, however, didn't find professors or students to be receptive. She recalls an episode from spring 1993, her first semester on campus. Sabrina was in a class when her interpreter relayed a disturbing message. The interpreter told Sabrina that one student behind her had said, "Deaf people think they can have what they want. They are bastard people."

Sabrina says she turned around and asked the student to justify his remark. "I said (to him), 'You're treating me as a low person, and you don't really know Deaf culture,'" Sabrina says.

She remembers another class in which a professor marked Sabrina absent one day when her interpreter did not show. When Sabrina questioned the instructor, she was told bluntly, "You can't hear, so you weren't here. It's not worth it for you to be here."

Sabrina says attention should not be focused on the interpreters. They are supposed to be invisible.

Although Jason doesn't recall any such instances at Kent, he remembers middle school being socially trying. His peers nicknamed him "Grandpa" Pat Burke.
because of his hearing aid. Jason succumbed to their jibes and took it out. "I couldn't hear," he says, "but I hated having a hearing aid."

Because of the stigma the hearing aid carried, Jason did not wear it on a regular basis until his second year at Kent. Before that, he says his instructors were sometimes so soft-spoken that he spent lecture time sleeping.

Disabled Student Services provides hearing-impaired and Deaf students with interpreters, notetakers and Assistive Learning Devices such as FM units (cassette player-type boxes that amplify sounds into headphones from a microphone attached to the professor), says Janet Filer, coordinator of DSS. Student cases are also handled on an individual basis, Filer says. In the fall, one student was in a class where the instructor used a lot of videos and movies, so DSS had the audio transcribed.

Despite the office’s efforts to help, there are several areas of campus that Elaine, Sabrina and Jason say could better accommodate hearing-impaired and Deaf students.

In some small classes, Elaine says arranging the desks in a circle would enable her to see everyone’s faces for easier understanding. When some professors write on the chalkboard, Jason says they face the board, and he misses part of the lecture.

Filer says DSS reminds faculty members to always face the students and to not talk with their hands over their mouths. Students are also encouraged to take sections of a class with an instructor who doesn’t have a beard or a mustache.

For resources, Elaine and Sabrina say there should be more Telecommunications Devices For the Deaf, a telephone system based on written words rather than spoken words. The only one on campus was recently installed in the Student Center. When she first came to Kent, Elaine couldn’t call her parents.

Elaine did benefit from her hearing impairment when it came time to get a parking permit. After trying unsuc-
Angie Bohnlein, a junior special education major, practices her signing by telling manual communication classmates a story.

 succeeds to get her permit switched from the stadium to an on-campus pass, her grandmother called and told Parking Services about Elaine's hearing impairment. She had no problems exchanging permits.

Elaine says some people are shocked to learn that she is able to drive. "People say, 'She can drive? But she's deaf,'" Elaine says, her eyes wide. "Of course I can drive. I can see."

Unlike his middle school days, when he spent time trying to fit in, Jason now intertwines his sign language and his social life. As a member of the Blackbird Walker Center for the Performing Arts, he signs poetry to the group every full moon from a small stage, exaggerating his motions so the audience can understand.

Amie Ellis-White, a senior art education major and one of Jason's seven roommates, says Jason is a strong bond in the house they all share. "Jason is always someone I can communicate with," she says. "He's always on an even keel. He's a natural with every-

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one and really wants everyone to get along."

Amie says it is instinct for her now to speak up and not mumble when Jason's around.

While Jason found solace in his social life, Sabrina had a hard time adjusting when she transferred here in January 1993 from Gallaudet University, the only university in the country for the Deaf and hearing impaired. The semester was isolating and lonely, Sabrina recalls.

"I realized how difficult it was to go back to an interpreter, with less communication among my peers," Sabrina signs to Elaine. "I felt isolated and alone. I had to learn to go back to interacting with the hearing world. Before I came here, I had to go out. I had to have friends. I couldn't shut up. I was always overactive. When I came here, I was too restless. I found nothing to do. And then I got quieter and more bored."

Sabrina says she was afraid to return last fall, but she says the semester was much easier because she got along better with her interpreter and because she met Elaine and other hearing-impaired students. "It's easier to communicate," she says. "One Deaf is better than none. Being alone is not fun."

Senior deaf education major Tina Jividen describes Sabrina as a very humorous, outgoing and laid-back friend. She finds that she and Sabrina can relate because they both have Deaf parents.

Sabrina and Elaine agree that communicating with other students is often hard.

"It really bothers me that students here are trying to learn sign language, and they see that you're Deaf, and they want to practice on you," Elaine says. "It gets really tiring. It takes them 15 minutes to tell you they want to go to lunch with you."

To alleviate this dilemma, Elaine formed Silent Dinner in the fall. She agreed to meet in the Student Center cafeteria once a week for a dinner conducted solely in sign language. But Jason was the only person who showed.

Elaine said some students also assume that because she is hearing impaired, they need to exaggerate their lip movements. "They should speak normally to Deaf students," she says. "They're used to reading lips at a normal pace."

Sabrina says students approach her and finger spell or ask her for the time, but she says everything is very surface. She says she believes that not many students chat for pleasure.

"As I talk with them, they smile and say, 'I want to know how you feel, being Deaf and alone and in the university,'" she explains. "It's fine for them to ask me that question, but it's not the real reason. How do you do classes? How do you feel with interpreters? How, how, how? There's no real way how Deaf people feel. Deaf people feel normal, if others treat us normal. If they were motivated to get to know me, they would realize how wonderful I really am. Deaf people do have character. And they're funny. And they're outgoing. And they're fun to be with." •

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Congratulations to the 1994 Kent Baseball & Softball Teams on Two Successful Seasons!

Good Luck in the Post-Season Tournaments
TO THE BEAT OF A DIFFERENT DRUM

ENSEMBLES CELEBRATE THE MUSIC OF FOREIGN LANDS

BY TAMI HEAD

The pitter-pat and bop-de-bop-bop of Conga drums and the voice of the Dun dun (talking drum of Yoruba in Nigeria) conspire to draw the body into a rhythmic frenzy. Hands fly as they beat the drums, and voices are raised in harmony. Dancers move seductively to the beat. It’s all a part of the performance in the Tri-Towers Glass Lounge one evening as the African Ensemble shimmies and chimes the souls of students with its rattles and double bells.
The swift movement of hands beating on drums characterizes the African Ensemble.
Then there is the call from Director Kazadi Wa Mukuna to unleash the suppressed urge to dance.

"We welcome all of you. If you get the spirit, don’t hesitate," he says, gesturing with his arm to the open floor in front of the ensemble.

