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Editor’s note

And so we’re here to learn — to fertilize those little gardens of knowledge sprouting in our skulls. And so we’re told to form opinions — not necessarily enlightened ones, but opinions nonetheless. It’s important, you know. Learning to speak loudly and with conviction.

But it’s more important to listen. I guess I never really thought about the demands put on a Kent State student — never counted how many times I was asked about May 4. Never realized how quickly I formed my opinions. I simply learned to have an answer ready.

And it was all a distant image. It never really hit home until I heard a copy of a record included in the 1971 Chestnut Burr yearbook. Footage from May 3 and 4, 1970. Students chanting, ringing the Victory Bell. Unidentified speakers condemning protesters (“They’re the worst type of people that we harbor in America . . .”). Chaotic screams inflamed by tear gas. And questions. Tearful questions, with no answers.

The answers are still not complete. But we know there was a cause then — a rock-solid belief in good and evil, and the energy to support the good at all costs.

We came to Kent to learn. If we fulfill that expectation, we should leave recognizing how much there is still to learn. Opinions are easy. Truth takes work. And so we wipe the ego from our eyes and look again.

From the yellowing newspaper clips and bloody photos arise stories of tragedy, of spirit, of hope. Twenty years have passed, and those distant images keep getting clearer.

Joan Smith, Editor

About the cover

The cover photo, taken by Rick Harrison, shows the bullet hole that pierced Don Drumm’s Solar Totem sculpture in front of Taylor Hall on May 4, 1970.
Culture cool or

KSU counterculture calls the Student Center home

Story by Kecia Cole
Photos by Julie Price

It was hard not to stare at her hair.

But who could fault such an indiscretion? Who could blame someone for being intrigued by a woman with turquoise hair? Partly shaved, blue-green hair that matched the plaid of her flannel shirt and reflected the green in her eyes.

It was hard to see past her hair. The question that continued to resurface was "why?"

"In the sixth grade I always wanted a mohawk," explained sophomore forestry major Jennifer Tetreault. "I guess I started being weird on purpose and it just stuck. I went to a small school, and they couldn't handle it."

"Then in the seventh grade I started shaving my head completely bald, and back then boys didn't even shave their heads... Even when I was little I didn't care what I looked like — I didn't even want to brush my hair."

You have seen them. Hanging out day after day in the darkened corners of the Student Center, smoking those sweet-smelling clove cigarettes, clinging to the blackness and to each other.

You can't help but notice them. Basking in the noonday sun, "being one" with the concretized nature so abundant at the Student Center. With a Peter Pan-like innocence they float around the plaza playing hackey-sack with bare feet — soiled and carefree.

What is their cause? You strain to control an innocent stare, and then pick up your pace as you walk past them. But still you can't help wondering... who are they?

Michael Saleski, a graduate student in physics, says that Kent has two main countercultures: the "hippies" and the "hard-cores," or punks. Saleski is familiar with these alternative lifestyles because he is a former member of both. He remembers. Nostalgia beams from Mike like the afterglow of a setting sun. His face lights up with recollections of his not-so-distant past.

The silver hoops still dangle from his earlobe. His ebony hair still brushes across his shoulders with silent defiance. And yet he has changed. His fight against the "system", once filled with anger and chaos, seemed to lack direction. But Saleski, now a little older and wiser, has redirected his cause. It has somehow matured. The cause once blurred by his youthful vision is now clear, defined. But these people here — they are a different story, he says.

"I was turned off by the hippie culture here because they're so caught up in their own thing," Saleski said. "They
Members of KSU’s counterculture, such as Fran Woodland (right), Alec Schrader and Sheila Grigas (left), and their acquaintances (above), hang out in the Student Center.

still subscribe to the top 40 philosophy — they just disagree as to what that top 40 is, as far as their particular style and attitude.”

Some students feel as though people in the counterculture are nonconforming conformists. They still conform, but to each other.

A senior marketing major who has requested anonymity is a former member of Kent’s hard-core counterculture. Although she still appreciates the uniqueness of the punk scene, she remains disillusioned by it. Hanging out interfered with school and nearly caused her to flunk out.

“I used to be one of them,” she said. “I used to hang out in the Student Center and never go to class. I hardly ever did homework or studied. All I wanted to do was hang out with these cool people... But these people who claim to be open-minded surround themselves by the exact same people who are like them. They only reinforce their own thoughts, which is not enlightening at all.”

After being placed on academic probation, she had to reexamine her priorities. This counter scene nearly put an abrupt end to her college career.

“You eventually realize that you can’t waste your money. You’re here for a reason, and that’s to get an education,” she said.

Some students are bothered by the presence of the counterculture. They don’t understand how college students can perpetually hang out. When do they study? Senior marketing major Lesley Rion is bothered by those she calls the “cave-dwellers” — people who wear black and stay in the dark.

“I find it frustrating and borderline annoying when I come around here,” said Rion. “I want to know when, and if, they ever get their work done. I certainly don’t have time to hang around and goof off, as they seem to be doing.”

But Tetreault just cannot stay away from the Student Center. Her wild haircuts cause so much controversy in her home that her father sometimes tells her to leave. And so the Student Center becomes her home from morning until dark. The black-clad iconoclasts become her family, and she is happy.

“I’m at the Center every day, all day long... that’s all I ever do,” Tetreault said.

Although Rion says she is all for individuality, she fails to see the true purpose of Kent’s counterculture. “I tend to think that with these people it’s more like a contest of how much black you can wear, how white your face can get, and how red your lips can get,” she said.

Laurie McKnight, a sophomore pre-fashion major, is one of those people with pale skin and dark lipstick. She also has a certain affinity for black. Her choice of dress and makeup is a manifestation of her style, she says.

“It’s a way of just expressing yourself. You want to express the way you are through how you look,” McKnight explained.

But what does such a look symbolize? Is it a political statement or just a quest for individuality? Tetreault is a “punk” who has a wardrobe mainly consisting of plaid flannel shirts, blue jeans and little black. She feels that outward appearance and politics are unrelated.

“People think everyone that looks different fights for all these causes, like world causes,” Tetreault said. “I don’t stand for anything except two things... pro-choice and animal rights. That’s it. I’m not like for world peace and save the rain forest. I really don’t care.”

The hippies seem to possess very different views about politics and peace than the punks. Hippies claim to want to spread love. They profess to want to see global peace and save the world. But how? How can you save the earth by playing hackey-sac? How can you bring peace to the world by being loyal disciples of the Grateful Dead?

Senior biology major Phil Leshin sits serenely in the afternoon sun. The day, like Leshin, is quiet. Peaceful. Leshin, who considers himself a “dead-head” (someone who goes to Grateful Dead concerts) spends an estimated 15 hours
a week at the Student Center. He says that it is just his way of "practicing slack."

"There is a strong sense of bonding or brotherhood when you're a dead-head," Leshin said. "Being a dead-head is a philosophy. It is not just a label — it's a way of life."

He is trying to spread peace. That's what the hippie politics are — peace.

But not everyone is convinced that the today's hippies have a real sense of what they stand for. Former Kent State political science professor J.R. Carlton used to be a hippie. Although his hair is now shorter and his dress more conservative, Carlton still embraces his past political beliefs — beliefs that he feels today's counterculture lacks.

"I think that today's dead-heads are into the culture of drugs, incense and love," Carlton said. "They are pretty much apolitical and don't really care. The people in the '60s were more politically motivated. The culture was a form of protest. Now I don't see any real political movement among the counterculture."

Carlton said he pierced his ear and grew his hair waist-length as a form of rebellion. Back then, the hippies were talking about change and revolution. They wanted to change a world that was founded on "half-truths" and "lies." To him, the counterculture offered an alternative. It offered hope.

"There's a difference between the 1960s and the so-called counterculture of the '80s and '90s. The counterculture of the '60s was new, experimental and highly charged politically. The two main reasons for this was the Civil Rights movement and the war in Vietnam," he said.

"I look at the counterculture now . . . they are a bit more fragmented and at odds with each other. In the hippie movement . . . there was no division as you have now (between the punks and the hippies). Back then, the counterculture did away with all the definitions of who you were. I found that attractive."

Carlton believes that the unified intention of the '60s counterculture was good, but it never reached its goal.

"The counterculture that I was a part of offered great hope. It just never offered any solutions. Twenty years later you look at it and realize that it failed miserably," he said.

Saleski feels that the focus of today's hippie movement is different from the one in the '60s.

"The ideal of the '60s was to make positive change, but now most of them don't do that. Most of the hippies don't know what the peace and love they speak of really is," Saleski said.

"I think for most people it's a phase . . . I've gone through a transition phase, so I'm not in a counterculture, and I'm not in normal society either. I think after being part of the counterculture you learn who you are."

And still there are two. One in the light, one in the dark, and both separated from mainstream college life. They remain divided by appearance and belief but cannot escape their common traits.

"The people who are less separated into different factions have a better sense of what their own counterculture means," Saleski said. "They're not caught up with their own imagery. They're caught up with the ideas."

Chris Byrne plays hackey-sac with friends in the Student Center plaza.
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IT'S TIME FOR DOMINO'S PIZZA.
Measure by measure

KSU student composers give form to abstract ideas

Story by Karen Christophersen
Photos by Stephanie Schmitz

It begins as a faint rumble — a sound of drums in some distant place. As the sound grows louder, other voices emerge; bells glisten in the air, cymbals crash and ring an eerie pitch. Then, as suddenly as the voices appear, they retreat, leaving behind the soft thundering of the lone drum.

These are the sounds of music, of an idea formed in a composer’s mind and then put onto paper in the forms of dots, lines and numbers adhering to a structure, a learned theory. Listeners hear only a final product; they do not feel the struggle involved in the abstract art.

Musicians and performers tend to consider music a vehicle for expressing personal style; the composition itself becomes a secondary thought. For the composer a piece of music, whether it be a sonata, a song cycle or symphony, is not the means but an end.

The men and women involved in the composition program at Kent State University know of the trials involved in composing music.

Nicole Chattick, 23, is a senior theory and composition major whose neatly organized stacks of compositions range from piano nocturnes to song cycles. Her style is at times haunting, then comical.

Chattick has studied music since the fifth grade, and her knowledge of musical instruments ranges from clarinet and bass clarinet to the flugelhorn. Her studies in voice and piano also help her in her musical compositions.

“I’ve been composing for a long, long time,” Chattick said. “When I was little I would make up pieces. My family is very musical, and whenever we got together we would gather around the piano and sing.”

Chattick had originally wanted to major in elementary education but switched to music theory and composition.

She attended a Christian college in Indiana for two years and soon became “the strangest composer in the place.”

She decided to return to Kent where she would not be so limited in her work. According to Chattick, KSU’s program is less conservative and offers its students more freedom. Now after two years in the program, she has had several of her pieces performed by student musicians in the Student Composers Forum.

Chattick’s piece “Emergence” is a song cycle written for voice, piano and oboe. It is based on Shakespeare’s character Ophelia from the tragedy “Hamlet.” To some listeners, the piece might be difficult to understand. There isn’t a familiar structure present. The piece is atonal, meaning it has no established key. Yet the music is able to express emotion. The words, written by Chattick, provide a modern, personal view of a classic work.

The composer’s forum, held near the end of each semester, provides a chance for the students to have their works performed in front of an audience. The event can be frustrating for the composers, as well as for the performers.

Listening to previous forum performances, Nicole and her husband, Charles, 22, also a theory and composition major, can pick out the small, almost unidentifiable mistakes.

“It can be very frustrating to listen to
Kenneth Leonard, a theory and composition major, writes music for both piano and guitar. Leonard, who hopes to write for Broadway, is working on a musical about Andy Warhol.

someone making a mistake in my composition," Nicole said. "The audience thinks that it is a part of the piece — that it was written that way."

Charles is another prolific writer of 20th-century music. One piece, written for a brass quartet, incorporates some classic forms of chorale music found in the compositions of Bach with concepts familiar to modern music.

He began college as a chemistry major, then changed to music theory and composition. Though most of the credits he earned in chemistry are not applicable, he has found that music and chemistry relate through mathematical processes.

To write musical compositions requires at least a basic knowledge of theory, or the system of notations and rules that a composer utilizes. Without that knowledge, a composer is helpless.

To most of us music theory can be compared to calculus or advanced geometry, and it holds just about as much excitement. But to the students involved in theory and composition, it is something to seek out and enjoy.

Fred Heyburn, 46, holds a bachelor's in music education and a master's in saxophone. He is trying to enter Kent State's doctorate program in the School of Music. Heyburn was an oboist for fifteen years as a performer and teacher.

Heyburn found that he had a deficiency in theory, and instead of avoiding the subject, he decided to pursue theory and consequently composition.

The study of theory and composition requires 20 hours of composition classes, as well as courses in 16th or 18th Century Composition, Techniques in 20th Century Music, Orchestration, Keyboard Harmony and Advanced Sight Singing.

The composer's forum is one of the required courses, which meets once a week. Tom Janson is one of the professors who coach the students in techniques and methods of composition.

"We expose the students to new music, current music," Janson said, "and this class is also a forum for visiting composers."

The students meet weekly to discuss techniques and listen to 20th Century music, something they might not have been exposed to before. The students also have private lessons with Janson or other professors.

During the private lesson, students evaluate and discuss their compositions and go over problems they might have. Yet trying to give structure to an abstract idea can be impossible.

"You can't teach music, much less grade it," Janson said. "A composer learns by trial and error, and we try to help guide them in the right direction according to what they're doing or trying to do. We can only give suggestions."

For some, the process of composing is simply a matter of giving an idea a physical form according to the laws of theory. For others, composition can be frustrating, though the end result is just as creative.

Janine Byrd came to Kent in the fall of 1989 as a voice and piano major after attending KSU's Stark branch. Now she is hoping to be accepted into the composition program.

Her first composition was a flute and piano piece, and last year her composition titled "Summershower" was performed during the forum.

For Byrd, the composition process is difficult.
"It's an incredible struggle for me to write," Byrd said. "I put a note on a piece of paper and stare at it for hours wondering if that's the right note."

"Summershower" is written for non-pitched instruments such as tom-toms, suspended cymbals, triangle and blocks. The piece went through several rewrites and was being altered up to ten minutes before the performance.

Byrd had doubts about her composition. "At first there was no continuity, yet in the second draft the music was not everywhere at once," she said. "It started as a collection of ideas that the performer made coherent."

Using non-pitched instruments gives the piece a certain force — a strength that provides an almost visual element. The piece evokes images of clouded skies, the feeling of a warm breeze and the summershower moving overhead.

Byrd appreciates the control she has over her work and feels she is free to set down whatever she wants. Yet she still experiences some apprehensions.

"It's mine from beginning to end," she said. "Yet, I'm also looking for intrinsic beauty. I want to know if my piece has worth, though I try not to have a particular opinion about my work."

Most composition students plan to continue their education, attending master's and doctorate programs in composition and theory. Some, like Brian Monroe, would like to teach in a high school or junior high.

Monroe, a senior in music education, concentrates on and writes music for percussion. He recently completed a piece for the Hiram College Percussion Ensemble and has taught during summer programs at Crestwood Middle School in Mantua.

Since the seventh grade, Monroe has studied piano and percussion and has written several pieces, sometimes getting carried away in the process.

"I have to watch, especially multiple percussion solos," Monroe said. "I have to watch the choreography. Someone would need 10,000 arms to perform some of my pieces. I've had to change things that were too hard."

Ken Leonard, 21, another theory and composition major, has been teaching classical guitar at Woodsy's in downtown Kent since 1976. He began his college career studying philosophy but left that program in 1983.

He explored the pop music market but found it to be a business more than a creative genre.

"I finally grew out of it (pop music). I love music and want to take it to a further level," Leonard said.

Leonard has performed at the Carousel in Ravenna and at dinner clubs. He teaches 40 to 46 students classical and electric guitar.

Leonard's desires run toward conducting and writing Broadway musicals. He is working on a musical about Andy Warhol and has composed pieces for piano and guitar.