In contrast to this frenzied scene, Guang Lu, director of the Chinese Ensemble at Kent State, says he has discovered therapy in the tranquility that comes from playing his music. "Slowly" is the word he uses when talking about the way things are in his culture. And likewise, he says, playing traditional Chinese music is "ahhh...just like drinking tea..." One plays it slowly.

These scenes might be recognized as opportunities to commune with the music of a foreign land. And on a campus that stresses diversity, the African Ensemble, along with the Chinese and Thai ensembles, all offered through the School of Music, give students a practical experience with other cultures.

"We talk about cultural diversity on this campus," says Mukuna. "This is cultural diversity in action."

Members of the three ensembles are both music and non-music majors who are interested in music or foreign culture. No matter what leads each student to the group, they all say they have gained a deeper appreciation for music and culture through the ensembles.

Lu says the groups are valuable to students because most American students have had little experience with music from different cultures. He believes students at Kent are fortunate to have the ensembles offered as one-credit courses through the Center for the Study of World Musics. Lu knows the benefits of studying music from another culture. While earning a composition degree in Beijing, he learned music from the Western world. He says that music has broadened his understanding of his own culture’s music. Seeking to provide his students with the same benefits he had, Lu uses examples of the differences between the American and Chinese cultures to...
explain Chinese music.

For example, Lu likens the difference between the two cultures to drinking Pepsi and drinking white wine. "If you only know to drink Pepsi and to drink it down quick, you may try to drink down white wine just as quickly and be in for a shock," Lu says, explaining that the Chinese play music for its art, to savor the enjoyment of making music. His students will tell you that Lu wants them to get pleasure from playing the music.

Sharon Hochhauser, who has spent two years in the Chinese Ensemble under Lu’s instruction, says Lu has helped her understand the differences in the way Chinese and Americans approach music. For instance, she says, in China it’s more prestigious to play music as an amateur, for the sake of art and self-enjoyment, than as a paid professional. “And in that culture, everyone takes part in playing music, no matter your talent,” says Hochhauser.

Lu says this involvement in music comes from the simplicity of the composed music and the instruments in China. He says that while the music has a basic melodic structure, a lot of it calls for improvisation. This way, “the music can belong to thousands and not just to a few people,” he says.

Students find that the Chinese music comes the closest to structured music as Americans know it. In contrast, both the Thai Ensemble, taught by Panya Roongurang, and the African Ensemble are taught almost entirely through listening and copying, which is the native way of teaching music in both cultures.

As a part of the curriculum, students study bimusicality. They are studying not only the theory of foreign music but are learning to play the music as well.

“It’s like being bilingual,” says Terry Miller, founder of the Thai Ensemble. “The students learn better by actually speaking the language.”

Andrew Shahriari, a member of both the Chinese and Thai ensembles, says that despite a busy schedule he would not give up participating in the groups. He plays the Er Hu, a two-stringed bowed fiddle that is just a few strings away from the Western guitar he is used to playing. He says he has tried to incorporate the improvisation Lu talks about into a couple of songs, but it “comes out sounding like the blues, instead of Chinese.” Shahriari’s goal is to learn to play the songs like a Chinese musician. He hopes to accomplish this through studying the Chinese culture and listening closely to the music.

Describing the tranquility of the music, Lu describes how he had developed a headache from several hours of studying, and had gone to the campus health center for acupuncture — the usual treatment for headaches in China — to no avail. So early one morning, he took an instrument and drove to an area lake and played. He was amazed to feel his headache disappear after a few hours of playing.

Lu explains that by taking time to commune with the music, the purity caused his spirit to become “one with the natural,” like meditation is thought to do in America.

But taking time to experience every nuance of things is a way of life for the Chinese, he says. Unlike American culture, where instant gratification through things like microwaves and fast food is common, Lu says that in Beijing the Chinese go out for a meal and are prepared to sit for hours enjoying the food and atmosphere.

“We talk about cultural diversity on this campus. This is cultural diversity in action”

David Badagnani, another member of both the Thai and Chinese ensembles, learned about Thai music when he was studying at Florida State University. He often would eat at a Thai restaurant. Eventually, he befriended the Thai workers who educated him on Thai culture and started him on a quest to learn more.

Here at Kent, Badagnani’s quest is met through Panya, his teacher, “father” and friend. Panya says that it is tradition in the Thai culture that an instructor is like a parent to his students and is respected by the students through good behavior and obedience. Badagnani and Shahriari say they have adapted to this concept.
Thai Ensemble members learn that they are to respect not only Panya, but his teacher, his teacher's teacher, and so on. Panya explains how tradition calls for students to respect their instruments because they are where the spirits of past instructors are embodied. In addition to taking general care of the instruments, the students must remove their shoes and bow to their instruments before and after playing them.

Like Badagnani, many of the members in the Chinese and Thai ensembles already play Western instruments such as the guitar or viola. They often find a foreign instrument that closely resembles the one they play. This is not the case in the African Ensemble, where most students enter having never played an instrument, says Mukuna, who is known among ensemble members for being able to teach students how to play instruments in no time at all. As they perform, the reverberation of the beating drums bounces off the walls. The drummers, using arms and hands, thrash the drums with such velocity that it appears the drums will explode with the momentum of it all.

An assailant in the drum beating is Greg Babb, one of only a few members who has played an instrument previously. He's been drumming on Western drums for six years and told how seeing the ensemble with its mostly all-percussive instruments drew him in instantly.

"It was at a folk festival on campus. The music was so wonderful and exciting," Babb says. "It made me want to dance like mad!"

And dance he would, because Mukuna says there is no African drum playing without dancing, too. During concerts, the group often is accompanied by an entourage of dancers. Sharon Semple, who has been with the ensemble since 1992, joined as a dancer. Then she learned to play the Agogo (double) bells. After dancing to the music for so long, she expected playing an instrument to be simple, but one of the difficulties for her was the inter-
Director Kazadi Wa Mukuna jams to the music at one of the African Ensemble’s performances.

twining beats of the music.

While you’re playing one beat, another beat counteracts that one, and even your body is moving to a different beat,” she says. But she says Mukuna pushed her to concentrate on the music and to find a place for her bells in the music’s rhythm.

“The music was so wonderful and exciting. It made me want to dance like mad”

Babb remembers how Mukuna would yell at him to relax when he first joined the ensemble. But all members agree that Mukuna only wants the music played correctly, and that his acute ear for music allows no mistakes to go by unnoticed. They have learned that the African culture thrives on community. In the music this means that an individual player is nothing without the group. Likewise, if one player is off, the whole group is thrown off.

Semple says this spirit of community has helped her interact closely with people of other cultures. This allows her to feel more at ease with people of different cultures on campus.