These composers differ not only in musical styles but in experience. Some have had extensive formal training in Charles and Nicole Chattick look over a sheet of music at their home in Kent. Nicole returned to Kent State after spending two years at a Christian college, where she was "the strangest composer in the place."
piano, voice or other instruments while some, like Harry Boyd, had little training before coming to Kent.

Boyd, a theory and composition major, has a strong love for music, yet before entering college his only exposure to it was within the church. He had no formal musical training, but he says "piano always came easily to me."

Boyd began at KSU's Stark branch and entered the program here last spring. Since coming to the main campus, he feels he has been exposed to more diverse forms of music, and his musical tastes run from baroque to jazz to modern 20th Century.

Like Boyd, the other students involved in the composition program listen to nearly all forms of music. This and their interest in writing music bring the students together in the composition program. Their diversity lies in their ambitions. Some would like to teach, others would like to continue in their studies, and still others would simply like to create music from the ideas that swim in their heads.

With the formal training they receive at KSU, these students will continue to bring form to this abstract art of composition and provide the vehicles needed so that listeners can appreciate the final form.

Composers move from abstract ideas to concrete dots and lines through the knowledge of musical theory. A student composer's forum is held each semester, which allows students to have their work performed in front of an audience.
Sporting
a diploma

KSU athletic programs spotlight grades, not just the playing field

Story by Greg Kennedy and Bernie Gearon
Illustrations by Bob Zebracki

any high school and college athletes hope to eventually play in the professional leagues. For 99 percent of them, the hope will end as a dream that will never come true because they have been passed up by professional scouts for lack of skill, size or maybe luck.

But for Eric Wilkerson, that hope has turned into the chance to play with the Pittsburgh Steelers.

Wilkerson, who was drafted from Kent State University last year, was placed on the Steeler developmental team and activated for the 1989 playoffs.

The road to professional sports for Wilkerson started with a choice that would set the stage for his entire life on and off the playing field: Which college to attend.

This decision faces most high school athletes during their junior and senior years. It is a decision of paramount importance to their academic and athletic futures.

These student-athletes must face the question of whether universities are recruiting students who are athletes or athletes who are students.

On opposite sides of the question lie the coaches and administrators of the country's universities and the high school recruiters who hold vivid dreams of careers in professional athletics.

A number of reforms have come to this debate from universities and the National Collegiate Athletic Association, including academic requirements and shortened seasons.

For example, the Faculty Council of the University of North Carolina demanded the Atlantic Coast Conference and the NCAA adopt within five years its unconditional terms targeted to make athletes better students.

The proposal, reported in the Jan. 31, 1990 edition of the Chronicle for Higher Education, includes the reduction of sports seasons and the time spent practicing for them, limiting an athlete's eligibility to three years and eliminating the exceptions made for athletes when they are admitted to colleges and universities.

These are drastic reforms coming from a powerhouse athletic university, but the UNC faculty is concerned with its athletes getting an education before fame and fortune in professional athletics.

KSU President Michael Schwartz said
Kent State has no place in assuring athletes a chance in professional sports. "We don't have a program for athletes," he said. "We're not in the business of producing professional athletes. It's just not the function of the university."

Schwartz said Kent State has a responsibility to recruit high school seniors who show academic promise, willingness to attend the university and the ability to play on athletic teams. This recruiting philosophy is funded by more than $1.8 million in scholarships and fellowships awarded to university athletes. This is slightly more than the $1.5 million in academic scholarships.

Paul Amadio, KSU athletic director, said the nearly 50-50 division of scholarship money between athletic and academic programs reflects the atmosphere the university is trying to project.

"I don't think there is any question that a university is a total program," he said. "I spent seven to eight years at Yale, and 50 percent of the education at Yale was the surroundings and the environment at Yale. The professors, the plays, the band, the athletics and the people balanced everyone out."

Amadio said it is unrealistic for a student to spend all of his time studying.

"A person would go crazy if they studied from 7 a.m. until midnight every day of the week the entire semester," he said. "Sports fill a void in developing a person. All of us are trying to get a place in society, whether it be bouncing a ball or writing."

The administration's stance on recruiting athletes who play sports for recreation is one Jim McDonald, KSU head basketball coach, finds compatible with his style of recruiting the best athletes from a pool of good students.

McDonald, who has coached at Kent State for eight years, said he has coached only two players at the university who did not graduate.

Instead of preparing students for a professional career in the National Basketball Association, McDonald said he wants to produce well-rounded individuals who are capable of succeeding in their chosen professions.

"I try to ask my kids, 'What do you want to come to Kent State for?' " he said. "And if I get, 'I want to get my game together,' I lose interest in that player. I much prefer an answer like, 'I want to get my life together.'"

The lives of college athletes have increasingly become a concern of university coaches over the past 10 years, said Don James, head football coach at the University of Washington.

James, who was head football coach for Kent State from 1971 to 1974, said NCAA rules regarding recruiting and education standards have a profound effect on the recruiting patterns of colleges across the country.

"When you're looking at a player, you certainly start with the grades and test scores, you know, the Proposition 48 stuff," he said. "If you don't have that, then you're just kidding yourself."

Proposition 48 was enacted by the NCAA to require college athletes to meet a minimum academic requirement before being eligible to play in intercollegiate athletics. Under Proposition 48, a player has to have a 2.0 grade point average through high school and have scored at least a 750 on the SAT in order to be eligible to participate in intercollegiate athletics during his freshman year.

The NCAA tried to upgrade the requirements college athletes had to meet with Proposition 42, which would have forbidden players to receive athletic scholarships or financial aid if they did not meet the requirements of Proposition 48.

But the NCAA settled on Proposition 26, which says a player cannot receive an athletic scholarship if he does not meet the academic requirements, but he is still eligible to apply for financial aid.

The emphasis the NCAA is placing on college athletes' performance in the classroom has forced Kent State to be selective in its recruiting. In fact, Amadio said recruits must meet two criteria before being accepted by the university.

"A high proficiency in skill to perform at a greater level (athletically)," he said. "And KSU, at the same time, demands academic skills to be equal to or greater than athletic skills."

Dick Crum, KSU head football coach, said the reasons for demanding academics in college athletes are varied. One major reason lies in the fact that 99 percent of all college athletes will never play for any amount of time in the professional leagues.

"Less than 2 percent of all college seniors are selected by the National Football League," he said. "We tell everyone they'd better prepare themselves to do other things."

Even if a player makes it past the numerous tryouts and cuts by the professional teams, he is not guaranteed a long and prosperous career.

But Crum said a major problem with preparing athletes for the pros is that the professional level is so superior to the college game that even college coaches are not sure which college players the professional scouts will decide have the ability to continue playing.

Jack Lambert, former linebacker for the Pittsburgh Steelers and recent inductee to the NFL Hall of Fame, was not originally considered big enough to play in the pros while he was at Kent, said James, who coached Lambert at Kent for three years.

But many recent high school graduates do not know what direction they would like their careers to take.

Matt Brait, a KSU freshman hockey player whose rights have been drafted by the Philadelphia Flyers, said he isn't sure what he wants to do with the rest of his life, though he would take a shot at the NHL if the chance arose. When an NHL team drafts a player, he is obligated to play for that team unless...
the team releases him from the contract. The team has no obligation to hire him.

"I have always wanted to play in the NHL," he said. "But I'll have to take a look at the situation when I'm closer to graduation. The Flyers won't really look at me until my junior year."

Many high school seniors are under the impression that they have what it takes to make the professional ranks, or at least have a legitimate shot at them, said Danny Hall, KSU head baseball coach.

"There are still quite a few high school athletes who come to college thinking they are here to get a shot at a professional team," he said. "That just isn't the case at Kent. I tell all my guys up front that they need to get the best education possible, and then I try to make them the best baseball player they can possibly be."

McDonald said some high school seniors have the impression they can make the pros because they see many examples of athletes from small schools — including Kent State — who have made it.

Hall said he has had players sign major-league contracts each of the three years he has coached at Kent. Similarly, Jack Lambert and Wilkerson, who is a free agent in the NFL, are examples of successful Kent State athletes.

These rays of hope in the midst of the realities of professional athletics might mislead the potential college student who has had a successful high school academic career. Despite the university's attempts to impress upon the recruiting class of 1990 the importance of academics for athletes, all of the athletes interviewed, including Wilkerson, said they considered the strength of the athletic program as the number one factor in choosing Kent as their university.

Wilkerson said he attended Kent because "I knew I could play during my freshman and sophomore years and that I could get a free education out of it."

Brait, who starts as a defensive end for the Flashes, said he decided he would come to Kent State only three days after he was approached by the Kent hockey coaches.

"I wanted to come to Kent because I felt I had a chance to play right away," he said. "That is the best way to improve your game."

Brait later said he needed the three days to consider the strengths of the Criminal Justice Department because he intends to earn a criminal justice degree.

Immediate playing time was the major concern of Vance Benton, an incoming freshman football player from Cleveland.

Benton said he was turned off by a number of larger colleges, including Florida State, because he could not see himself playing during his freshman year at those schools.

Also, recent additions to the university's athletic program's facilities seem to be attracting high school athletes to the school.

All of the new recruits listed the recent additions to the KSU athletic programs, including renovations to the Allerton Baseball Field and the new $7.5 million Field House, as strong recruiting points.

Kevin Shuman, incoming freshman quarterback from Akron, said the KSU Field House was an irresistible selling point.

Eric Wilkerson (left), who was drafted last year by the Pittsburgh Steelers, and Jack Lambert (above), who played in four Super Bowls with the Steelers, are among the few KSU athletes who made it to the pros.

"We're not in the business of producing professional athletes."
"The new facility sets Kent apart from all the other schools in the Mid-American Athletic Conference," he said. "It will allow us to practice earlier in the year since we won't have to worry about the weather."

Amodio justified the addition of the Field House to the academically oriented athletic programs at Kent by saying that the sports programs at Kent fill a void in a developing person.

"We want the best student to perform at certain sports," he said. "The Field House will help us attract a higher degree of students in the pool of athletes interested in KSU."

While coaches Hall, Crum and McDonald agree that the pool of athletes Kent is selecting from is of lower caliber than the large athletic colleges, they all seem to feel the Kent athletes are in good positions to pursue their professional aspirations, whether athletic or job oriented.

James said a trend is beginning to develop in the college world that is producing a new breed of athlete — one with athletic skill as well as a solid educational background to rely upon later in life.

"I think we lose a lot if we lose our academic integrity," he said. "Certainly academics are important even in the athletic programs." 

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13
Experience in

Brice Biggin coaches on and off the gym floor

Story by Barb Apanites
Photos by Mari Darr

Crouched down, he digs his right elbow into his thigh and rubs his unshaven jaw with his hand. His eyes blink rapidly as he watches the woman on the balance beam struggle to regain her footing after a shaky takeoff. All is quiet except for the steady, rhythmic voice of Young MC belting out the lyrics to "Bust a Move."

Tension creeps up in his face as his neck and jaw muscles tighten. He stares intently at the gymnast, almost as if he is trying to send her a silent, urgent message, commanding her not to fall.

She falters backwards, arms flailing for a split second while fighting to keep her feet firmly planted on the four-inch width of the beam.

Message received. The gymnast confidently stands upright. The tension slowly disappears from Biggin’s face, and he breathes a sigh of relief.

Coaching a women’s gymnastics team on the collegiate level isn’t easy. But in his five years at Kent State, Brice Biggin, associate coach of the women’s gymnastics team, has succeeded in helping the team to win two Mid-American Conference titles. This year, the team aimed for its third in a row.

Biggin brings the team knowledge of the sport and motivation that improve the athletes’ level of competition, according to Janet Bachna, women’s assistant coach.

“Each year, the caliber of our gymnasts is getting better,” Bachna said. “Plus, the gymnasts we have now are getting better.”

Biggin, 29, stumbled into coaching while pursuing his undergraduate degree in physical education at KSU. During his summers as an undergraduate, he coached 5- to 14-year-

“Let’s go Kent!” Biggin cheers with the women’s gymnastics team before they compete on the beam at Western Michigan.
old children at Kathi’s Dance and Gym in Youngstown as part of Janet and Rudy Bachna’s summer gymnastics clinics.

He competed on the KSU men’s gymnastics team for four years, setting school records on the vault, the rings and the high bar.

“I’ve been beaten since,” Biggin said, smiling. “It’s something you expect. The techniques have gotten better, so it’s very hard to keep a record today. But you can always say that you set a school record.”

Biggin discovered gymnastics at the YMCA when he was 7 years old. But gymnastics was not his favorite sport while he attended Howland High School near Warren. Instead, he ran track for four years and wrestled for one year.

“Gymnastics was more of a recreational sport for me in high school,” he said.

Biggin did not compete on the gymnastics team when he enrolled at KSU in 1979. He said his mother persuaded him to join the team during his freshman year. He remembers she told him it would look good on his resume.

“Mom kept trying to convince me to get involved,” he said. “I knew I couldn’t compete in track on a collegiate level because I wasn’t fast enough. But I knew some of the guys from the Y that were now on the gymnastics team. They told Terry (Nebbitt, the men’s head coach) about me.

“When I first started out, the men’s team wasn’t as well known, which was a plus because I was able to come in and learn quite a bit. KSU workouts were a lot more than what I was used to. Terry was more demanding and pushed harder. He gave me a lot more discipline.”

When Biggin graduated in 1983, he was hired as the head coach at Kathi’s. He also helped coach the KSU men’s gymnastics team part-time. In 1985, Biggin started work for a master’s degree in sports administration.

During this time, Biggin established an assistant coaching position for himself with the women’s team.

“Rudy and Janet talked to me about coming back,” he said. “I was able to get a small stipend, and my graduate level work was paid for. I found that I really liked (coaching).”

Janet Bachna said his gymnastics talent makes him a good coach.

“His ability in college was one of the reasons we asked him to come back,” Janet Bachna said. “We’ve seen Brice grow up. I like the way he handles himself around the girls. He has no harsh words — only ones of encouragement.

“He has an enormous ability as a coach. The degree of our level of ability has gone up since he’s been here.”

Now an associate coach, Biggin is responsible for conditioning, setting up workouts and adding new moves to the women’s routines. He also works with team members while they practice.

With many of his responsibilities, he takes on the authority of head coach as well. He helps with scheduling of meets, evaluation of tapes and recruiting of new team members.

“It’s a unique situation here,” Biggin said. “Rudy and Janet have given me the responsibility to coach the team the way I feel fit. It has given me a lot of opportunity to learn and have the responsibilities as a head coach. I make mistakes and learn from them, only I learn more quickly.

“It puts a lot of pressure on me, though. Really, how the team does is up to me.”

One of the drawbacks of coaching is not being able to spend equal amounts of time spotting the gymnasts during difficult moves and routines, he said.

“The girls have to wait for me to spot them,” Biggin said. “We lose a lot of time during practice, and not as much potential is reached. But the girls understand and know they have to be patient.”

KSU sophomore gymnast Kris Sneider says Biggin “is always there for you.

“He hurt his arm spotting someone the other day,” she said. “Someone landed on his arm, but he got up the next day and said, ‘Hey, I’m gonna spot you guys.’”

Biggin said the most important part of
Biggin, here helping Leslie Dutton with a back handspring, says gymnasts must be able to have confidence in a spotter. "You don't have to be strong. You just have to know when to spot them," he says.

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spotting is not so much the strength involved but the timing and technical knowledge of the move.

"I've been spotting the seniors for four years," he said. "The biggest part for the gymnast is having confidence in your spotter. You don't have to be strong. You just have to know when to spot them."

Sneider said Biggin also gives the team mental boosts, especially during meets.

"He's real enthusiastic," she said. "Sometimes if we feel inferior to the other team, he tells us not to watch them. Or if we mess up a routine, he tells us to think about the other events coming up and to forget about the last.

"He's the kind of person you can go to for anything. He's a friend more than a coach. We can talk to him about anything — school, boyfriends... He's fun to be with."

Senior gymnast Leslie Dutton says she and Brice "are the best euchre players.

"Hey, Brice," Dutton shouts across the gym where Biggin is spotting a gymnast on the floor mat. "Aren't we the best euchre players ever?"

Biggin waves, nods and smiles.

"Yeah, he's a good coach," Dutton said. "But when we're in a bad mood, it puts him in a bad mood. Or when the Browns lose, his conditioning is harder. But when they win, Brice is pretty easy on you.

"So we all have to be Browns fans."

J

anet Bachna turns around and gives a reassuring word to a gymnast on the balance beam attempting to dismount. "Brice is there, honey, so don't worry."

As sophomore Pam Tenley attempts a difficult routine on the uneven bars, Biggin says in an encouraging, soft tone, "Be quick up there." He squeezes his hands together, waiting for her to complete the move.

Tenley, suspended in a handstand, breaks her position and tumbles down to the mat.

"It was waiting for you," he says jokingly. "You gave up on it." He smiles at her. She looks at him and rolls her eyes.

"I can take the looks and comments they give me," Biggin says, laughing. Biggin said it is important for him to be able to communicate with the gymnasts on every level. As they get older, he said it is harder to push them, because women's peak performance years are between the ages of 14 to 17. For men, the peak performance years are between the ages of 18 to 26.

"As the girls get older, it is not easy for them," he said. "Sometimes they are not able to get through the workouts. I try to
Biggin advises Amy Musgrove before she performs on the uneven bars at a home meet against Bowling Green (right). Above, Biggin is the last person to leave the gym after a KSU practice.

be more understanding, but I don't expect anything less from them.

"I expect the girls to show a lot of discipline and maintain a good grade point. I want them to know that they have a life after gymnastics and can be successful in other areas as well."

Biggin's motto for discipline extends into his personal life. A typical day for him during the season usually starts at 7 a.m. He runs about five or six miles a day, three or four days a week. On Tuesday and Thursday mornings, Biggin teaches racquetball classes at 7:45 and 8:50.

After class, he spends about an hour and a half making up workouts. Gymnastics practice starts around 2:30 and lasts until 5:30 or 6 p.m.

Biggin also works part-time at Kathi's, two nights a week. He usually gets in at about 11 p.m. On average, he spends about 60 hours a week coaching, recruiting, working at Kathi's and traveling to and from meets.

"On other nights, I bike or swim," he said. "It lets me escape and blow off steam. Gymnastics just killed my social life. Once the season's done, I feel like I could use a break. I don't usually get one, though."

During the summer Biggin works at Kathi's.

"I never really get away from the sport," he said. "I worry about getting burned out. Having two jobs, I think I will burn out."

Yet the rewards for coaching compensate for the drawbacks, Biggin said.

"Championships are nice, but that's not it," he explained. "It's really worth it when they come back in a few years and tell me how they are doing. It gives me a sense of accomplishment.

"It doesn't pay the bills," he said. "And it never will. But you learn to sacrifice the money. It's the satisfaction of seeing people accomplish goals and becoming a small part of your life. Knowing that you played a positive part in accomplishing those goals gives you a good feeling."

Biggin said he wants to someday become the women's head coach at KSU.

"If the opportunity arises, I'm sold," he said. "I'm leaving my options open for other schools, but I'd like to become one here."

Biggin says coaching is tough. "If you don't like it, you get out of it," he said. "But right now, I still enjoy it."
Pumping up, coming down

Researchers reveal the psychological dangers of taking anabolic steroids

Story by Ken Sterk
Photos by Rick Harrison

He was a boy when he first saw the hulking powerlifters on national television storm up to the 7-foot cast iron bar.

With hands wrapped tightly around the cold bar, teeth clenched and often letting out grunting noises barely identified as human, the chalk-covered supermen attacked the seemingly endless line of weights, risking crippling bodily injury in their attempts to be crowned the strongest.

It was the boy's dream to be like them. And he is.

Now a Kent State student, the former powerlifter attributes all of his weight lifting records and trophies to extensive weight training, determination, and steroids — lots of steroids.

The powerlifter, who requested anonymity because few people know he took steroids, says he never experienced any physical side effects from the steroids, but they did affect him psychologically.

"Steroids put you into a euphoric state of mind — a high that you can't understand unless you experience it," he said. "It's psychologically addictive. When you feel euphoria when on steroids, it is pleasure — pure pleasure.

"You feel nothing can stop you, and often you don't listen to people. When you are off a cycle, you come down — you get depressed. You have to learn to control the depression when you're off a cycle. That's where I can see people abusing steroids — when they start taking 'roids' to gain that pleasure when they know they should be off the juice."

While the physical effects of steroids are being studied extensively, the psychological effects have been underestimated, according to Dr. Harrison Pope Jr., associate professor of psychiatry at Harvard Medical School and staff psychiatrist at McLean Hospital in Belmont, Mass.

Physical side effects of the drugs can usually be detected, but it is difficult to predict when many of the psychological side effects of steroids will emerge, Pope says.

Pope first became interested in studying the psychological effects of steroids when he noticed that a few patients developed psychotic symptoms associated with steroids at McLean Hospital.

He says many steroid users experience psychotic symptoms such as increased aggressiveness leading to combative behavior (known as a "roid rage"), depression, irritability, panic, paranoia, obsessive-compulsive behavior, euphoria and an increased sex drive.

Most psychotic symptoms occur when people are on steroids, according to Pope. However, he says steroid users usually experience depression coming off steroids.

Some steroid users are committing criminal acts such as murder, rape and robbery as a result of these "roid rages," Pope says.

"Courts today rarely take into account temporary insanity caused by steroids," Pope said. "Steroid users should be aware that you can reverse many of the physical side effects of steroids, but you can't erase many of the damaging psychological side effects — such as going to jail for committing a violent crime."

According to KSU Police Sgt. Thomas Etcher, the department has not received any reported incidents regarding steroids. "We haven't seen the problem here at Kent," he said. "I'm not saying that steroids are 'victimless crimes' and that it's not an occurring problem at Kent State — all I'm saying is that no reported incidents involving steroids or confiscation of steroids have occurred here."

Detective Greg Urchek of the Kent City Police Department says the department also has not had any arrests for confiscation of anabolic steroids.

"We haven't had arrests dealing with the (illegal) possession, selling or have ever confiscated steroids, but I can say I have seen arrests for aggressive-related crimes that can be linked to steroids," he said.

Pope says most people who commit violent crimes associated with "roid rages" had no criminal history, anti-social behavior or violent nature before taking steroids. In almost all cases, Pope says, their behavior reverts to normal after they stop taking the steroids.

Although neither KSU Police nor Kent City Police say they have made any arrests related to steroids, Dr. Jay Cranston, coordinator of health services at DeWeese Health Center, says the center has treated some students who have experienced physical and psychological side effects from taking steroids. He says many people use steroids for legitimate medical purposes, and not just to "get bigger and stronger."

According to Cranston, steroids, which are secreted by the testes, should not be confused with corticosteroids, drugs that resemble cortisol, a hormone secreted by the adrenal glands. Corticosteroids are used to suppress immune responses or treat inflammation and do not have effects on building muscle mass, he added.

One female KSU student, who asked
not to be identified, says she took prednisone, a corticosteroid her doctor prescribed to her to treat chronic ulcerative colitis—a disease that causes the inflammation of the large intestine. She says she experienced some physical and psychological side effects many anabolic steroid users report.

"I couldn't walk up or down the stairs because my bones were weakening," she said. "I was on too high of a dosage. I felt my heart race and I was full of energy at times, but then I would get depressed. I also retained water, experienced excessive body hair and had an increase in white blood cell count.

"Mentally, my emotions went out of control. Once, I ordered a sandwich, and they got my order wrong. I remember breaking down and crying right there just because of a little mistake like that."

According to Pope, data on the psychological effects of steroids is limited because of the ethics involved in human experimentation.

"You can't just administer steroids to people in a controlled setting and record what happens to them," he said. "That's considered unethical."

Most of the studies on the psychological effects of steroids are subjective—conducted by observing people in their natural settings. Pope says mail-in questionnaire response studies are not completely reliable because steroid users tend to hide or distort the truth.

Pope, along with two associates, surveyed college men from three eastern United States universities in 1988 to assess the use of anabolic steroids and the characteristics of the users. The identity of the subjects and universities were kept confidential. A total of 3,275 questionnaires were distributed, and 1,010 men responded, Pope says.

Pope says 17 percent of the 53 varsity athletes at the two colleges with major athletic teams reported using steroids. Of the 1,010 respondents, 2 percent reported using steroids. Athletes were more likely to report using steroids than non-athletes, Pope added.

Most of the respondents who used steroids expressed satisfaction while taking the drugs. Pope says many of the respondents said they took steroids to look better, and none of the steroid users described "serious" medical complications, but about half described increased irritability or aggressiveness.

"We feel the 2 percent figure is way below the actual amount of college men taking steroids," Pope said. "But you can't always get accurate results from mail-in questionnaires. Many anabolic steroid users don't reveal the entire truth regarding their personal experiences with steroids.

"One thing is for sure—athletes, and in many instances non-athletes, are taking doses that are 10 to 100 times more than what the medical profession thought they were taking."

Tom Evans, a professor of clinical psychology at John Carroll University, agrees with Pope, saying the typical athlete on steroids has 10 to 100 times the testosterone the average male has. According to Evans, about 60 to 70 percent of the people he studied experienced psychotic symptoms associated with steroids.

"If I shot you up with testosterone, you would initially feel more confident and in control," Evans said. "But later, you will feel aggressive. And even though you might feel you can control the aggression, you really can't."

Some athletes take steroids solely to enhance their aggression, Evans says.
An example is Equipoise, a veterinary steroid that makes horses more lean and stronger. Evans says some athletes take Equipoise to get more muscle definition and to increase aggression, attributes they believe will give them a competitive edge against others.

According to Evans, more studies are needed on the problems linked with steroids. "As far as I'm concerned, researchers haven't even touched the surface of the psychological short-term and long-term side effects of steroids," he said.

Cranston says he has seen many steroid users experience psychological side effects from taking the drugs, such as over-aggressiveness and overreacting to stress. He recalled one instance in 1982 when he saw Steve Courson, a former NFL lineman, experience a "roid rage" at a football camp in Mount Union.

"He used to drive around in a jeep dressed in army fatigue yelling and screaming," Cranston said. "It seemed totally out of his character at the time."

Courson, a former NFL offensive lineman for nine years for the Pittsburgh Steelers and Tampa Bay Buccaneers, says he first took steroids in college in 1974.

According to Dr. Irene Heldman, a fourth-year resident at Allegheny General Hospital in Pittsburgh, Courson has cardiomyopathy, an ailment caused when the heart becomes enlarged. Heldman says Courson is on a waiting list for a heart transplant and is under the care of two cardiologists at Allegheny General Hospital.

Courson says many doctors have told him steroids might have contributed to his heart ailment, but there is no definite evidence supporting this.

Cranston says steroids have been abused by college and professional athletes mostly in the last two decades. However, he says steroids are now a major problem among high schools and junior high schools.

Courson agrees that steroids are a big problem among young people, and he devotes his time to speaking at high schools and colleges nationwide about the effects of steroids and his personal experiences with the drugs.

He says he occasionally receives letters from steroid users saying what happened to him will never happen to them because they "know what they are doing and are stronger." Courson says he feels sorry for steroid users who think they are invincible.

"Over the years, people automatically assume I support anabolic steroids because I used them," he said. "I don't. But I also have to look at steroids realistically. I got two Super Bowl rings and benched over 600 pounds while I was on steroids. It would be hypocritical for me to say steroids don't work.

"A lot of steroid abuse lies in the (athletic) system itself," Courson said. "It's a 'Catch 22' situation. The high school student who knows he can get a college scholarship by putting on 20 pounds is going to take steroids if he can't put on the weight naturally."

He says the same is true of college athletes who want to increase their chances of getting into the NFL draft.

"I've been to the top of the mountain (the Super Bowl), and personally, steroids aren't worth the physical and psychological risks," he said. "But it's a lot easier to see the consequences when you have been through it like I have."

"Until the NFL takes a more effective stand against steroids, college coaches and universities who play to win will do whatever they have to do to win — and unfortunately, many times winning at competitive levels means athletes taking steroids."

Courson says society's "win-at-all-costs" philosophy and athletes' love for the game are two reasons many people are taking steroids.

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"You're always going to have people... that no matter what the health risks, are going to take steroids," he said. "If people are going to be that gung ho and feel they cannot compete in sports without taking steroids, then I hope they at least do it under a doctor's care. That way, any adverse side effects can be monitored."

Courson says he is trying to urge politicians to pass legislation for funding so he can set up a national steroid research center and hot line to answer questions about steroids.

"Until we get more facts and educate the public on steroids, people are going to be taking steroids without knowing what they are actually doing to bodies and minds," Courson said.

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SU freshman and former AshTabula High School football player Fred Gage agrees with Courson that people need to be aware of the physical and psychological side effects of taking steroids.

Gage says if he had known two years ago of the potential harm of taking steroids, he might have been able to persuade Benji Ramirez, his high school football teammate, to stop taking the drugs — and feels he might have been able to save Ramirez's life.

Ramirez collapsed during football practice on Halloween in 1988. He was taken to Ashtabula County Medical Center where he died of a heart attack.

"The high school student who knows he can get a college scholarship by putting on 20 pounds is going to take steroids if he can't put on the weight naturally."

The debate continues as to whether the heart attack was directly linked to steroids.

Gage, who played defensive end for Ashtabula, said he will never forget the moment Ramirez went down on the practice field.

"I looked at him make a tackle, and he fell down," Gage said. "I said, 'quit messing around... get up!' He wouldn't get up. I said, 'My God, he's not going to get up.' His eyes opened wide, and he gasped for air. I held his helmet in my hand. He never got up."

Gage says he didn't see Ramirez experience any physical side effects from taking steroids prior to his heart attack, and doctors have not been able to prove steroids caused it.

But Gage did notice that Ramirez got angry and more aggressive while taking steroids.

"He was a calm guy before he took steroids, one of the nicest guys around... everyone liked him," Gage said. "But he started to get pissed off at little things — things that wouldn't have bothered him before."

"Once, I saw him get mad because a girl wouldn't go out with him. He punched the back seat of a car. I've never seen him freak like that. He started to change — I should have known something was wrong then."

"I feel guilty and even responsible for his death whenever I think about it. At the time, I knew steroids made you bigger and stronger, but I didn't know about the harmful side effects. I would have stopped him if I knew it would kill him."

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A search for understanding

Despite 25 years of civil rights activity, racism lingers on the Kent State campus

Story by Matt Kelley
Photo Illustrations by Katie Warnke

Friday night in Kent. Clusters of students migrate downtown, their breath fogging the air as they talk. A car approaches one group of students and slows to cruise by.

"Niggers! Niggers!" the car's occupants shout. The car speeds away, leaving a cold, shocked silence behind.

Mark Jones wasn't surprised when it happened to him one weekend last winter. Jones and his friends were harassed three more times during one night, he said. He talks quietly, without anger, seemingly more dismayed at what happened than infuriated at the injustice.

"That sort of thing doesn't faze me a bit," Jones said. "It happens a lot — about every third or fourth time I go out.

"But my friend who was with me is from Sri Lanka, and his girlfriend is white. I guess it shook them up because they didn't expect it."

They didn't expect it in the post-segregation era. They didn't expect it 20 years after the riots of the 1960s. They didn't expect it, because racism is more subtle now that the most blatant walls of separation have crumbled.

"People tend to focus on the major flare-ups — the name-calling, the fighting and so forth," said Eric Beasley, president of Kent State's Black United Students. "But to look at that as a racism standard is probably the wrong way to go about it. Racism is a much more subtle and sophisticated phenomenon."

Michelle Scott, the director of the university's Office of Minority Affairs, agreed that racism is elusive now. She compared it to smelling the scent of roses in a room and thinking there are flowers there, only to find that the scent is air freshener.