All of the groups are cohesive, a quality that enhances their music and lightens the seriousness of playing. Shahriari relates the story of a time when the members of the Chinese Ensemble were readjusting chairs and instruments during a performance. Shahriari accidentally flung a chair across the floor, and Terry Miller, who also plays in the ensemble, said, “Nice con’chair’to.” The group finds light-hearted comments such as this help give the music a touch of old-fashioned play.

Babb says his most memorable times with the African Ensemble are when the group travels out of town to perform. He says they’re able to relax and become a “true ensemble.” The members share an understanding about the music they study but say they are faced with misconceptions about their music.

Members say a lot of the time people tend to think that because the music is foreign it is primal and basic. But the students realize diversity can be learned not only through the study of a culture, but through the study of its music. Shahriari says when he first saw Lu play in a concert he was amazed that he could get so many different sounds out of so many instruments.

“It dawned on me,” he says, “that things really aren’t what they first appear to be.” Shahriari sees the ensembles as great opportunities for students to “look through the windows to other cultures.”
English teacher Cheree Davis, who volunteers for the PEC School, picks out a student to read a poem about Africa and African life.
Barbara Miller, a Kent State graduate assistant in Pan-African Studies, stands at the front of a small, musty room tucked away in Oscar Ritchie Hall.

“OK, who remembers how to introduce yourself in Kiswahili?” she asks, scrutinizing the group of eight youngsters, ranging in age from 4 to 9.

Instantly, several hands are waving in the air as the children begin wiggling in their seats, anxious to show off their knowledge of the African language.

“Jambo mimi ni mwanafunzi Robyn,” says 7-year-old Robyn Coles, rattling off the phrase without stumbling over a word.

“Very good, Robyn. She said, ‘Hello, I am student Robyn,’” Miller explains to the class as she writes the words on a blackboard.

For many children, spending three hours in school every Saturday morning would seem like a punishment rather than a privilege. But for the 35 or so area school-age youngsters who attend Progressive Education Community School at Kent State, the classes offer an opportunity to learn about black history from fellow African-Americans, something they don’t get in traditional school every Monday through Friday.

“You’d be surprised at how anxious they are to come on Saturday mornings,” says Miller, the graduate adviser for PEC School.

The program was founded in the late 1960s by Black United Students with much assistance from Edward Crosby, who retired as chair of the Department of Pan-African Studies this year.
The school originally was named African Liberation School and served mostly as a tutorial program. But through the years, it evolved into a school of its own, complete with classes in health, art, math, science, history, English and Kiswahili.

The school, which operates every fall and spring in Oscar Ritchie Hall, is free and is open to all school-aged children. Lessons center on the seven principles of Afrocentric Academics, known as "the Nguzo Saba." There are seven driving principles, founded by Dr. Maulana Karenga in 1965, including principles that encourage unity, self-definition, maintaining community and taking on others' problems, doing productive work to benefit the community and to "believe in the victory of our struggle."

Although the class topics may seem similar to those taught in traditional schools, all PEC School classes are taught from this Afrocentric perspective. A holistic approach is always embraced as well. For example, students may learn about African-American scientists in history class and learn scientific words in Kiswahili.

It's not just work, though. Students say the school — which some of them refer to simply as 'African School' — actually is fun.

"It's different," says 15-year-old Marcus Nelson, who has attended PEC School since he was 5. "You learn about black history."

"Regular schools don't teach us about places and people that this school does," adds his brother, Marc.

Even at their ages, these students say their regular schools do not teach them enough about Africa and African-Americans. PEC School fills that void. "It's not like school," says 10-year-old Tierra Covington. "You don't learn about famous black people in school."

Ron Holliday, whose 5-year-old son Ryan attends PEC School, says he believes the Saturday classes balance out his son's education.

"I want him to be aware of his culture, something I didn't have a chance to experience when I was his age," Holliday says. "He's in a practically all-white school in Brimfield. This gives him an opportunity to be around some African people. He likes it."

BUS sponsors the program, with cooperation from the Department of Pan-African Studies and funding from Undergraduate Student Senate.

Lisa Wheeler, program coordinator and community affairs chair for BUS, says about 15 Kent State students volunteer their time for PEC School. Several serve as drivers, picking up the children from Kent and Ravenna neighborhoods in a university van every Saturday morning. Others teach the children during half-hour class periods and supervise them during field trips and special programs.

Wheeler says there is no "firm requirement" for Kent State students who want to be PEC School teachers. They just have to show a lot of dedication. "Most of the people who come are dedicated and willing to work hard," she says.

Teachers are given much leeway in
their teaching styles and subjects. Some conduct class through games, while others act as leaders of discussions and ask the students what they want to learn about.

"The teachers hand in lesson plans," Wheeler says. "The only ground rule we have for the students is that everything comes from an African perspective."

Most volunteers say they decided to join the PEC School staff to give back to the community. For some, it's seen as an opportunity to provide area children with the type of education they never received while growing up.

"It has always been my belief that as an African-American, anything I have done, I have done on the shoulders of my ancestors. And in order to carry that tradition, I give back to the community," Miller says.

Cheree Davis, a senior secondary education major and Pan-African studies minor, has worked with several youth programs in her hometown of Cleveland. She views volunteering as a PEC School teacher as another opportunity for her to show young African-Americans the importance of education.

"I want him to be aware of his culture, something I didn't have a chance to experience when I was his age."

"What I hope to get across to them is the seriousness of education," she says. "If you have the chance, use it. A lot of things can be taken away from you, but education can't."

As she teaches class, she tries to bring in books filled with stories and photos of African-Americans. A simple game of hangman becomes a history lesson for students in some of her classes. Sure, it's the same old childhood game everyone has played. But the names used are different—names like Marcus Darvey, Rosa Parks and W.E.B. DuBois.

"I'm taking the African perspective because education is so scarce for African students," Davis explains.

Classwork is just one facet of PEC School. Guest speakers, special programs and field trips allow the children to share experiences they might not otherwise encounter. An African storyteller sometimes visits to spin tales of African folklore. Donning a colorful, flowing African dress of greens, oranges, yellows and browns, Jocelyn Dabney, a Kent State graduate, shares stories with the children. Her husband, Bob, sits in the audience—surrounded by the children—and plays a drum to help the chants along.

One story, based on a traditional
African tale, tells the plight of an eagle who has always been told he is a chicken. Even when one man repeatedly tries to tell the eagle he can fly and is not a chicken, the eagle simply ignores him. Finally, the eagle is taken away from his chicken friends by the man and told to fly. With hesitation, the eagle spreads his wings and soars into the sky, no longer a grounded chicken.