"Sometimes it's like, I see it, I smell it, but when I touch it, it's not what I see and I smell because it's been dressed up," Scott said. "Sometimes, you've got to get your hands on it, but you can't. It's not something tangible."

That subtlety and sophistication make it harder to point fingers, harder to say who's racist, Jones said.

"It's getting harder to distinguish between someone who is purely racist, or prejudiced, or just ignorant of other cultures," Jones said. "I don't see a lot of people trying — really trying — to understand other cultures.

"There should be differences. We should be able to work together to understand each other. But I know a lot of people use that, those differences, as a basis for racism."

Because it's harder to detect and pinpoint, racism is now harder to combat.

"It's harder to figure something out that you're trying to get others to see, that for them is not tangible enough for them to see," Scott said.

Racism is underground now, but it still bubbles to the surface. Incidents such as a cross-burning at the College of Wooster and harassment of black students at the University of Cincinnati last year have many worried that racism is coming back.

"The problem is more serious now than ever before," said Charles Graham, the director of United Christian Ministries at KSU. "I was a student here in 1969, when black students walked off campus.

"I remember long hours of dialogue with the black students I knew about what they were doing and trying to understand them. In the '60s, it was easy. Racism was clear-cut. You knew what was going on.

"Now there's this attitude like, 'I'm not racist. I have black friends.' There's no perception of how the silent participation in the system without objection is racially motivated."

These days, racism cuts across racial lines. It's not just whites against blacks; it can be blacks against whites and can be directed from any group to any group.

"I think it's everybody," said David Ochman, program director for student complaints at the KSU Office of Affirmative Action. Ochman deals with student complaints about racism on a daily basis and said that stereotypical thinking about racism is wrong.

"Often times there's a perception that the complaints are from African-Americans or one particular class," Ochman said. "That's not the fact. We have students from all different backgrounds coming forward."

Beasley said he's been through that kind of hatred, but he's also learned how destructive it is.

"You hate all that's been done to you, all that they're doing to you, and all that they're planning to do to you," he said. "It's not necessarily just a hatred of white people. It's a hatred of the white mentality, a mentality that has exploited entire nations."

Black prejudice may be more understandable, but that doesn't excuse it, Beasley said.

"The fact that it is there suggests it's bad," he said. "Because we as black people shouldn't take on the very mentality and the very attitude and behavior that we so despise in white people. For in the process, you reduce yourself to the level of pre-civilization."

Jones agreed.

"A lot of people try to compare black racism to white racism," Jones said. "A lot of the black racism is coming from history — just look at the way we've been treated."

He sighed and looked at the floor, then continued.

"I'm still trying to figure out why white people are racist. I have no idea. I think it's ignorance, but then again a lot of very intelligent people are also racist."

"Raheem Reid came face to face with racism in the parking lot near his dorm one night last semester."

As he walked back to Dunbar Hall after parking his car, a group of young men called to him out of the night.

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"I was approached and called names by about seven white guys," Reid said. "They called me 'nigger' and asked me if I had any drugs."

Reid went to his dorm, called Kent State police and chased his taunters across campus. After about an hour and a half, he flagged down a KSU police cruiser and they caught them.

"I wanted them to see that there was one guy who was not going to stand for their beliefs," Reid said. "I wanted to let them know that we don't tolerate racism here."

That's the message Ochman wants to send, too. Many of the complaints Ochman deals with come under a university policy against harassment due to race, sex, ethnic heritage, sexual orientation, or veteran status. The office tries to settle the complaints informally, by educating the students involved, Ochman said.

"We try to find out both sides of a complaint," Ochman said. "Then we try to enlighten students, faculty, or staff involved to ensure they understand the ramifications of bigoted behavior. It's important that we don't punish them, but that we provide them an opportunity to recognize insensitivity and resolve that."

Ochman said the education portion of the policy has been effective in fighting racism at Kent State.

"To the best of my knowledge, we haven't had anybody return who's been through the program," Ochman said. "That's pretty positive."

Ochman said education is the key to ending racism.

"Through education, through the sensitivity of all of us, we are able to be comfortable with ourselves," Ochman said. "Then we are able to communicate properly in a humanistic way, as people. We can treat everyone with the respect they deserve." Ochman said most complaints he receives come from the residence halls, where a close living environment can bring racial tensions to the surface. Sometimes an argument over another issue such as loud music or too many visitors can escalate into racial name-calling, Ochman said.

"Most people know what's right and what's wrong," Ochman said. "But during the heat of an argument, you lose those defenses, and the racism can show through."

It didn't take an argument for Alisa Bailey to see racism in her dorm last year, however. One night Bailey's roommate announced that she was racist, and told Bailey, who is black, why she hated black people. The roommate was quickly reassigned to another hall.

"My roommate the racist. That was a
real eye-opener," said Bailey, a junior nursing major. "I had never experienced it before. It just was a real big shock to me when that happened — that was a deep hurt."

Reid, a resident staff advisor in Dunbar, agreed that racism can be a problem in the dorms.

"When you have people coming from different backgrounds, and they're thrust into a room with someone with an entirely different background and outlook, then initially the racism will surface," Reid said. But usually, students will learn to live together, he said.

"They go through a growth process," Reid said. "The racism usually dies down by the end of the semester, and they may end up as best friends."

People don't leave their prejudices at home when they go to class, of course. Sometimes there's that undertone of prejudice, and it can begin before the class starts.

"It's really weird sometimes, walking into a class and you're the only black student in the class," Bailey said. "You feel kind of like, 'People aren't going to like me.'"

"I've heard the statement from some white people, 'You're a nice black person. You're not like the others.' Some people think that's a compliment, when it's really an insult. How are black people supposed to act?"

One day last fall, the UCM minister Graham walked into an elevator in the library and looked up and saw a racial epithet scrawled in black marker on the ceiling.

He didn't say anything, thinking that surely the graffiti would be erased immediately.

Four days later, he looked up again. It was still there.

"Finally I went and complained to somebody, and eventually it was taken down," Graham said. "But I wondered. People are going through there all the time. Why did it have to wait until someone complained?"

So Graham sent letters to the leaders of KSU student organizations and founded Bridge Builders, a loosely organized group to try to fight racism from the grass-roots student level. The university's programs to fight prejudice were there, but those programs weren't directly visible to enough students, Graham said.

"I felt that somehow we weren't doing enough to get the students involved in this process," Graham said.

Graham said the Bridge Builders group has made some progress. Last semester, the group sponsored a reading from the play, "I'm Not Rappaport," which deals with racial prejudice. But because student leaders are so busy with other activities, the group may not last past this semester, Graham said.

"Part of me wants a specific, tangible program," Graham said. "Then again, if you become an active presence in an institution like the university, you can become just another part of the structure.

"I just want to keep people talking, keep people working for some better interaction and understanding."

And the university is working on the problem, too, although some like Beasley say there isn't enough being done. Besides the racial harassment policy, the university has expanded the powers of the Office of Minority Affairs, and stepped up recruitment efforts for a more diverse student body. The Department of Residence Services includes cultural sensitivity training for its RAAs and sponsors Diversity Month programs during April for residence hall students.

And Beasley pointed to the recent hiring of black instructors in the departments of music and political science as examples that the faculty and staff of the university are becoming more diverse.

"I think Kent State is a very progressive institution, especially when you compare it to other institutions in this state and around the country," Scott said. "We've done a lot that we can be proud of. Other institutions often call us for our models of programs for diversity.

"I think one of our primary concerns is to educate the young people who are here to understand that diversity is necessary, is expected. And the university has to be a reflection of the universe, which is culturally and ethnically diverse."

But there are limits to what the university can do in fighting a societal problem like racism, and Reid's harassment experience illustrates one of those limits. The people who harassed Reid were initially given white slips, which were rescinded because they weren't KSU students. Although violating the racial harassment policy can be grounds for banning a person from university grounds, that has never been done here.

The police also offered to press criminal charges against the attackers, but Reid declined. Going to court would take too much time, and the chance to confront the name-callers was enough, Reid said.

"I would have liked to see them go through some education, some sensitivity classes," Reid said. "But I'm satisfied with the outcome."

Another possible problem with the racial harassment policy is whether it infringes on constitutional rights to freedom of speech. Legal challenges have frustrated efforts to use similar policies at the University of Wisconsin at Madison and the University of Michigan, but Ochman doubts that would happen at Kent State.

The university's Department of Legal Affairs has said the policy is constitutional because racial harassment is not protected by the First Amendment. And if any legal questions come up during a complaint, the affirmative action office consults with administrators and Legal Affairs, Ochman said.

"Free speech is a delicate issue," Ochman said. "But you're balancing that with the fact that this is hate speech and hate conduct."

"This type of harassment is a form of discrimination. Allowing this type of behavior to go unregulated just creates unbelievable damage."

So there are programs, policies, classes. What more must we do to end racism in our society? Most say some form of education is the answer, but what kind and how much are always murky. There are no panaceas to fight a subtle and sophisticated set of attitudes.

"A lot of white people deny there's a problem," Jones said. "They think that as long as they're not doing racist things, as long as they don't have racist thoughts, that everything's all right."

"Then they wonder why when a black person calls them 'whitey' or 'honky,' when they're not doing anything to help it."

Beasley thinks that the first step is being honest with ourselves, so we can begin to change what he calls a racist, sexist society.

"We must admit that we harbor prejudiced attitudes," Beasley said. "Once we admit that and understand why it is so, then we can devise strategies that allow us to move beyond this problem of racism."

"We've got to be willing to challenge what we believe. Even our parents. Not for the sake of challenging them, but for the sake of finding out the truth for ourselves."

The history books and the educational system of this country have to be changed to eradicate the pervasive message that white is better than any other color, Beasley said. Begin with the young, and the world will change.

"Until it changes on a macro level, everything they do on a micro level is going to have such a small, small effect, if any at all," Beasley said.

Scott said the university fails students if they leave with prejudiced or ignorant attitudes. To do business in a diverse world, you must be able to deal with diversity.

"We need to learn how to interact with people as they are, as people," Scott said. "That may be idealistic, but I think it's more realistic."
A time to heal

Dean Kahler not haunted by “one bad day”

Story by Joan Smith
Photos by Terri Cavoli

The solitude is striking. The house sits about a mile off the ragged dirt road at the end of a steep, climbing dirt driveway. From the wooden deck on the south side the view soars for miles — no neighbors in sight. Just a purple mass of trees playing a symphony with the wind. Add a black Labrador and four cats for accompaniment. All else lies silent.

The first assumption is obvious: He wants to hide. He wants to escape the questions and recognition and anger that forever tie him to Kent State — to May 4. Obvious. Except that he has granted this interview, and hundreds of others like it over the past 20 years.

No, Dean Kahler doesn’t hide. He doesn’t cringe at the mention of Blanket Hill or tear gas or the National Guard or his wheelchair. Except for that “one bad day,” his memories of Kent State are solidly good, and the reminiscing is saturated with laughter and full-faced grins. He invites questioning, running through his May 4 narrative as if he were reciting the alphabet — with a little more fervor, of course.

It was 20 years ago that the 20-year-old Kahler was shot in the back by National Guardsmen in the practice football field where the Memorial Gym Annex now stands. Almost 20 years since he first learned that he would spend the rest of his life in a wheelchair, paralyzed from the waist down. Yet while the wounds of others involved in May 4 are still being bandaged, and the Kent State campus is still washing away the blood that was shed, Kahler has not lingered in that tragic past. Life moved on, from the moment he got out of the rehabilitation clinic in October 1970. And anger and self-pity did not go with it.

Today, the spirited redhead is serving his second term as Athens County commissioner and living in the virtual back hills of southeast Ohio with his wife, Elizabeth, whom he married on Aug. 12, 1989, and her 6-year-old daughter, Ashley. The energy he radiates defies expectation, and the life he leads leaves no room for sympathy.

Kahler’s path to Kent State is dusted with the type of irony novelists struggle to create. The 19-year-old East Canton farm boy was working in a steel mill until the early months of 1970, when the McNamara recession left him jobless. He decided to go to college, was accepted into Kent for the fall quarter of 1970 and wrote the administration for permission to start a quarter earlier. He was on campus only five weeks when the invasion of Cambodia lighted the fire of student protest that engulfed the ROTC building.

The curtain rises on the morning of May 2, the day following the announcement of the Vietnam War’s latest escalation. Student anger overflowed the campus, spilling into the streets of Kent, smashing windows downtown and injuring five police officers. That violence set the stage for a series of battles pitting students against the “establishment.”

The voices of some of the actors in those turbulent days still echo from a recording distributed with the 1971 Chestnut Burr yearbook:

I am distressed and appalled at the destruction within the city during the past eight hours.
As mayor, I have declared an emergency exists, and a curfew will be in effect at 8 p.m. on Saturday, May 2, 1970.

Kahler wasn’t in Kent the weekend after the invasion. He had gone home to celebrate his 20th birthday on May 1, and he heard about the student uprisings from radio and television reports.

One year after the shootings that left him paralyzed, Kahler returned to Kent State to speak at a May 4 commemoration.
When his parents drove him back on Sunday afternoon, they were met at the city limits by guardsmen who questioned them extensively.

"They were asking us who we were, where we were going and what our business was, how long we were going to be there, that whole thing," Kahler recalled. "My dad said it reminded him of the occupation troops in Korea after World War II. There was just military everywhere."

The severity of the scene gave his parents some obvious qualms about dropping him off. Kahler's mother, Elaine, said she and her husband realized the potential danger, but in the end, Dean chose to go. "We didn't really like that decision, but he had classes, and he said he wanted to do it," Mrs. Kahler said.

Kahler said they discussed the situation at length while waiting to get back into Kent. "All three of us decided that I was paying for my own education, college was to be in session the next day, and I would be probably told what I was allowed to do and wasn't allowed to do. We were sure the administration wouldn't just leave us hanging out there without any information about what was going on.

"I wasn't planning on getting close to anybody so I could be beaten up with a bayonet or billy club or anything like that, so we decided, 'Yeah, might as well go.'"

This (the burning of the ROTC building) is the most treacherous act that I can possibly recall in a place supposedly very highly civilized and, I thought, a very academic environment. At the present time, I think Vietnam would probably be a pleasure.

Kahler's presence in the protests of May 3 and 4 was not accidental. He held concrete views that would not let him just sit back and watch.

"I had very definite views about the war in Vietnam — very definite views about war itself, being a conscientious objector," he said. "I felt that the invasion of Cambodia was totally wrong. I felt that Richard Nixon had lied to the American public during his campaign of 1968, when he said he had a secret plan to end the war. It looked to me like his secret plan was to send more of my friends back in body bags."

Kahler and his family belong to the Church of the Brethren, a denomination with beliefs similar to the Quakers and Mennonites, and Kahler held tight to the tenet that all war is wrong. With film of Vietnam shown every night on the news and his friends coming back from the service with first-hand tales of the horrors, he had all the proof he needed to support that stance. As a conscientious objector, Kahler would have been required to perform alternate community service. But in the draft lottery, he drew No. 330, placing him so far away from the possibility of being sent to Vietnam that the need for official objector status was gone.

But even with the fear of the draft removed, Kahler could not ignore his disgust with the war itself. He could not stay out of the protests.

Orders to break any outdoor assembly, whether peaceful or not, have been given, as a result of Governor Rhodes' declaration of a state of emergency. Tear gas was used tonight to disperse a crowd of approximately 500, assembling in violation of those orders.

While tensions escalated on campus that Sunday, Kahler grabbed his camera and started shooting photographs of the ROTC building, the Guard troops and armored personnel carriers. He ended up at the Student Union in Oscar Ritchie Hall on Sunday evening, where a small group of students was gathering to go to the house of university President Robert White, "to see what he had to say about this whole situation."

The students were moving toward White's house when they were tear-gassed. "I didn't think we were doing anything to get tear-gassed, but we were," Kahler said. "I didn't know about Gov. Rhodes' speech that morning..."