"Now some of you out there have been told all your lives that you are chickens," Dabney tells the children at the end of the eagle tale. "You’ve been told that you will never be a success. You may have been told that you will never accomplish anything.

“Well, I’m here to tell you: Don’t be content to feed and play with the chickens and be bound to the ground when you can be soaring high in the sky with the eagles. All you have to do is stretch forth your wings and fly on, fly on, fly on."

Charlena Caples, a December 1993 graduate of Kent State and former student at PEC School, says her experiences with the program were crucial in helping her develop the self-confidence she needed to succeed.

"The environment, being up at the university, helped me to be aware of the surroundings and that there were African-American students at college," says Caples, who was a PEC School student from the late 1970s to the late 1980s. "It let me know about an academic environment. I saw people of my own race going to college and graduating. It built self-esteem."

Today, Caples works with area youth as a youth advocate for Portage County, a program of the Community Action Council of Portage County. She says she often draws from the knowledge she gained at PEC School when working with the children. And she credits her experiences at the school as the driving force behind her decision to pursue this field of work.

"Right now, as a product of PEC School, I’m giving back to my community," she says. "It’s a cycle. I knew how much of a positive impact (PEC School) had on my life, and I wanted to have that same impact."
A Helping Hand

For most college students, free time is a precious commodity. But despite busy school and work schedules, several Kent State students have found time — or rather made time — to reach out to young people in the Portage County community.

"I just fit it in," says Tara Campbell, president of the KSU Mentor Group, a student organization that pairs disadvantaged teenagers with trained student mentors. "That way, I don't have time to think about it . . . But I'm not going to lie. Sometimes it gets really hard, and I think it would be just as easy to call it quits."

The mentor group works with mentees at two sites: the King Kennedy Center in Ravenna and God's Way Christian Church in Silver Meadows. Each week, the teenagers participate in pre-planned programs and spend time one-on-one with their mentors.

"When I asked the youth director (at King Kennedy Center) about (starting a mentor group), he basically told me 'Good luck,'" says Sena Stoll, the mentor group's founder, who is no longer involved with the organization because she felt she did not have the time to devote to the group.

Despite a lack of encouragement, Stoll had recruited and trained over 20 dedicated mentors by the end of spring semester 1993.

Gregg Babb, mentor group treasurer, said the organization has faced several setbacks since then, including the King Kennedy Center fire, a loss of several officers and members, and personal problems within the group.

"I think it's really our dedication that has kept us going," Babb says. "Every time we think we have things under control, boom, something goes wrong. We're in a constant state of chaos."

The group requires a seven-hour commitment per week, including the time spent at the sites and at general and committee meetings. In addition, mentors are encouraged to spend the way you can skip a class."

Steve Anderson also knows the importance of keeping promises. He is a big brother through Big Brothers and Sisters of Portage County, an organization which pairs young people growing up in one-parent homes with adult role models.

Dedication and commitment are required of big brothers and big sisters. Volunteers must commit to the program for a certain amount of time and agree to spend several hours a week with their little sibs.

Hilary Kane, associate director of Portage County Big Brothers and Big Sisters, says about 15 Kent State students are current volunteers. Kane says big sibs are not expected to be replacement or fill-in parents — just friends and role models.

"Being a big brother doesn't require a lot of money," she says. "You can do all the things you would normally do with your little brother . . . do your laundry, wash your car, get groceries, eat at the Ratt."

Anderson, a resident assistant in Koonce Hall, says his little brother enjoys spending time in the residence halls.

"I think it really makes a difference in his life," Anderson says. "In that area of Ravenna, some people aren't exposed to a college environment. Maybe this will give him something to shoot for . . . another dream to accomplish."
The Prof Down the Hall

Faculty members live side by side with students in the dorms

by Denise Scott

After work, James Tinnin returns to his tidy apartment and greets Miss Kitten, the fluffy calico cat he inherited from his father. His gray suit is much like the dozen or so others hanging in his closet. His interest in his cat is apparent from the scratch pole at one end of a coffee table separating two dark couches.

Tinnin is an assistant professor of political science, and he lives among students in Apple Hall.

After work, Anita Jackson returns to her cozy apartment where she lives with her daughter, Kimberly. Country place-mats adorn her kitchen table, and a bright abstract design hangs on the wall above her overstuffed couch.

Jackson is an associate professor of counseling and human development services, and she lives among students in Humphrey Hall.

After work, Bob Zuckerman, better known around campus as "Doc Whiz," returns to his well-lived-in apartment. Stacks of books, magazines and tapes are piled everywhere, some tilting, some having slid across the floor. His walls are covered with exotic-looking artwork. A beat-up orange chair sits in the middle of the room, perfect for watching all of his videotapes.

Zuckerman is an associate professor of special education, and he lives among students in Terrace Hall.

These three professors certainly do not share a common taste for decorating. What they do share is a devotion to teaching, as well as the determination to be available for the students outside of the classroom. Their brand of determination is so unique that each of them has chosen to live where
few professors who prefer to live among students. He has a small apartment in Terrace Hall.
most Kent State professors wouldn’t
dream of living in student residence
halls.

Tinnin, Jackson and Zuckerman are
members of the Faculty Adviser in
Residence, or FAIR, program. They
work with residence hall staff to de­
velop programs to enhance the out-of­
class experience on campus. But they
are much more accessible to the stu­
dents than if they were merely pro­
gram consultants.

“They do establish relationships with
some of the residents, as a surrogate
parent or a confidante,” says Della
Marie Marshall, director of student and
staff development. “Their apartments
are right in the main thoroughfare of
the residence halls, so they probably
have a better pulse on what is going on
with the students on campus.”

In exchange for participation in the
program, the professors are each given
free room and board. They live in two­
dormitory apartments that have small
kitchen areas, but they also eat in the
dining halls with the students. Their
presence is meant to ease freshmen
into the college lifestyle with support
and a friendly face.

Tinnin has been involved with the
FAIR program since it began in 1978,
his first year on the faculty at Kent
State.

“The students treat me like they
would a resident adviser,” Tinnin says.
“The best side of the program is that it
gives me the opportunity to enhance
the educational environment for stu­
dents. This is an interesting year-round
experience.”

“I wanted to serve as a role
model and let them know
that there are many dimen­
sions to the faculty”

Although Tinnin admits that his
interaction with the students is limited
on the personal level, he reaches out to
them through the hall’s programs and
by attending those events.