Kahler, who had been laid off from a steel mill during the Nixon recession, was a first-quarter freshman at KSU when he was shot.
didn't know that he basically did everything but declare martial law, and he gave the National Guard carte blanche to do whatever they wanted to break up any gathering of students, whether it be 10 students or 4,000 students."

By order of the governor, the National Guard will remain in the Kent community and campus until its leadership decides their departure is safe. Events have taken those decisions out of university hands.

After a quick trip to his room in Wright Hall to wash his face, Kahler headed back out to a gathering on front campus near Rockwell Hall, where Mayor LeRoy Satrom and President White were rumored to appear. Helicopters, guardsmen and tear gas again sent the students running.

He spent the rest of the night in his dorm room, adhering to the curfew and watching the activity outside. "I remember looking out the windows, watching the National Guard troops marching in their formations, driving around in their jeeps and armored personnel carriers and helicopters flying over the dormitories. Everytime some brave student would try to get back to his dorm or go out of the dorm, students would cheer for him, and soon the National Guard would snatch him up, and the students would boo."

Rumors of martial law and of students being bayonetted or run over by personnel carriers were flying that evening. Kahler said the students waited for answers from the university, but they never came.

Kent State University has been disastrously hurt. The hopes of all on campus have been placed in jeopardy, and whether or not any part of that loss can be retrieved depends upon immediate, responsible actions from all quarters of the university community. We must show to the nation that Kent State University has much more to it than the ugliness it has seen in our midst.

Kahler woke up on Monday May 4 believing the chaos on campus was about to end. He skipped his 7:45 class, grabbed brunch at the Tri-Towers cafeteria and walked to the commons to attend a demonstration, where he "got a little bored. I mean, I didn't really understand what everybody was talking about. There were some people talking about socialism and Leninism and Marxism and all these -isms that didn't make any sense to me, being a little farm boy."

Soon, the National Guard moved in, read the Riot Act ("yes, there really is a Riot Act") and told the crowd to evacuate the area. Screams and boos answered that order, and "a few students threw stones," Kahler said. "Notice I said stones — not rocks, bricks or bags of feces." After a second warning, tear gas was sent in again, and the students ran up the hill by Taylor Hall.

I think that we're up against the strongest well-trained militant revolutionary group that has ever assembled in America ... We will take all necessary, I repeat, all necessary action to maintain order.

Kahler ran to the tennis courts across the street from the Taylor Hall parking lot, which have since been paved over for parking space. Out of frustration, he picked up a handful of gravel and threw it at the soldiers. "There was no way I was going to hit the National Guard," he said. "As I threw them, the wind blew the dust back in my face, and I got dirt in my eyes."

He was still looking for answers, for reasons that the students were being tear-gassed and dispersed. The answers never came.

They turned around and dropped and just started firing. It sounded like three machine guns. People dropped down, and I thought, 'OK, they're just ducking to get under the bullets. Then I saw blood coming out of them."

I remember exactly what happened to me."

As the soldiers came closer, Kahler expected a tear gas greeting. But he wanted some answers, so he moved forward. As he did, the guardsmen turned and started shooting.

"I could tell they were shooting bullets because I could hear them ricocheting off the blacktop," Kahler recalled. "I could hear them going into the ground around me. I thought, 'Oh my god, they're shooting at us!' I looked around, and there wasn't anything to jump behind, so I jumped on the ground and covered my
head and hoped that I wouldn’t get shot. The next thing I knew I got hit. It seemed like a long time before I got hit.

"It wasn’t anything like I expected when I got shot. All of a sudden I felt this burning, tingling sensation, and my legs went real stiff. Then they relaxed, and I didn’t have any feeling in them."

I was standing right there when they started firing, not more than 50 feet from them. I ran into the building. But, shit, I didn’t think they’d be firing with bullets.

He remembers the split second of silence, then the screaming. He remembers the students gathering around him. He remembers everything clearly, calmly, as if he were recalling a motion picture. He remembers asking the students not to move him, realizing that he had been hit in the back. And he remembers being prepared to die.

We’ve had bloodshed. It’s a terrible thing that happened today, and this campus will never forget it.

Kahler was loaded onto an ambulance, and through the window he saw a friend “give me the peace sign, the thumbs up sign and cross his fingers. I gave him the thumbs up back and told him I’d be OK.” He was taken to Robinson Memorial Hospital, where he spent the next three weeks.

He was aware from the moment he was hit that if he did not die, he would be paralyzed, though he didn’t know to what extent. When he woke up in the hospital on Thursday, May 7, he was told he would probably never walk again. That brought on a slew of questions about his future, yet through all the wondering he says he was happy just to be alive.

Mrs. Kahler said she and her husband probably had a harder time accepting what had happened than Dean did. “He was never bitter,” she said. “It was just something that happened, and he accepted it right away.” But as parents, the acceptance has never been complete. “It’s more than difficult. It’s something you never get over,” she said.

Kahler spent the next four months in rehabilitation at Highland View Hospital in Cleveland, relearning how to dress himself, how to eat, even how to breathe, because part of his left lung had been removed. The doctors told him he would be lucky to get out by New Year’s. He left the hospital on Oct. 25.

“I was motivated. I didn’t want to spend any more time in the hospital than I had to,” he said. “I wanted to get back to school.”

He admits to feeling depressed for a couple of weeks during this time, but

Kahler says he would repeat his role in May 4 if necessary.

Kahler never sank into self-pity or despair.

“Life doesn’t end after you take a bullet in the spinal cord,” he said. “I think I prepared myself to die after I got shot, and when I didn’t die I was very thankful that I was alive. To me, I had the rest of the world, the rest of my life to live.”

And living meant jumping back into the Stark campus of Kent State as a full-time student in January 1971. But between his rehabilitation, the lawsuit that had been filed against the National Guard and the newspaper reporters badgering him, the next two quarters were rough. He slowed down after that, going to school part-time until 1977, when he earned a bachelor’s degree in secondary education and comprehensive social studies.

Through it all, Kahler says he “had a great time here,” he said. “Just because I had one miserable day doesn’t mean that I should hate the place.”

After graduation, Kahler moved to southern Ohio to work with the Ohio Industrial Commission, helping businesses develop accessible and safe work sites for handicapped people. Two years later, he began working with then Secretary of State Anthony Celebrezze Jr. When Celebrezze was later elected attorney general, he asked Kahler to come with him and work as a field representative in southeastern Ohio. Since 1985, Kahler has served as Athens County commissioner.

Kahler’s wife, Elizabeth, said May 4 will probably always affect Dean, no matter where he goes. “Even if he’s not ‘that guy from Kent State,’ he’s always ‘that guy in the wheelchair,’” she said. Elizabeth, who is a counselor, said she thinks Dean sometimes struggles between “wanting to leave it all behind and wanting to make it mean something by retelling it again.”

Kahler admits that May 4 did leave him angry for a time, and he was obviously frustrated by the grand jury and civil lawsuits that finally ended in 1975 with Rhodes White & the National Guardsmen cleared of all charges. But the anger has long since faded.

Not everyone agrees with Kahler’s decision to forgive so quickly. Alan Canfora, who was also wounded on May 4, said he does not think enough has happened to warrant such a pardon.

Canfora and Kahler met in 1971, when Kahler spoke to an experimental War and Peace class at the KSU’s Stark branch. Canfora was enrolled in the class and remembers being disappointed by Kahler’s forgiving attitude. “I raised my hand and said, ‘Dean, we have something in common, but I can’t agree with what you are saying.’”

The two got to know each other well during the trials, but while Canfora says he loves Kahler as a brother, he still can’t agree with his views. “Dean’s viewpoint is, as it was then, to turn the other cheek and forgive and forget. I respect that, but on the other hand, my attitude is that these National Guardsmen never spent a single day in jail — they were never punished. There is no room for forgiveness at this point.”

And Canfora is not the only person still feeling the anger of the event. Even today, Kahler feels the hostility of people who were against the protests. “I’ve received hate mail, even as of last year,” he said. “It was in relation to the memorial. I got a letter addressed to ‘Dear Commie.’”

“Right, I’m a commie. I was just exercising my First Amendment right. I was never indicted, never arrested, never convicted, never tried,” he said. “I mean, geez, I’m a real threat to society here.”

And Kahler still believes the rights he fought for 20 years ago mean more than an individual life. Even now he would repeat his role in the events of May 4.

“Anytime you’re actually involved in a political situation that is volatile like that, if your beliefs are strong enough that you want to make change, that’s the risk you take,” he said.

THE BURR

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Photographing May 4 left its scars on Pulitzer Prize winner John Filo

Story by Jennifer Aylsworth

Tin soldiers and Nixon’s coming
We’re finally on our own.
This summer I hear the drumming
Four dead in Ohio.

As a mass of Ohio National Guardsmen inch its way over one of Kent State’s grassy hills, John Filo hurried out of Taylor Hall to see what was happening.

He was armed with a Nikkormat camera with a zoom lens that he had borrowed from Chestnut Burr yearbook editor Howard Ruffner.

Filo, then a 22-year-old senior photojournalism major, did not own a camera. He had enough trouble just paying for food and rent.

“I don’t want to say I was in abject poverty, but pretty damn close,” Filo recalled nearly twenty years later. “I’d always work deals with The Chestnut Burr yearbook to get access to their equipment.”

Filo, deputy director of photography for Sports Illustrated, is best known for his Pulitzer Prize-winning photograph of a young woman kneeling beside the body of slain student Jeffrey Miller after he had been killed by the National Guard.

Now, nearly 20 years after guardsmen killed four students and wounded nine others on the campus, Filo finds he still is overcoming the “survivor syndrome” from the events that day.

Gotta get down to it
Soldiers are gunning us down
Should have been done long ago
What if you knew her and found her dead on the ground
How could you run when you know?

Filo had been home in Natrona Heights, Pa., the first weekend in May 1970, and he returned to Kent State that Sunday. Students at KSU and college campuses around the country were protesting Thursday’s invasion of Cambodia by U.S. and South Vietnamese troops.

Another student protest was being mounted Monday in front of Taylor Hall, and Filo, who worked more than 40 hours a week operating the journalism school’s photography lab, saw many opportunities for dramatic photos.

“Word had traveled so fast that basically all the students on campus were there to see what was going on,” he remembered.

Click.

One photo Filo shot was of a student waving a big black flag in front of the guardsmen. Later, Filo discovered the student was Alan Canfora, who was wounded in the subsequent shooting and has been active preserving the memory of the shootings.

“I was really proud of it,” Filo said of that photo. “It summed it up for me — students protesting the armed forces. It didn’t seem there was ever going to be any direct confrontation.”

Then, Filo said, he could feel the tension building as the guardsmen moved over the hill, their rifles aimed at the students. Filo was standing on the steps in front of Taylor Hall, and he realized he was the only one standing between the guardsmen and the protesters.

With horror, Filo looked up from his camera to see one guardsman aiming his rifle at him.

He saw the guardsman pull the trigger. The bullet meant for Filo pierced a dime-sized hole in a metal sculpture between them, leaving a cloud of rust.

“They say you can see the bullet that kills you,” Filo said softly. “The difference between my shooting (my camera) and my getting wounded or killed — we’re talking inches.”

To the horror of the nation, the Ohio National Guardsmen had opened fire upon unarmed student protesters. It was the first violent reaction by the government to the growing number of campus protests of the Vietnam War.

That violent reaction became a pivotal moment in Filo’s life. He turned and saw everyone on the ground. Slowly, the students started to get up, except for the 13 who had been shot. Those who had not been shot circled those on the ground.

Filo saw Jeffrey Miller lying face down

“Ohio” (Neil Young)
1970 COTILLION MUSIC INC. & BROKEN Fiddles Music INC.
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in the parking lot with blood gushing out of his body. "There was nothing you could do," Filo said, sounding as helpless as he felt 20 years ago. "It was like a garden hose pumping out the last of his blood."

Filo moved into position, looking for the right viewpoint.

It was the first time that Filo the photographer moved into an automatic mode in which he knew exactly what he had to get and how he had to do it. He learned later that he would work like that as a professional.

Unsure of how many frames he had left, Filo worked quickly and carefully to avoid wasting precious film.

A young woman approached Miller's body.

"You could see the horror start to well up within her," he said.

The emotion was obvious on her face, and he knew he had the right shot when she let loose a deep, sorrowful, horrified scream.

"It wasn't the visual that said 'get this,' it was the audio," Filo later acknowledged.

After Filo shot that photo, which later won a Pulitzer Prize, he headed back into Taylor Hall. The campus was being closed, and he had to get the film out.

But as he was leaving the scene of the shooting, he wondered if it all had actually happened.

"I thought, 'Did I snap that shutter, or did I dream those pictures?'" he remembered. "Did I actually see that? I had to walk up to that sculpture and see the bullet hole — and sure enough, there was a hole."

Paranoia began to overcome Filo as he started to head out of Kent. He knew he had to get the film out of Kent so it could be published, and he feared FBI officials would confiscate it before he got out of town.

He heard radio reports of a "shoot-out" that left two students and two guardsmen dead. "Something sinister — something worse than the shootings — was happening here, I thought. I just said, 'Hey, I've got to get this film out of here.'"

Filo, who wore a beard and shoulder-length hair, thought he would be stopped and searched by the FBI at roadblocks at intersections around the city, so he sneaked out to State Route 43 via the side streets. To protect his film, he tucked a couple rolls in his socks and several more throughout his "luxury-appointed Volkswagen."

Filo drove 110 miles that afternoon to get away from Kent and away from the shootings that were haunting him. His heart pumped all the way. He headed for the Valley Daily News (now Valley News Dispatch) in Tarentum, Pa., where he had worked part-time as a photographer after high school. He did not stop even to make a phone call until he was in Pennsylvania.

When he arrived at the newspaper, Filo's first priority was to develop the film and get the prints out on the Associated Press wire.

After the film was developed by an automatic film processing machine, photo editor Chuck Carroll realized Filo's pictures were important. Carroll copyrighted the photos, then he and Filo called the Associated Press to get the photos sent out on the wire.

"Why are you bothering us?" the AP's network monitor in New York barked at them. "The Akron Beacon Journal has got photos of this shoot-out in Kent, Ohio."

A frustrated Filo tried to explain that even though the 20,000-circulation newspaper was in western Pennsylvania, he also had some good photos.

When photos are transmitted for the AP, they are "sent" over sophisticated AT&T telephone lines. It takes eight to 10 minutes for each photo to transmit, and just one photo at a time can be sent from anywhere in the country.

Somehow, the Beacon Journal took a break from transmitting photos long enough to allow Filo to send one photo — the one that won the Pulitzer in 1971.
"After we sent that photo, there was this long silence from the AP, and we weren't sure if they'd received it," Filo recalled, a small smile slowly creeping across his face. "After a few minutes, the AP said, 'Uh, we're going to start taking more from the Daily News for a while.'"

That minor victory was the beginning of a battle to overcome a festering anger against the established press he was struggling to break into.

Filo said the victory was important because he had been angry at the world that day. Working full time so he could pay his school expenses did not leave him time to be a "normal" college student.

"It just happened to coincide with a day when I felt I had something to prove, when I felt very innocent," Filo said. "I was angry about being a lab technician and everyone else was able to do the fun stuff."

Filo's photos were used by Life magazine for its coverage of the shooting. At an award ceremony later that year in New York City, Filo and his parents sat at a table with Walter Cronkite. His mother, who never liked the fact that he'd changed his major from pre-med to photography, leaned over to her son and asked him, "Now that you got all this, don't you want to go on to dental school?"

Looking back, Filo said he "just sort of laughed" at his mother's remark. "It's a typical 'mom' response.

"I felt like I had to pay back everything. There are people who work all their lives at this without much adulation. But I knew I didn't know anything. I knew I had to pay my dues."

Filo's parents had stopped paying their son's school expenses when he changed his major after two years at Kent State.

"When I decided to go into photography, they sort of said, 'You're on your own,'" Filo said.