Charles Elkins is a senior resident
adviser at Kent who has worked with
Tinnin for more than two years. He
remembers Tinnin’s devotion to devel­
oping quality programs for the stu­
dents when they worked closely

The resident advisers, who are also
students with heavy classloads, were
only required to put on three programs
each semester. Elkins remembers that
they were able to put on six programs
that semester, with Tinnin putting
together the extra programs by himself
and giving the resident advisers credit
for the work.

Jackson shares Tinnin’s concern for
the students and got involved in the
FAIR program after hearing about it
in 1988, her first year at Kent
State.

“It’s a nice way to connect with the
undergraduates and get a sense of
their reality,” Jackson says. “I wanted
to serve as a role model and let them
know that there are many dimensions
to the faculty. We’re human too. We
still laugh and play. It’s nice for stu­
dents to see that.”

Johnny Mueller, a fifth-year student
at Kent State, is in his second year as a
resident adviser. He remembers getting

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to see that playful aspect of Jackson’s personality one day in the lounge of Humphrey Hall when they started talking about dancing.

Jackson teaches dance classes, so Mueller was trying to show her some moves from a dance he was working on. He squatted down in the middle of the lounge, and Jackson did a cartwheel over his knee.

And the reactions from surrounding students?

“They were just chuckling,” Mueller says.

Zuckerman, whose comedic personality draws its own share of chuckles, became involved in the FAIR program in 1989. He had known about the program for a while, but this was the first chance he had time to actually participate. Zuckerman takes a very active role in enhancing the students’ lives, especially through his annual program in which students hunt for posters of him (as Doc Whiz) around Kent to win prizes.

“My orientation toward the college experience is not just what takes place
in the classes,” Zuckerman says. “My role is to contribute to the student experience outside the classroom as well.

“I run across and talk to students at one or two in the morning. Sometimes I’m able to provide a perspective simply by my experience — ‘the approachable old guy.’ I will talk to anybody about anything.”

A former resident adviser, third-year student Sara Pausch, remembers when Zuckerman sat down with her and looked through a book she bought as a going-away present for her boyfriend. It was a picture book about a bunch of frogs floating around on a lily pad. Pausch says she and Zuckerman laughed as they looked through the entire book. Zuckerman liked it so much that he went down to the bookstore and ordered one the next day.

Like Zuckerman, Jackson spends time just hanging out with residents in the lounges and in the hallways.

“Every evening last year, a group of students would come to the lounge, put on music, and we would do aerobics,” Jackson says. “I jog and do dance exercises every morning. A lot of the students see me and say, ‘Hey, let’s go jog with Dr. J.’

“On one hand, some students always feel a little bit intimidated by professors. Other students, once they get to know you better, aren’t as uncomfortable. It’s part of my responsibility to make them feel more comfortable.”

Despite the seemingly worlds-apart lifestyle differences between middle-aged professors and freshmen college students, none of the professors feel they are missing out on privacy or other perks of off-campus living.

Tinnin says the residence hall setup was even a blessing when his father was diagnosed with Alzheimer’s Disease and came to live with him in 1984. The hall’s maintenance personnel and resident advisers provided added supervision for his father.

“If he walked out the door — which he did, no keys, nothing — everybody knew him, and they could bring him back up and let him in, and he was fine,” Tinnin remembers.
Instead of living with her daughter off campus, Anita Jackson and Kimberly live together in Humphrey Hall.

Brenda Jordan

As his father’s condition worsened, Tinnin received additional support. A resident adviser studying nursing often came to help him. The director of residence services let them keep a cat because Tinnin’s father was very fond of it.

“It (living in the residence hall) was really a wonderful stroke of luck for me,” Tinnin says.

Tinnin’s father died in 1986. He had never given his cat a name, so Tinnin named her Miss Kitten. She continues to live with him in Apple Hall.

“It’s a nice way to connect with the undergraduates and get a sense of their reality.”

In addition to the social benefits for both faculty and students, these professors work hard to develop new and interesting programs for their residence halls.

Last year, Tinnin was involved in a program to teach the residents about other countries and their cultures. His hall adopted New Zealand as its focus and researched its food, geography and culture.

Jackson centers her programming on the various issues of diversity, including a presentation from the Native American Center in Cleveland of their dancing, artifacts and customs. She has also developed a program on racism.

In addition to the diversity issue, Jackson developed workshops on stress and preparation for final exams and even a magic show.

“We try to fit the programs into educational, cultural, social or entertainment categories,” Jackson says. “One time, I just had some girls that really wanted a home-cooked meal. So they came up in my apartment, and we cooked.”

Zuckerman’s programming focus is to turn Terrace Hall into a theme hall for education.

“It would primarily provide a residential environment for people interested in education,” Zuckerman says. “Programming and the life of the hall would be oriented toward issues and topics of educators.”

Past programs that Zuckerman has developed in Terrace Hall include an olympics, volunteering, academic advising, and even a “Smiths party” to see the diversity among all the people named Smith.

“This provides a very unique link between the academic and the co-curricular,” Zuckerman says. “Some people say ‘Thank you’ a year or so later, that I provided them good counsel. Some of the people who now live outside of the hall are still good acquaintances of mine.”

Although the FAIR program is beneficial, it is not well-known. Many of the residents who live in the halls do not know who these professors are or why they are there. That is because most of their work is done behind the scenes, and the benefit to the students can be seen only through the programs they develop.

But the resident advisers, the students who have the most interaction with the professors, say the benefits the FAIR staff provides would not be possible if they didn’t live among the students.

“The way programming is, you need to be able to talk about things that arise on the spot,” Mueller says. “Anita has so much information; it’s really great to have her at close range.”

Elkins agrees that the programs benefit from the close contact but says there are additional benefits.

“It’s a good opportunity for the professors to see what the residents are doing,” Elkins says, “and it gives the students a little better opinion of the faculty.”
Evaluating the Process
by Jacqueline Marino

At the close of each semester, it’s a familiar scene: Forms whisk through the aisles. Pencils darken rows of ovals. The last lectures of the semester are interrupted for this process of grading those who give the grades.

No matter how many times you sat in class, no matter how many hours of sleep you lost or gallons of coffee you consumed while studying, no matter how many pangs of anxiety rushed through your body at the mere utterance of the course’s name, it all comes down to this: Fifteen weeks of instruction answer to about 15 minutes of evaluation.

For what reason do we repeatedly surrender ourselves to this ritual? The pencils, the forms, the decisions. Do you agree strongly or just agree? Do you tend to agree or tend to disagree? Do you disagree or disagree strongly that you learned a great deal from the instructor of the course? How about from the instructor of another course? Or still another course?