His mother, Mary Jane Filo, acknowledged that she and her husband, John, had been disappointed when their son decided not to be a dentist.

"He was our first born," she said. "I guess we just felt we wanted him to be more financially secure. It's important, though, that he's happy doing what he's doing, so of course we're happy for him now."

Filo is a quiet, reflective, modest man, which seems to defy his 6-foot-four build and lumbering demeanor. He jokes easily and is a known storyteller, but the Pulitzer, although an important point in his life, does not come up easily in conversation. The Daily News entered his photo for the prize, and Filo is believed to be the youngest award winner.

Photographer Eddie Adams, whom Filo considers his mentor, has known Filo since they worked at competing newspapers in the Tarentum-New Kensington area. Filo had worked at The Daily News during the summer in high school, and Adams met him when he gave him an assignment.

"I called him up and told him he could shoot my sister's wedding for free," Adams said, laughing. "And he did."

Adams later worked 15 years for Time magazine, as well as the Associated Press and the Philadelphia Bulletin. He was a war photographer in Vietnam, and he received a Pulitzer for a photo of a Vietcong soldier being shot in the temple.

He remembers when Filo won his Pulitzer.

"The problem with John is when he first won the Pulitzer, it went to his head. His head just swelled," Adams
said. "But that didn't last long because I just chopped him up. I just gave him hell.

"From that point on, he grew on to be quite a talented, mature photographer."

Adams, who has been a judge for the awards, said winning a Pulitzer often is a matter of luck. Some winners had never taken a photo before they won the award and haven't taken a photo since, he said.

"A lot of times the prize is given for the event and not the photograph," Adams said. "That doesn't mean a person is good because he wins a Pulitzer Prize."

For Filo, the most memorable part of winning the prize was a telegram he received from Adams. It read: "Congratulations on your Pulitzer Prize. Let's see what you can do tomorrow."

Filo said, "I probably pull that out and look at it more often than I do the prize."

Winning the prize seems to have affected him less than the shootings he witnessed at Kent State on May 4, 1970. The shootings of unarmed students — and the belief that a bullet had been targeted for him — left Filo with a "survivor syndrome" that touched every aspect of his life, from his career to his relationships with others.

"How hasn't it affected me?" Filo asked. "It seems like I've had to put a 20-year callous around it. For the longest time, nothing bothered me. It was trivial — if it wasn't life and death, it was trivial."

"I knew after that I didn't want to be a war photographer. Life and death — that's a little much for me."

As a war photographer himself, Adams said he can understand why the shooting affected his friend.

"It takes a lot out of you," he said. "Sometimes you cry so much you can't take pictures. Tragedy like that affects people in different ways."

Mrs. Filo said her son reacted to the shootings as if he had been in battle.

"The experience he went through at Kent State was very traumatic for all of us," she said. "We were very frightened."

"As parents, it was hard to understand because he didn't want to talk about it at all, for at least a week. I didn't realize how affected he had been by it. I forgot he had been there with a camera and seeing the blood and the young people dead."

"It was like a death in the family, but it actually was a murder — to me it was a murder."

She said rumors had spread through their small steel town that her son had been part of the protests. They even had received threatening phone calls from people about "what a son we had raised."

"Some people were nice about it, but some were nasty," she said. "They thought he was a hippie. John had a beard and all, but he wasn't a hippie."

Filo also said he wasn't a hippie, and he never liked being called one. "I finally came to the realization that people believe what they want to believe. People believe things like that (the shootings) don't happen in America. You just don't get shot."

Mrs. Filo said she knew that, to John, the most important thing was to get the photos and, later that evening, a story out for the paper.

"Being a newspaperman, he had to do his job," she said. "But after he did his job, these feelings were so hard for him to handle."

But the experience did not discourage him from pursuing news as a career. After graduating in 1971, Filo worked for the Associated Press for 10 years, shooting mostly sports.

"It's sort of like beating yourself," he said. "I'm probably the only person who can claim to have shot 40 basketball games in one week."

In 1981 he began work as a photographer at The Philadelphia Inquirer, where he met his future wife, fellow photographer Myrna Elaine Ludwig.

After spending eight years in Philadelphia, Filo accepted a position as graphics editor at The Baltimore Evening Sun, where he worked for two years. He became Sports Illustrated's deputy director of photography in February.

Filo and Ludwig married last year. Their daughter, Rachel Mackenzie Filo, was born in November.

Ludwig said that although Filo frequently is reminded of his prizewinning photo and the shooting, the "survivor syndrome" he speaks of is not overt.

"That was a situation that happened a long time ago," she said. "On a day-to-day basis, I don't think he dwells on it."

Even his mother said she has not noticed that the shooting affected him in the twenty years since the shooting.

"I never gave that a thought, really, that it might have changed his attitude about things later," she reflected. "John was always a special person, a warm-hearted person, and that didn't change."

The photo represents the shooting to many people, Ludwig said, and it has become a part of the nation's memory.
"In that way, I think it’s unique among Pulitzer Prize winners, that his photo seemed to touch a moment in time that people remember," she said. "I don’t think there’s anyone who can remember what (other prizewinners) photographed or even their names."

Instead of dwelling on the past, he is excited about being a father for the first time, she said. Always an outdoorsman, when he first found out his wife was pregnant, he gave her a book called "Camping With Your Child."

"I think I was about one week pregnant at the time," she said, laughing.

She described Filo as fun-loving with a hidden shyness. "He loves to joke and kid people, especially me," she said. "He loves to tease."

Filo and Ludwig share a townhouse outside Baltimore — a transition home until next year, when Ludwig returns to work in Philadelphia, and until they find a home more convenient to both job locations. Their ideal home is "a house with more land than house" in the country, Ludwig said. Both are avid backpackers and love camping. Both are concerned about the environment but are not actively involved in preservation groups.

"As journalists we tend not to connect ourselves to any particular group," Ludwig explained. "But we did decide not to use disposable diapers. Of course, I don’t know about on a day-to-day basis."

Filo’s transition from in-the-trenches photographer to Sports Illustrated deputy director of photography, where he usually stays in the office, is somewhat symbolic of his desire to put the past behind him. Shooting every day, he said, "is a way to prolong your adolescence."

"I never liked editors, but now I do," he said, a wry smile developing on his face. "Now I am one.

"Trenches exist in various levels. It’s not going to be easy, but I like the challenge." An editor has a unique opportunity to help shape a young photographer’s talent, Filo said.

"I like motivating people," he said. "I like taking bright, smart and inquisitive people and developing them."

Filo teaches college students and young professional photographers in the annual Eddie Adams Photography Workshop held on Adams’ farm in upstate New York.

"He is so totally involved in the workshop — so emotionally involved and concerned about helping them (the students) grow," Adams said. "Basically, you try to help somebody, make it a little easier, because it’s hard. It’s rough... and John tries to help coach them along the way, which is nice."

Filo enjoys the chance to teach and nurture future journalists, Ludwig said.

"He has a very strong sense for the right way of doing things," she said. "He has a high sense of integrity about the way things should be handled. Maybe that’s the idealism that never left."

Charlie Brill, his photojournalism teacher in 1970, said this integrity has kept him active in preserving his prize-winning photo.

"He lost a lot of money just because he didn’t want it misused," Brill said.

Filo said he had to contact various entrepreneurs to get his photo off a Day-Glo poster and T-shirts. "I said, ‘Look, this is a news photo, not a commercial photo.’ I wanted to protect its integrity."

Despite the notoriety of his photo, Filo prefers to look ahead rather than backward. The shooting was twenty years ago, and it’s time to move on, he said.

"It was a very, very sad moment in American history," he said. "But there’s a lot of sad moments in American history."
In memory of...

The 20-year search for a quiet May 4 monument

Story by Laura Putre
Photos by Scott Schwegal

Between Princeton University's library and chapel, just down the road from Picasso's "Head of a Woman" cast in concrete, is not where blood poured out of the bullet hole in the left side of Jeffrey Miller's head. Much nearer the Atlantic than an Ohio hillside, a day a moment long is written in bronze.

Just down the road from "Head of a Woman" is George Segal's "In Memory of May 4 1970: Abraham and Isaac." Cast in bronze.

The knife of the father is always ready in the moment before thrust, a guided missile directed at his son's heart. Nobody dies.

The work intertwines two moments—one Biblical, one historical. The Biblical moment is from the book of Genesis, the Segal work capturing Abraham in the moment before he is to kill Isaac, his son.

This is also the moment before the Lord intervenes. Abraham is to spare his son and sacrifice a lamb instead, says the Lord. Nobody dies.

March, 1978. The Mildred Andrews Foundation, a Cleveland-based private fund for public art, commissions a May 4 memorial for the Kent State campus. Segal, internationally known for capturing human expression in plaster, is chosen as sculptor by the foundation.

July, 1978. The KSU administration, headed by President Brage Golding, unanimously rejects the Segal work.


Ten years earlier than the 13 granite slabs dedicated in May 1990 on the hillside behind Taylor Hall, Kent State could have had a May 4 memorial by a renowned artist at no cost. But 10 years after the May 4 shootings, the Segal work was not quiet enough for the Kent State administration.

"Most people, when they erected statues of commemorative things," says Robert McCoy, executive assistant to Golding in 1978, "chose subjects that appeared not to incite violence."

Shootings on the Princeton campus over an artwork have yet to occur. Since its installation there, the Segal work has suffered one injury—somebody broke off the knife in Abraham's hand.

These days, McCoy is an associate professor of English at KSU. "I'm much more at home talking about Updike and Faulkner," he is quick to say, comfortable with easy chair and amber computer screen in his Satterfield Hall cubbyhole.

There were those years, though, when the politics of involvement in running a university left McCoy less time to devote to literary scholarship. From 1977 to 1982, McCoy served as executive assistant to Golding, a former colleague from San Diego State.

President Golding took office as the May 4 Coalition camped out on the lawn beside the Memorial Gym, protesting the building of the gym annex on the site where the National Guard marched—on the site where a guardaman's bullet wounded one student.

And as the open wound was passed to a new set of administrators, McCoy drafted a 21-point plan to mend it.

He proposed the account of May 4 printed in the schedule booklets. And he proposed the May 4 information box posted at the entrance of Prentice parking lot and helped write and distribute the brochure that went in it.

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"I personally refilled the box, driving my car up there first every day, then later every week," he recalls.

McCoy also had ideas that didn’t materialize. He proposed a marker with benches around it, meant for sitting and reflecting. "Furthermore we’d have arrows to where the bullets went," he says. "We tried to make it very plain."

With the help of university architect Ted Curtis, he came up with another idea — an arch at the edge of Prentice parking lot, framing the site of the May 4 incident.

"You’d get your little brochure and stand there and see where the National Guard marched up the hill," he explains.

McCoy said the university killed the idea after the Daily Kent Stater likened the work to a triumphal arch, which symbolizes victory in time of war.

"Everything we tried to do was a misinterpretation," McCoy says, shaking his head.

About the time the gym annex protests were quelled, Segal accepted the Mildred Andrews Foundation’s proposal for a May 4 work and visited the Kent State campus.

During the visit, which took place near the end of spring semester, Segal discussed ideas for the work with the May 4 Observance Committee.

"He listened, asked intelligent questions and was very sensitive about the whole thing," recalls McCoy.

But talking to Segal that day, McCoy got a hint of the problems to come.

"He told me, ‘I’ve been exploring the Abraham and Isaac story, turning it over in my mind,'” McCoy remembers. "I said, ‘I don’t know how that would work. We’d better be careful.'"

A few days after Segal visited, the administration wrote to the foundation, accepting the Segal work with conditions. A copy of the letter was sent to Segal.

"The language was, ‘If you have any objections to the conditions, let us know,'” McCoy says. The letter was not a contract.

Under the conditions, Segal would send a written description of the work, then a pencil sketch, then a clay model. If the university approved, Segal was to then begin the plaster casts that would serve as the mold for the bronze.

Rather than send descriptions or models, Segal began crafting the plaster casts, says McCoy.

"One summer day in the office arrived a big mailing tube from George Segal," McCoy says. "In the mailing tube were the plans of what he’s going to do with the Abraham and Isaac statue and three large blow-ups of the full-sized plaster casts. It was at that point we knew we were in difficulty."

Unlike McCoy, Brinsley Tyrrell, one of three sculpture teachers at Kent State in 1978, has no stories of luncheon or discussion with Segal because Segal was never introduced around the School of Art. Tyrrell says he got most of the story on the Segal work from the newspapers.

"Being a sculptor at the university, I was getting telephone calls from around the country asking, ‘What the hell is going on?’ And I didn’t know what was going on. People assume that if you teach sculpture on the campus, you know what’s going on when an internationally known sculptor comes to campus."

If university administrators had asked, Tyrrell says, he would have told them that Segal doesn’t do designs and models.

"They were asking an artist to submit designs who never does,” he says. Also, says Tyrrell, he would have told them that Segal’s work was always specific. Segal places cloth dipped in plaster directly on the bodies of living people, lets it dry, then saws off the body cast like a surgeon would. He pieces the cast together to form a plaster likeness of the human.

"He would never do a piece like the current memorial,” Tyrrell says.

Segal’s first protest piece, done in 1967 in response to the war in Vietnam, is called "Execution." Three bodies lie crumpled on the ground, while another is hung upside down, a rope wrapped around its feet.

McCoy says a piece like the current memorial is more what the Golding administration had in mind. After Segal’s project-in-process photos arrived, Golding sent McCoy on a visit to Segal’s New Jersey studio.

"It was cordial — he fed me,” recalls McCoy. "We had lunch.”

When McCoy saw the work that day,
“In Memory of May 4 1970: Abraham and Isaac,”
sculpted by George Segal in
1978, was commissioned by
Kent State and later rejected
because of its subject matter.
Today the sculpture sits at
Princeton University.

he knew for sure it wasn’t what the ad-
ministration wanted.

“It’s really powerful because you see
the man looking up toward his father,”
says McCoy. “But our point is that Abraham
didn’t sacrifice Isaac—that the ram in
the thicket was used in its place.”

That, says Alan Canfora, was precisely
the point of the work.

Wounded in the wrist on May 4, 1970,
Canfora has been the most vocal and
controversial author on the subject.

Besides amassing a library of May 4
history in his Barbnton office, Canfora
has been a fly in the ointment of KSU
administrators since 1970. “Alan will
never be happy. Maybe we should cast
Alan in plaster,” says McCoy, adding
that Canfora has complained about vir-
tually every proposed May 4 memorial.

However, Canfora attended the
Princeton dedication of the Segal work.
Attending the ceremony, he says, were
the Princeton University provost, Segal
and the parents of the students killed on
May 4.

“The idea of the work was to show that
when one generation is going to commit
an act of violence against the next
generation, the violence can be averted,”
Canfora says.

Back at the New Jersey sculpture
studio in the summer of ’78, McCoy tried
to negotiate with Segal.

“I said, ‘Seeing what you do with
nudes, I think it would be more ap-
propriate to show a guardsman fully
dressed, and a girl casting roses into a
bath,”’ says McCoy. “She could maybe
be nude, or if you want to drap
something over her... I have a feeling
we could sell that metaphor.’”

The public outcry over that statement,
which was quoted in a Newsweek article
and criticized by a KSU women's group,

hasn’t fazed McCoy. “I thought it was a
pretty good idea. But of course it was my
idea.”

Segal kept his idea and the funding
from the foundation—$25,000 commis-
sion, $100,000 to cast the work in
bronze.

McCoy said Segal probably edited the
ram in the thicket out of the work for
practical purposes.

“I think maybe it was just an artistic
simplification,” McCoy suggests. “It was
easier to get that process done on people
rather than a lamb. Can you imagine all
that plaster in the wool?”

To sharpen the metaphor, Segal en-
graved the base of the piece with the Bi-
ble passage that Abraham spared his
son. Although Segal said otherwise,
McCoy says the university never agreed
to accept the piece with the engraving.

When McCoy returned from New
Jersey, he advocated that administra-
tors accept the sculpture with the en-
graving. “But when the vote came, I
voted against it.”

Bett My Kirschner, associate professor of
sociology at the KSU Trumbull campus,
has “gone out of her way” several times
to see the Segal at Princeton. When KSU
turned down the Segal work, she says,
she didn’t know whether to laugh or cry.

“I was caught between being furious
and being vastly amused by the univer-
sity turning down the opportunity to ac-
quire a significant piece of art,” she says,
adding that KSU administrations have
sanitized May 4.

“I think something very particular in
American history happened here. And
it's very important to symbolize not only
the particulars at Kent State, but what
interference and conflict was going on at
that time.”

After 1978, KSU didn’t completely lose
the chance to have the Segal. The
heralders of the second chance was a man
whose name would only later make
headlines: Ivan Boesky.

Before he was convicted of conspiracy
in a Wall Street scandal in 1987, Boesky
was just another wealthy man with in-
terest in art. In 1986, he wanted a copy
of the Segal sculpture for his collection.

The owner of the rights to the work
then was Peter Putnam, the son of the
late Mildred Andrews. Putnam agreed to
let Boesky make a copy of the work if he
made another copy for KSU.

Canfora and KSU President Michael
Schwartz were involved in the negotia-
tions. The deal fell through, Canfora
said, because Putnam wanted the piece
placed on the lawn by Prentice and
Taylor halls. By 1986, the university al-
ready had spent $200,000 on a design
competition to find a memorial for that
site and had chosen the full-sized ver-
sion of the Bruno Ast work.

Now that a May 4 memorial is rooted
in KSU soil, Tyrrell thinks the campus is
ready for the Segal work.

“Not to serve as the memorial, but as a
work of art made for this campus. It's
very much a historic document that also
has a historic place at Kent.”

Don Drumm didn’t create the
sculpture that sits in front of Taylor
Hall as a memorial to May 4. In fact,
it was erected three years before the
tragedy. Yet that piece, part of his
Solar Totem series, became a
memorial in a split-second when a
single bullet fired by a guardsman
pierced the steel.

Drumm, who has a studio in
Akron, was artist-in-residence at
Bowling Green State University in
1967, when he created the piece for
KSU's Department of Industrial
Arts.

Touched by the tragedy, Drumm
later designed a memorial entitled
"Bridge Over Troubled Water" for
BGSU.

Throughout the battle of the
monuments, Drumm’s piece remains
the most tangible testimony to the
day’s horrors—a reminder of a few
seconds that have lasted 20 years.

Don Drumm's "Bridge Over
Troubled Water" piece is
displayed at BGSU.

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One step at a time

Alzheimer's victims get a helping hand from KSU volunteers

Story by Robin Daugherty
Photos by Tom Wood

The disease strikes its victims silently. Slowly, it takes over their minds as they struggle to remember events that happened only moments before. They become disoriented and forget loved ones and even themselves. Eventually, the disease leaves its victims helpless and unable to take care of themselves.

Over time, the incurable Alzheimer's disease is a killer. But for its victims and their families, there's a new hope. Maison Aine in Stow is one of three care facilities in the United States built specifically for Alzheimer's patients. Two KSU gerontology majors, Debra Radecky and Kent Mills, give these people a chance for a dignified life by working at Maison Aine as activity assistants.

Maison Aine, which means "home of the elderly" in French, opened in August 1988. It is separated into two sections — a day-care area and a nursing center. Judith Weisend, the center's activities director, says the day-care program is a place for those who aren't ready to be placed in a full-time nursing facility.

"Day care is for the higher-functioning individuals," Weisend explains. "It gives the family time to relax."

Both Radecky and Mills spend six hours a week at the center as part of their gerontology field study class. To them, this experience is far more valuable than any textbook.

"This is a crash course in Alzheimer's," Radecky, a sophomore, says. "There are no answers in the back of the book. There's no textbook. This is it. I'm starv ing for information. I really want to help them."

Mills, a senior who is studying nursing home management, says working at Maison Aine gives him a first-hand view of the disease and its effects. His interest in Alzheimer's began when a close family friend developed the disease.

"I went to volunteer at the nursing home in Fairlawn that she was in so I could spend some time with her," he says. "When I had the chance to choose my field study, I took it here so I could observe and learn." Learning is an important aspect of dealing with Alzheimer's disease. Because the disease is mysterious, its symptoms often seem confusing or distressing.

Weisend says staff members sometimes feel despair in helping the residents. "One nurse asked me, 'Why are we doing this?' I told her it's because they are happy." Weisend recalls.

"You have to stimulate them to live. It's hard for some activity assistants to understand," she says. "They have to learn they can't do everything at once."

Both Mills and Radecky agree with Weisend, saying it's hard to know what to do and when to do it.

"It takes a while to figure that out," Mills says. "It's all so individual. It really is hard to know what they want to do."

Unlike Mills, who had some experience with Alzheimer's victims, Radecky came to Maison Aine without knowing much about the disease. She recalls her first day on the job.

"A big band came in, and we took the residents over to day care to listen," she says. "It was different. Some people were singing, some were dancing, and some were scared. I really didn't know what to do. I just felt sort of helpless."

The assistants face problems similar to those the family of an Alzheimer's victim deals with on a daily basis, such as confusion with the disease and its limitations on a person's functioning capabilities.

"With this disease, there are two victims," Weisend says as she walks down one of the facility's wide corridors. "The family members are victims, too."

For the family, the burden is not just financial — it is also social and emotional. From the initial news of diagnosis to dealing with the patient's erratic behavior, the family must bear the strain of watching a loved one deteriorate.

Weisend knows this all too well. Both her grandmother and an uncle suffer from the disorder. It has destroyed her family, she says. She fears that one day she will have the disease.

"This disease is worse than anything I've seen," she says. "The worst thing is that there's no chance to say goodbye. In most respects, that person is gone. If you love someone, that's hard to accept."

The disease, first described in 1907 by German doctor Alois Alzheimer, is characterized by dementia resulting from degenerative brain cell loss. This deterioration leads to memory loss and impaired intellectual and behavior functions. The loss of control goes hand in hand with an eventual loss of dignity and independence for the Alzheimer's victim.

"Dignity. That's one word we carve into our staff's minds. That's one thing we respect," Weisend says with conviction. "(Some of) our residents may only be on the level of a 2- or 3-year-old, but we still do the best we can to help them maintain a sense of dignity. We're giving these people a reason for living."

Dignity also plays a role in communicating with residents, Weisend says.

"The disease destroys brain cells from now back," she says. "A person may forget a spouse or children but may remember (things that happened 30 years ago). He may have eaten dinner five minutes ago and then ask 'When's dinner?'

"We don't try to reorient them completely. What they say is fine. If someone tells me she's 21, then she's 21. We do reorient them to the day, time and weather, and we let them know who's around. When we feed them, we let them know what they're eating."

Mills finds memory impairment the hardest to deal with.

"The idea that each time you see someone, depending on the person, is like the first time you've seen them — it's hard to handle," he says sadly. "You always seem to have to reintroduce yourself. It's hard because you have such

Debra Radecky (left) shares her time with Ruth at Maison Aine, a center for Alzheimer's patients in Stow.
good times, and you want them to remember you. You want to make every time you're with them special.”

As Weisend walks through the daycare center, she stops to talk to staff members and clients. She knows everyone by name and never fails to give a reassuring pat on the shoulder or a smile to a forlorn figure. As she walks past Maison Aine's beauty salon, a woman with freshly teased hair walks out and stops Weisend.

“How do you like my hair?” she asks eagerly.

“It looks just great.” Weisend replies, taking the woman's hand in her own. The woman's broad smile tells all.

The adjacent nursing center houses 50 residents — 25 per pod, two to a room. Weisend says there are two more pods ready to open, and two more will be built. The pods are specially designed for Alzheimer's patients, with outer doors that lock. The locks don't restrict the residents, Weisend says. In fact, they help them.

“Wandering around is one of the major characteristics of the disease,” she says. “That’s why our facility is so much better for Alzheimer’s victims. In regular nursing homes, they are often restrained. Here, they can wander to their hearts’ content.”

As activities director, Weisend must keep the center’s restless residents entertained. She plans a thorough monthly activities calendar, which hangs on bulletin boards throughout the complex. In a week's time, residents have a chance to sample wine (non-alcoholic) and cheese, write letters, exercise, join the walkers’ club and play bingo.

Weisend includes educational programs such as geography lessons, current events talks and poetry readings in the full, monthly schedules. She also heads the staff of activity assistants who sing, dance, talk and play games with the residents.

Radecky sits in the entryway of the nursing center with two residents, Ruth and May, looking at a photo album. The three look like a family. In a way, they are.

Because they feel so close to the residents, staff members realize there are times when they must remove themselves from everything and take a break.

“I asked Judy how you get away from it all,” Radecky says. “She told me, ‘You get up and walk out.' That’s hard for me. I shouldn’t be sad. But you can get really burned out. Sometimes you just have to step back, or it hurts.”

Weisend agrees that the workers become close to the patients.

“The residents here take your heart,” Weisend says. “You really learn to love them. They become a part of your life.”

The group in the entryway is full of antics and merriment. The pain, suffering and sadness are forgotten for a moment.

Ruth, a former ballroom dance instructor and president of the resident council, takes Radecky's hand.

“Let's dance,” she says with determination.

Alzheimer's disease affects the entire family. Here, Edna Rose Anderson is comforted by her husband at Maison Aine.
Alzheimer's patients depend on the care of their loved ones. At Maison Aine, the staff works to preserve patients' dignity.

Radecky laughs and shakes her head. Ruth frowns when she hears Radecky's answer.

"What do you mean you can't dance?" she cries. "Everyone should know how to dance. We need music." Weisend runs down the hall and grabs a small tape recorder off a cart containing puzzles, a beach ball and a cage bingo game. Soon, an impromptu dance lesson is on its way in the foyer. Other residents, strolling about the facility with staff members, are drawn to the music and come in to watch.

"Give them kids, music or pets, and they're happy," Weisend says.

As she watches Ruth and Radecky cha-cha in the foyer, Weisend points out that Alzheimer's can strike anyone.

"People tend to think it only happens to poor old people," she says. "It doesn't occur that everyone could get this disease. People will ask me, 'You mean there's a lawyer and a professor here?'"

The disease usually strikes people in their 70s and 80s, but it does occasionally affect younger people. The youngest documented case is that of a 28-year-old victim.

Scientists are still investigating the causes of Alzheimer's disease. Although researchers believe there may be a genetic predisposition to the disease, a possible defect in chromosome 21, there are other influencing factors. Researchers are looking at slow viruses and environmental toxins, such as aluminum, as possible factors.

The accuracy of diagnosing Alzheimer's disease is about 90 percent. But, as Weisend points out, there is no true way of diagnosing the disease until after the patient dies.

"In diagnosing Alzheimer's, they screen out other diseases," Weisend explains. "An autopsy is the only way of knowing for sure." During an Alzheimer's patient's autopsy, doctors look at brain tissue under a high-power microscope. If the victim had Alzheimer's, the doctors will find tangles of nerve fibers and degenerating nerve endings in the areas of the brain important for memory and intellectual functions.

"My grandmother is in her 20th year," Weisend says. "The average length of the disease is 15 to 17 years. Death follows. When she dies, we will get an autopsy. We want to know if it could be genetic."

Radecky and Ruth slowly get up and walk down the wide corridor to the dining room. Weisend follows behind, pushing May along in her wheelchair, chatting gaily with her. They turn a corner and walk into the dining room to play cards. This is not the institutional dining room where all the residents eat together. This is the special dining room.

The cherry table, surrounded by matching high-backed chairs, gleams under the light of a small chandelier. A tall china cabinet sits across the room, filled with glinting crystal plates and goblets. A limp Happy Birthday banner hangs on the wall, left over from a celebration earlier in the week. The dining room is a place where the residents come together with their families. It is also a favorite mealtime spot.

"The residents take turns eating in here," Weisend says. "Usually two or three come down here a night — even the ones that must be fed. One night I had the hardest time convincing a man to leave. He didn't want to go. When he did leave, he said, 'Next time, I want the crystal!'"

It's not just the perks like the dining room or the beauty salon that make life better for the residents. They also seek comfort in the friendship and affection of the staff members.

"I'm not just doing this to satisfy my own needs," Radecky says. "I really love old people. And this is so unlike any experience I've ever had. I want to keep working here, if I can. This isn't a whim for me."

Mills says the workers feel welcome.

"It's really worth seeing the joy and making people smile and talk," Mills says. "It's warm here. You're really welcome when you come."

Although the residents and their minds are slowly deteriorating, the staff at Maison Aine helps them to get through the remaining years of life with a sense of belonging and dignity. Ruth's and May's happiness shows as they sit around the polished dining room table, singing with Weisend and Radecky:

You are my sunshine, my only sunshine
You make me happy when skies are gray.
You'll never know dear,
how much I love you.
Please don't take my sunshine away.

"We should have danced to that," Ruth says, wistfully.

Everyone laughs, getting caught up in the gaiety of the moment, leaving sadness behind for just a little while.
Preparing for a
Strict application requirements give Peace Corps its strength

Story by Barb Guthrie
Illustrations by Tom Wood

The Peace Corps did not accept Todd Heller when he first applied to serve overseas. In fact, the regional office lost his original application.

Heller, who has a bachelor's degree in international relations and African affairs from George Washington University, thought he was perfect for a volunteer position in Africa. But he kept hitting obstacles. Heller said he thinks the Peace Corps originally was not interested in him because he has a liberal arts degree. Heller had no experience in a field the Peace Corps needed, and he was allergic to bee stings. Finally, Heller called the U.S. Department of State to get the Peace Corps' attention. A state department official who was a friend of one of Heller's professors at George Washington University told the recruiting office he thought Heller was qualified to be a volunteer. In 1985, Heller was accepted as an agricultural education teacher in Togo, a country in West Africa.

"Applying was hell. I don't want to badmouth the Peace Corps, but it's bureaucracy at its finest and worst," said Heller, who is now a graduate assistant in Romance languages at Kent State. "It's difficult to get into the Peace Corps, especially if you're a liberal arts major. Basically, they sit back and ask, 'What do you have to offer us?'"

Heller attributes his acceptance into the Peace Corps to persistence. Others, however, are not able to get in. Many Kent State University students plan to enter the Peace Corps after they graduate, but some are turned down or must wait several months before going overseas because of the strict requirements. Though the Peace Corps does not look for a specific type of applicant, volunteers must have skills and
mission of peace

personalities appropriate to a country's needs.

David L. Perry, Peace Corps representative in Detroit, the regional office for Ohio and Michigan, said all applicants are considered, but liberal arts majors are harder to place because individual countries request people with specific skills. For instance, if Mali's leaders should decide they need help with showing pregnant women how to take care of themselves and their babies, they would request qualified medical volunteers from the Peace Corps.

Every activity, job and educational experience is considered in evaluating a Peace Corps candidate, Perry said. But the Peace Corps is selective. In 1988, the Peace Corps received 241,533 inquiries. Of 14,306 people who actually applied in 1989, 2,233 became trainees that year.

Nancy Huskins, a senior international relations and German major, was nominated with her husband, Daiv, by a recruiter for the Peace Corps but had to refuse the February assignment because she will not graduate until May. Nancy, who must wait for another nomination, did not consider her 4-H experience important in her application, but it was a factor in her nomination.

"I had done a lot of volunteer work in high school, and I thought that would count, but that didn't really matter to them," she said. "I had been in 4-H, which qualified me for the 4-H program in Latin America. My farm background qualified me for agriculture, and I've traveled and lived in foreign countries. That was an advantage."

Perry said the Peace Corps' greatest need is for people with degrees in math, science, education, medicine, forestry or engineering. But people with skills can get in.

"We do have programs for any major if they have certain skills," Perry said. "We look for people who have worked in skilled trades such as welding and carpentry. We also look for agricultural experience. Someone with a degree in Greek tragedies who grew up on a farm or had experience in gardening would be a good candidate."