Whether it’s oceanography or British history, the evaluations look the same. But many students wonder what exactly the evaluation process is and how much validity is given to those 15 minutes of hurried questions.
Most of the questions are uniform. The university standardized the evaluations so all teachers and courses could be evaluated by the same standards across the university, says Terry Kuhn, Kent State associate vice president for academic and student affairs. But while the questions may be pretty much the same, university departments handle the forms and the results differently.

“The system is designed to provide feedback from students to faculty,” Kuhn says. “Another use is for personnel action,” which Kuhn says includes promotion and tenure.

Beyond that, generalization about what departments do with the forms is difficult.

This much about the evaluation process is supposed to be governed by policy: A set number of questions must be asked on the questionnaires and individual departments are welcome to include their own questions as well. Then departments are to get summaries of each course’s questionnaires. The summaries for tenured and tenure-track instructors (instructors working toward tenure) should be stored permanently in their personnel files. Departments are supposed to keep the questionnaires with the students’ written comments and make it possible for instructors to view their own questionnaires. The questionnaires for tenured and tenure-track instructors should be stored for a minimum of five years. For non-tenure-track faculty members, graduate assistants, teaching fellows and part-time instructors, individual departments can decide about the disposition of both the summary sheets and the questionnaires, according to policy.

At least that’s how it’s supposed to work.

But Richard Klich, president of the Kent Chapter of the American Association of University Professors, says the university policy for handling and storing the questionnaires is widely interpreted by university departments. For instance, some departments type the written comments and never let faculty members see the questionnaires.
naires. Other departments, however, give instructors the questionnaires and don’t keep copies of them in personnel files.

“Some departments destroy the forms immediately after the grades go out and some store them,” says Klich, who is also an associate professor of speech pathology and audiology. “It appears as long as it’s in the administration’s hands, it is more or less a piece of information that can be used for evaluation. The gray area is of confidentiality and what happens next. What’s not clear is the status of the raw form itself.”

Kuhn agrees that the policy does allow for some flexibility in handling and storing the original forms, since different departments have different situations.

“I don’t feel someone with tenure is going to be affected. As a graduate student, I wonder what kind of impact the evaluations have.”

For instance, some smaller departments choose to type the written comments in order to keep instructors from identifying students from their handwriting. Also it’s difficult to find out how much clout evaluations have. That depends, Kuhn says, on the instructor’s role in the department.

“If a person’s primary role is attracting grants and research, the amount of emphasis would be less,” he says. “But Kent doesn’t have a lot of those (instructors).”

Kuhn says the evaluations are more likely to impact personnel decisions of faculty members who aren’t tenured.

“They (evaluations) function in a different way because there’s simply less data for those (instructors),” he says. “With a tenured faculty member, there’s years of history.”

Becky Roethlisberger, executive director of the Graduate Student Senate, says as a graduate student and an instructor she can use her course evaluations to apply for faculty positions. She says they may also play a part in determining what classes she is assigned next. But she feels department heads probably don’t pay much attention to the evaluations for tenured instructors.

“I don’t feel someone with tenure is going to be affected,” she says. “As a graduate student, I wonder what kind of impact the evaluations have. You have to question: Did anyone read that evaluation?”

While it would be difficult to ask every instructor how much credence they give to the evaluations, Kuhn says he would think most of them take the comments to heart because “everyone wants to be better than they are.”

“Every time I teach I read them very carefully. It’s good to see how you’re assessed by someone else.”

Gertrude Steuernagel, a professor of political science, says she often changes things about her course because of evaluation form comments.

“I pay a great deal of attention to them,” she says. “I wish they would write more.”

Because it’s difficult to determine how accountable instructors are to the evaluation or even how accountable they should be, three years ago Undergraduate Student Senate asked Faculty Senate to make the evaluations available for student viewing.

In 1991, former Academic Affairs Chair Rich Nero attempted to publish evaluation results of instructors who scored well in a booklet that would be free to the student body.

“I got booklets (of evaluations) from a few other universities,” he says. “I presented a proposal to Faculty Senate to publish something like a dean’s list to tell who would be good teachers in the departments.”

Nero says many students were in favor of the proposal, especially since similar booklets are produced at Bowling Green State University and Miami University of Ohio. He says faculty opinions, on the other hand, were mixed.

“It was like they were getting graded,” he says. “Many didn’t want their teaching to be evaluated.”

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THE BURR 41
Student Evaluation

Instructions: For these questions, there is no need to copy and grid the section number, norming group and question set from the blackboard. Answer the questions below. If you have no basis for an opinion or the question is irrelevant, leave it blank.

1. Course instructors aren't really accountable to course evaluations.
2. Course instructors can tell who I am by my handwriting.
3. Course instructors can see the evaluations before grades are turned in.

The above questions would be ideal in a rating of the course evaluation system. Although such an assessment does not exist, many students, administrators and faculty members would probably be interested in the results of such a process.

Administrators and instructors want to know how truthfully and fairly students fill out the forms. Students want to know how accountable instructors are to the evaluations.

And yet, it would seem as if everyone is happy with the process. Terry Kuhn, Kent State associate vice president for academic and student affairs, has only received one complaint in the past five years concerning the course evaluations. Undergraduate Student Senate Academic Affairs Chair Michael Davis hasn't heard any.

So why are concerns over student anonymity and instructor accountability vented over cups of coffee and homework? Why are they grumbled about in hallways and restrooms of campus buildings?

"A lot of students don't take them seriously because they think they don't matter," says one senior international relations major. "I don't take it seriously. I just fill it out mediocre because they (professors) do have opportunities to look at them, and it's not seriously considered by the departments."

He says he thinks professors are able to see the forms before the grades are turned in because when he taught university orientation, he looked at his own evaluations before he turned in the grades.

Kuhn says this is clearly a deviation from university policy, and he guessed that it happens infrequently across the campus. He says he thinks most instructors and departments pay attention to the evaluations.

But since students rarely, if ever, see results of the evaluations, they don't take them seriously, says Richard Thomas, a second-year political science major.

"If the teacher didn't evoke strong emotions from students, either positive or negative, then all the people I've talked to about it would probably give them neutral marks because they really don't care," he says. "From what I see, nothing really happens because of them."

However, students aren't the only ones who can undermine the process. Policy demands that instructors leave the room while students are filling out the forms.

But at least two students, Deborah Glasgow, a senior political science and music major, and a senior pre-med/biology major who wished to remain anonymous, say they have had professors who monitored their classes while students were completing the forms.

"When the professor is there, I don't fill out anything except the ovals," the pre-med/biology student says. "You can't tell my ovals as well as you can tell my handwriting."

One thing many students do take seriously is the concern for anonymity. Alanna Chapman, also a senior biology/pre-med major, feels her professors in upper-division classes could tell who she was by her handwriting because there are sometimes only a few students in the class.

"I was one of three undergraduates in the class, and we all had distinctive handwriting" she says. "We talked about it later, and a lot of people said they held back what they really wanted to say because you have to meet them (the same professors) in the hall the next semester."

Becky Roethlisberger, a graduate student and an instructor agrees. "It's easy to tell handwriting apart in a class of three or four people. In a class of 60, I can usually pin down at least 20."

One senior anthropology major said she doesn't worry about anonymity. She doesn't think the evaluations are taken seriously by the administration, especially for tenured faculty.

"When a professor has tenure, it would take a million people complaining for anything to be done about it," she says. "There's nothing they can do. I've never feared for my grade, but (the system) is futile. They'll get filed away and nobody cares."

Roethlisberger said she doesn't think the evaluation issue is very important either.

"Evaluations without consequences are useless," she says, "and right now evaluations are without consequences." 

— Jacqueline Marino
Kenneth Calkins, who was Faculty Senate chair at the time, says he agreed with the senate subcommittee that the university's course evaluations shouldn't be open to students.

"Student evaluations offer only one perception — the perception of students," says Calkins, who is also a professor of history. "But that perception may not be accurate. A teacher may be fun and interesting but not getting through significant material. At one point in my history here, student government did produce their own booklets. It's not as if they can't do it on their own. (This system) was developed to be used by faculty and the administration internally, and I think it's a good idea to keep them closed."

"Students at the university are paying to take these classes. It's like buying a product without knowing what it's going to be like"

Kuhn says he wasn't in favor of publishing the results then, and he isn't now.

"This process was set for participation purposes to give feedback to professors and done with the idea students would be anonymous," he says. "If we were to publish, I wouldn't favor student anonymity. Readers would not have the knowledge (of the evaluators). The inferences the reader makes would not be valid.

"Other issues come into play. Go to a court of law and you have a right to know what you're accused of and who's accusing you."

Like Nero, this year's Academic Affairs Chair Michael Davis favors open evaluations.

"We're paying for the instruction. Students at the university are paying to take these classes," he says. "It's like buying a product without knowing what it's going to be like.

"I feel strongly on a personal and a professional level the evaluations should be open. If they were open, I'd use them."

Although Davis says he hasn't received any complaints about the evaluation process, he was still planning to research ways to make the university's evaluations public.

Jason Jackson, president of the Undergraduate Student Government at Bowling Green State University, says students conduct their own evaluations and publish free booklets containing the results.

"The administration was not cooperative in providing the information because it is used in personnel decisions, such as for salary increases and tenure," he says.

Jackson says he doesn't agree with the administration's decisions because he believes the evaluations are considered public record.

"I will argue until the end of time they're public because they're produced in a public institution and are minimally used for upward mobility of faculty members," he says.

Jackson says about 60 percent of the university's classes are evaluated in the booklet. At least five students from a course need to evaluate it for it to show up in the student booklet, but the eight-member academic affairs committee charged with organizing the booklets is working on increasing the student response rate.

"The biggest complaint is that we don't have every instructor and every course," he says. "But people are always calling and asking when they (booklets) are coming out."

Roethlisberger says she wouldn't oppose open evaluations as a student, but she would oppose them as a graduate instructor.

"They are not always accurate representations of the instructors," she says. "There are a lot of evaluations where graduate students get flamed. You get biased criticisms."

Kuhn said many people dedicated a lot of time and effort to design the current evaluation system. To him, it seems like a good one. "It's not a perfect system, but it works. It has its limitations from both the faculty point of view and from the student point of view. And it has strengths from the faculty and student points of view."
Rhetoric and communications major Brian Dean cuts mushrooms to include in a meal for his friends.
Cooking 101

Frugal gourmets whip up healthy dinners on tight budgets

by Argie Manolios

Brian Dean will always remember his first cooking lessons. He used to spend one or two months every summer at his grandmother’s house when he was growing up. Before he was tall enough to reach the counter, she was showing him how to prepare Italian dishes.

“My grandfather couldn’t cook anything besides scrambled eggs, so my grandmother thought that everyone should be able to cook for themselves,” says Brian, a senior rhetoric and communication major. “From the time I was five or six, I used to watch her cook. As soon as I was old enough, I would help her. She taught me everything from Italian dishes to cake decorating.”

That’s how Brian became interested in cooking, a hobby he has never given up — even after more than 4 1/2 years of college.

“I usually cook a good meal about six days out of the week, and then maybe I’ll go out once a week,” Brian says.

For him, a “good meal” usually means Italian food and lots of it. For instance, one of his favorite original dishes consists of linguini, broccoli and chicken, among other ingredients.

Brian says recipes like this one are simple and cheap.

“It takes about 15 to 20 minutes to make. The most expensive thing in the recipe is the chicken breasts, and they run about $3.25. Basically, the recipe feeds three and costs under 10 dollars.”

College students usually opt to cook nothing other than ready-made or microwavable meals. But with a little creativity, even students with limited time and money can cook healthy, tasty dishes.

Brian says he spends about $50 a week on groceries — not much more than most students spend on ready-made foods like macaroni and cheese, he says.

Helga Wowries, a graduate student who lives in Johnson Hall, has been cooking for herself for the last two years. She’s learned to maximize her time by cooking once a week for the entire week.

“I usually make a lot of noodles or rice once a week, and then I use it for the whole week,” Helga says. “It’s hard to make rice every time you want to eat it because it takes 20 minutes to a half hour each time. And I usually don’t have a lot of free time during the week.”

She then uses the rice and noodles to make different dishes during the week.

“I can use the noodles, for instance, for soup, or homemade macaroni and cheese, or just about anything,” she says.

Helga says she goes grocery shopping once a week and spends about one-third of what she used to spend on a week’s worth of campus meals.

“I think most people in college can’t afford to do the full-course thing every day,” she says. “I usually try to sit down for a nice meal about once a week, usually on weekends.”

Among her favorite dishes are lasagna and spaghetti with a homemade sauce made from fresh tomatoes.

“Sometimes I’ll use a recipe, and sometimes I’ll wing it,” Helga says.

Danny Gilfort, a senior psychology major who also lives in Johnson, has been cooking for himself since his junior year. He agrees that cooking in the residence halls is convenient.

“There’s plenty of room in the refrigerator,” he says. “Everyone’s schedules vary, so it’s usually not crowded in the kitchen.”

Danny says people are often shocked that he is a good cook.

“They always ask me who taught me to cook,” he says. “Being an only child, with my parents divorced, I had to learn to fend for myself. If I had waited until my mother got home, I would have starved to death.”

Although he got a lot of practice when he was younger, he admits that he was hardly the perfect cook when he first started preparing meals in his residence hall.

“I used to call my mom when I got up here a lot and ask, ‘How do you make this or that again?’” he says. “I got a lot of practice burning things.”

Danielle Dixon, a senior studio art major who is considered the cooking expert on her floor in Johnson Hall, says Danny’s problem may have more
Helga Wowries prepares chili-mac in a Johnson Hall kitchen.

Bob Christy

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to do with the stoves in the residence halls than his cooking ability.

"These stoves get hot really quick," she says. "You have to be careful."

She should know. She uses the residence hall kitchen to make everything from steak and pork chops to pancakes and sausage. Her specialties are a "gourmet" hamburger with green peppers and stir-fry with beef or chicken.

The stir-fry, especially, is a favorite among the people on her floor. "Sometimes people will ask to taste something I'm making, but I don't really mind," Danielle says.

Danielle learned how to cook by watching her mother.

"I guess I've been cooking since I was about 11, although I didn't cook anything complicated back then," she says. "My uncle once taught me how to make lobster, but I don't eat lobster too often."

Danielle says she sticks to less expensive foods. Her mother usually buys her food when she goes home on weekends. When she doesn't make it home, her
mother will send her money for food.
“It’s cheaper than the $800 we would be spending on the food plan,” she says.

Because cooking has always come naturally to her, Danielle says she was surprised at how little other college students know about preparing their own food from scratch.

“Once I was getting ready to cook some raw chicken, and someone walked into the kitchen and said, ‘Oh my God, what is that?’ I was like, ‘It’s chicken. Don’t you know what chicken looks like?’ They say, ‘So that’s how it looks before my mom cooks it!”

Cooking is usually less of a chore for students who cook with or for someone else.

Brian says he will cook for anyone who asks him. He cooks for his girlfriend regularly.

“I cook for my roommate sometimes, too, because I get sick of him bringing home pizza boxes all the time,” he says.

And Brian has started cooking a full-course Thanksgiving dinner, complete with turkey, side dishes and pies, for 15-20 friends every year. His friends chip in for the food, and he spends all day cooking.

Most students who cook for themselves do so because they feel it is cheaper or healthier than eating campus food. But some, like Danielle, have thought about making a career out of it.

“Sometimes I think I should have been a culinary arts major,” she says. “You know, really good chefs make great money.”

And whether or not Brian has ever thought about being a chef, his grandmother seems to have big plans for him.

“My grandmother and I used to watch Jeff Smith, better known as the Frugal Gourmet, on television all the time,” Brian says. “We both thought he was a really cool chef. He’s got a long, pin-striped apron that he wears on his show, and my grandmother found some material that looked just like the material his apron is made out of. She made me an apron like his and gave it to me for Christmas. I wear it all the time.”

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Linguini Formaggio
Serves Four

- 2 pounds linguini
- 1/2 cup onion, diced
- 1/2 cup green pepper
- 1/2 cup red pepper, diced
- 2 crushed garlic cloves
- 1/4 cup crushed tomato
- 2 Tbs olive oil
- 1 cup Parmesan cheese, grated
- 1 cup grated Romano cheese
- Black pepper to taste

Boil pasta until tender
Heat olive oil in frying pan
Saute onion, peppers, garlic, tomato
Add linguini to this mixture
Add cheese and toss

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THE BURR 47
Shattering the Stereotype

New class re-examines Native American culture and history

by Julie Ralston

They ride on horseback across Western plains, wearing little more than loin cloths and feathers, chanting ferocious war cries.

That's what American history says.

But Kent State University students can now learn the truth about past and present American Indian cultures through Native American Life and Culture, a new course offered by the Pan-African Studies department.

Ruby Kahn, a sophomore international relations major, is one of 29 students taking the class this semester. She says that before enrolling, she was ignorant about true Native American culture.

"I knew they had their tribes and powwows, but nothing more," she says. "Most history classes explain nothing about their tribal customs and way of life."

Kahn believes the course has given her a sense of the American Indians' spirituality and an understanding of their plight.

"I have a great deal of respect for Native Americans," she says. "They strike me as sincere, passionate people. Students really grow a lot after (taking) the course — it makes you wonder how their extermination could have happened."

Edward Crosby, retired chair of the Department of Pan-African Studies, developed the new course. He says he wanted to incorporate other ethnic group studies into the Pan-African department curriculum.

"All the while I've been on this campus, there's never been any mention of Native Americans," Crosby says. "It's as if they didn't exist."

Rebecca Felber, 41, says taking this class is like a dream. "I was brought up knowing my Native American heritage," she says. "It's been at the focus of my life."

Felber says she someday wants to volunteer on a Navajo reservation.

Kent is the first state university to offer such a course, following the lead of many Ivy League universities.

Crosby says it is especially important that students at Kent State have an accurate portrayal of Native American life because of the proximity of the university to Cleveland — one of the nation's Native American relocation cities.

Crosby stresses the importance of authenticity in the class, beginning with instructor Shirley Villafane.

"This is the first time a Native American is teaching about Native Americans," Crosby says. He adds that Villafane was recommended to him by the Native American community in Lorain.

Villafane says her course's objective is to "teach a basic understanding of different Indian cultures and to keep in touch with Native American tradition."

Aside from using the text, Villafane invites authentic Indian dancers and speakers to class and incorporates movies, films and her own experiences into class discussions.

Villafane also offers extra credit to students who accompany her to powwows, social gatherings and celebrations of Native American life.

"Cleveland held a powwow, and almost all the students volunteered their time and money to go," Villafane says.

Villafane says the course is gaining popularity and that there is a demand for a second part to the class. The College of Education and the Hugh A. Glauser School of Music also have expressed interest in integrating aspects of the Native American class into their own programs.

But the future of the course is uncertain. Funding is shaky. The course is now financed solely by the Pan-African Studies department as a special topics course.

Crosby says the course has not been proposed yet to the College Curriculum Committee for inclusion in the college listing. He says he recognizes the university's other pressing financial commitments and that the new course may have come at a bad time.

"I wish this bee had been in my bonnet when finances for the university were better," Crosby says.

But Crosby says he believes the course would add diversity to the university.

"Diversity has been happening on this campus, but no one ever wanted to realize it because (some) took it to be a political thing instead of an educational thing," Crosby says. "If diversity is really what they're going after, this would be a real plus."
Loretta Brogan, a Pueblo Indian, arranges various Native American handicrafts at a speech.

Disa Asgeirsdotter

Romulo Miranda, 7, was part of a dance troop whose performance was sponsored by the class. The group performed for more than 100 Kent State students.

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