The Peace Corps looks for volunteers who are not running away from problems, Perry said. Charles Kegley, the university's Peace Corps representative until a few years ago, said students who enter the Peace Corps should resolve family, friend and legal problems before they leave.

"Sometimes people go away with male and female relationships they think they can put on the back burner while they are in the Peace Corps, but that's not very realistic," said Kegley, who counseled students who wanted to volunteer. "As an example, say you are overseas, and your shoes are moldy because it's always damp, you have dysentery, your boss is awful, and your job is awful. If you get a letter from that loved one that says he or she misses you, you might go to your boss and say you have to go home. Suddenly that person who did not seem so important has taken on a ravishing persona."

Peace Corps volunteers also should be able to tolerate differences and adjust to another culture, Perry said.

Bill French, information management coordinator at Residence Services, spent three years as a volunteer in Thailand in the mid-1970s. French said he struggled with adjusting to Thai culture, which is more slowly paced than U.S. culture.

For the first year, French had trouble adjusting, but he spent his vacation in a Buddhist monastery, living the life of a monk. That one month made the difference.

"It gave me an opportunity to purge myself of a lot of problems and..."

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**Finding a niche**

The Peace Corps was created by John F. Kennedy in 1961 to promote world peace and friendship by helping people of other countries and encouraging a better understanding of the world.

Because the Peace Corps wants to help other countries learn more about American people, it encourages people of all races older than age 18 to apply. However, Peace Corps volunteers should have skills appropriate to Peace Corps programs. Peace Corps programs include:

- **Agriculture**: Volunteers help increase world food supply by teaching people new agricultural techniques, including plowing, beekeeping, raising different crops or controlling insects.
- **Health and nutrition**: Volunteers help villagers provide health care and nutrition services. To combat and prevent disease in other countries, the Peace Corps needs doctors, nurses, therapists, medical technicians and people knowledgeable in health and nutrition.
- **Education**: Volunteers teach in schools and help school systems improve programs and start libraries.
- **Special education**: Volunteers work to teach children who have disabilities.
- **Community Development**: Volunteers in this program can work in almost any area of community development, helping villages use their natural resources.
- **Engineering**: Volunteers work in technological development, including building roads, bridges, health clinics, schools and water supply systems.
- **Forestry**: Volunteers help communities combat deforestation.
- **Fisheries**: Volunteers help communities set up or improve fish farming programs.
- **Math and science**: Volunteers teach people in math and sciences so they can go on to become engineers, architects, nurses, doctors and scientists to improve life in their country.

The Peace Corps also offers many other programs. Peace Corps volunteers in any program are paid a monthly stipend for food, housing, clothing and expenses. Also, after leaving the Peace Corps, volunteers receive $200 for each month they served. Even if volunteers do not serve a full two-year assignment, they will be paid for the time they spent working in the country.

To find out more about the Peace Corps, call the Detroit Peace Corps office at 1-800-521-8686 or write to Peace Corps Recruiting, 477 Michigan Ave., Detroit, MI 48226.
difficulties," he said. "It was mental housekeeping — I came out as relaxed and subdued as the Thai people were."

Volunteers also must be willing to learn as much about local customs as possible.

French had a hard time adjusting to always sitting on the floor. Thai people do not have chairs, and the most insulting thing a Thai person can do is give someone a foot. Thai people always tuck their feet beneath them to avoid pointing them at others, and French said he longed to stretch out. But stretching out would have been inappropriate and offensive.

But in a situation more serious than that, French could have lost his life over a local custom. In Thailand, if one person confronts another with wrongdoing, the person who loses face will have to kill the other, French said. French planned a bridge-building project, using money from an Elyria Rotary club to pay workers to provide materials and labor for it. After one week, however, the project dwindled from 40 workers to two or three. When French asked the workers why so few were interested, they told him about the corruption in the village government.

"I found out the village headman was skimming money off what I was giving him to give to them," French said. "I never thought I would be involved in something like that. I wanted to confront him, but a bridge worker said, 'If you confront him, he'll have to kill you.' So I told him the Rotary club in the United States needed receipts or they would think I was eating money. Because of that, he couldn't keep the money, and we ended up with money left over from the project."

Flexibility also is important. The Peace Corps needs people who can put up with having plans ruined. Heller discovered as a volunteer that projects rarely go as planned.

"Based on my training, I assumed I could go to my post and immediately set up a school garden and small animal-raising project," he said. "But when I got there, I found out the school had no water, and it was separated from the city to the extent that there was no security to guard any animals we would have had." Heller gave up the idea of raising animals and concentrated on finding water for the school and teaching. By the time he left, he had trained local teachers in gardening so they could start a project.

Peace Corps volunteers must be able to deal with unexpected events, Perry said. Heller had to return to the United States for three months because of a medical problem, and the night he returned to Togo there was a coup d'etat.

"I was in the Peace Corps office, and they moved us to a hotel. We weren't allowed to leave," Heller said. "I went out one time and stood on a corner. A soldier stopped and said, 'Get off this corner.' He started to pull out his gun, so I left."

Heller did not see any shooting, but he heard it and saw planes flying just 20 feet above the building. The coup failed, and after two weeks in the hotel, Heller was allowed to return to the post. But he was stopped along the way by soldiers who were combing a field for rebels. After the soldiers examined his luggage and questioned him, he was allowed to continue.

Perry said the Peace Corps also looks for people who are willing to work with others and listen to others' ideas. Uncompromising people do not fare well overseas. The will of the people in the village is more important than the volunteer's will, Perry said, and the volunteer must educate the people on the project's importance.

Kegley said volunteers must be realistic about what they can accomplish.

"Volunteers should be going to help others, but they should have realistic expectations about what they should get done," Kegley said. "They're not going to change the world, and they're not going to have people roll out the brass band and say, 'Thank God you arrived.' But they can help."

Peace Corps volunteers must be willing to keep their political and religious views to themselves while they are overseas, Perry said. They have been invited by the country they work in, and the United States government does not want them offendng other countries' leaders.

"We welcome people of every religious base — that's fine, as long as their motives for going into the Peace Corps

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**Step by step**

**To serve in the Peace Corps overseas, volunteers must go through a long application process. The Peace Corps selects applicants on the basis of skills and attitudes and, as a result, has several levels of evaluating an applicant. These steps include:**

- **Written application.** Interested students should call the Peace Corps office in Detroit or see a recruiter on campus. Liberal arts majors should apply at least one year ahead of time.
- **Interview with recruiter.** After receiving an application, the representative sets up an interview. The interviewer puts the candidate in situations to see how he will handle projects in another country.
- **Nomination.** If the recruiter and the applicant agree that he is right for the Peace Corps, the recruiter nominates him. After nomination, applicants have 10 days to accept. The applicant's files are then sent to Peace Corps headquarters in Washington, D.C.
  - **Medical exam.** After nomination, a candidate must have a physical and dental exam. Results are sent to Washington, D.C., where the forms are evaluated. Candidates must pass medical requirements.
  - **Staging.** After the medical evaluation and are approved by the Washington office, candidates go to staging in the United States, where they receive a briefing on the country, Peace Corps rules and regulations and health conditions in the country.
  - **Training.** Training, which can last up to two months, includes language lessons and skill training. It usually takes place overseas and is the first test of a volunteer's ability to handle his assignment.
  - **Placement.** If a volunteer successfully completes training, he is sent to his post. This is the point of final acceptance.
are secular," he said. "And those with fervent political ideologies should not go into the Peace Corps if they're going to speak out about those things. To speak out and try to change things like human rights policies could get the government to remove a volunteer from the country or worse, throw him in jail."

Heller remembered a story about a volunteer in Zaire who was asked to leave the country.

"I heard a story while I was in Togo of a Peace Corps volunteer who told her class to write about the president of Zaire," Heller said. "She had taught them some of the injustices of the regime and asked them to write an essay about it. Because of that, she was called into the president's office and asked to leave."

A prospective volunteer must also have leadership skills, including the ability to initiate and carry out activities, organize people to perform tasks, motivate others and train and supervise others. Paid or unpaid activities can qualify.

If nominated, Peace Corps volunteers must pass a medical evaluation. If the Peace Corps errrs in evaluating medical information, it errrs on the safe side, Perry said. But students with a medical problem or physical disability should not give up. The decision is made on a case-by-case basis, Perry said.

"The recruiter never sees the medical forms, so he can't influence the decision," Perry said. "I nominated a fellow with one kidney, and he was sweating it out that he wouldn't pass the medical exam. Now he's in Botswana. There are blind people in the Peace Corps. But people with disabilities should be realistic."

If Peace Corps candidates make it to training, they must demonstrate an ability to follow through with their assignments. An applicant is not accepted into the Peace Corps until training is complete. And training is a challenge, French said.

During training, French spent nights with a Thai family in a village, and he went back to a Thai hotel with other volunteers for training during the day. French had to speak the country's language during daily lessons and with the family, and he had a difficult time adjusting to his surroundings.

"The son sacrificed his bed for me. It was a raised platform in a building similar to a shed, and it was hard for me to sleep on a wooden surface with just a straw mat," he said. "I also didn't feel comfortable bathing in the canal with the rest of the villagers, even though they are very modest people, and no one is ever totally nude. So every day I showered in the hotel before I went to the village."

Though the family criticized French in his evaluation for not bathing in the canal, he passed language and skill training and went to the village for three years.

After volunteers reach their posts, they are removed only for offending the local government or breaking local laws. And though the Peace Corps carefully selects from applicants, some volunteers decide to leave only a few months. Not being selected to go overseas can be a big disappointment, but leaving halfway through a project can be even worse, Kegley said, especially if no local people can take it over after the volunteer leaves.

"It becomes harder to go home once you become a volunteer because you have an emotional attachment," Kegley said. "As an example, say you're teaching in Kenya. If you decide to leave, the principal tells the children that there will be no more school that year. Things like that make it hard to leave."

Because of the loss to a country if a volunteer leaves, applicants should understand the frustrations and the rewards before they apply for the country, Perry said. And if they are deselected, they should realize the reasons were valid.

"There are some we deselected, and although they could be disappointed at that, they might be more disappointed if they went and then didn't fare well," Perry said. "The Peace Corps is not for everybody."
Uncovering Ohio's past

An amateur archaeologist has KSU sifting through the dirt

Story by Paula Ryan and Tia Atchison
Photos by Tom Wood

Above, Garry Summers, the amateur archaeologist who sparked KSU's interest in the Nobles Pond site, tries to refit two pieces of rock believed to have been used by the Paleo Indians as tools. Summers eyes a house a few hundred feet away (right) that hints at the development that will soon overtake the site.
lot 24 in North Canton is the perfect site for a new home. It overlooks a large pond with a small outcropping of fir trees. The land is not swampy, and in the distance is a small hill created by the same glacier that molded the pond. The lot is the site of Nobles Pond, once used by a prominent Canton family, the Timkens, as a picnic area.

About 11,000 years ago, huts of caribou hides were scattered around the pond, and small children might have wandered through the surrounding woods as women tended fires and men dug storage pits for a recent big game kill. The Paleo Indians, the first people known to populate North America, lived in the Nobles Pond area.

Except for the recent construction, the acreage, unencumbered by new roads, electrical boxes and lot numbers, resembles the barren winter fields of the old Timken farm.

This is the site of one of Kent State University's more back-breaking research projects. There are no test tubes, questionnaires, animals or other paraphernalia associated with better known research projects. While research such as that conducted in the Liquid Crystal Institute receives great public attention, the Nobles Pond project is typical of many university endeavors known to only a few on the campus.

Three men are leading the project: Mark Seeman, associate professor of sociology and anthropology at Kent's main branch; John Harkness, assistant professor of sociology and anthropology at Kent's Stark branch; and Garry Summers, an amateur archaeologist from North Canton.

Seeman says the people who lived at Nobles Pond probably came across the Bering Strait to North America at the end of the Ice Age. These people were mobile hunters, migrating from one area to another in search of animals to hunt. But scientists are left with questions as to how the Paleo Indians lived. Summers thinks some of the answers to these questions are buried at Nobles Pond.

Summers was the catalyst for excavation of the site. For the past 17 years, he has studied the fields of the Timken family farm. R.W. Timken, a relative of the steel-manufacturing family, gave Summers permission to collect surface
artifacts uncovered after plowing.

During those 17 years, Summers read many books about the Indians and took his artifacts from Nobles Pond to experts. The Ohio Historical Society and the Ohio Archaeological Society confirmed his suspicion: Nobles Pond was at one time an ancient Indian site.

“They told me what I had found was really remarkable,” he says. “But they said there would be nothing below the plow zone.” The plow zone is the upper level of soil affected by growing crops.

Over the years, Summers found about 1,000 artifacts on the surface, most of which were stone fluted points or arrow heads. Fluted points have flutes on each side and are usually latched onto a wood shaft to make a spear.

Summers’ findings interested Michael Gramley, an archaeologist at the Buffalo Museum in Buffalo, N.Y., who helped him write a paper explaining the findings at Nobles Pond. They presented the paper to the Timken family, who then granted them permission four years ago to dig for artifacts.

After the first two years of digging, Summers decided he wanted to have an academic link to his project. “Kent was the nearest academic center, and I think they have the strongest archaeology program,” he said. “It seemed like a natural fit.”

“I hit a responsive chord with Dr. Seeman. The linkage was ideal. He was very open talking about the site. It’s not always that open between professional and amateurs.”

Seeman’s specialty is Ohio archaeology, and he was interested in the Nobles Pond site. Seeman created a research plan to salvage as many artifacts as possible and sent the proposal to the National Science Foundation in Washington.

“The proposal was accepted, so the foundation must have thought the site was important,” Seeman said. “Nobles Pond was primarily a hunting community. It’s the second biggest Paleo Indian site discovered in Ohio.” Seeman said Nobles Pond is the largest habitation site in Ohio. He estimates that between 10 and 30 people lived in the community at one time.

After Seeman’s plan was accepted in 1988, work began in the field. The land to be excavated was marked off in square meters. Each square of earth was dug about eight to 12 inches deep and then poured and shaken through a sieve held by a tripod.

Elaine Dowd, daytime crew chief, says about 1,200 volunteers and about 1,500 students and scout members from Stark County have worked on the project.

The most vital need was manpower, and the community helped save the project during the spring and summer of 1988 and 1989. Dowd says a core of about 40 dedicated amateurs will keep on working with the project until it ends.

In 1989, Seeman wanted to get a core sample from the bottom of the pond to answer more questions. Clues to trees and plants that populated the area can be found in pollen preserved in the layers of sediment in the pond.

Getting a core sample is difficult and expensive, but one of Harkness’ volunteers built his own raft and constructed his own pipe to collect the sample.

“When I want to get away from the world, I go out in the fields and it puts me right in my world again.”

“It’s amazing how people just coalesced around something and worked together to preserve that much of the site,” Summers says. “We didn’t plan it — it just came together.”

Over the past two years researchers have found 30,000 artifacts. Findings include pieces of flint and stone that were once tools, including fluted point arrow heads, edge scrapers and bone incisors. Harkness is in charge of analyzing the artifacts in a small lab in Main Hall at the Stark campus a few miles from Nobles Pond.

Because the land is frozen in the winter, only a few hardy volunteers forge through the dirt under the tents. But other volunteers catalogue and analyze the artifacts in the lab.

Most of the artifacts are being retouched, which involves comparing pieces from one square meter to pieces from every other square meter to see if any of them fit together.

Seeman says almost 300 refits in a clustered pattern have been found.

Refitting might give the best clue to how long the Indians stayed, Seeman said. The farther apart the pieces, the longer the people probably stayed. Seeman has discovered that shelter sites sometimes overlap other sites — a clue that these people returned to the site. Refits suggest a housing pattern that might prove that the Paleo Indians returned to the site seasonally.

“One challenge is to look at the distribution across the site,” he said. “Did people live here for a brief time or did the same people come back over 20 years? The latter is my feeling, but I may have to revise my opinion later.”

Because of the location of the artifacts, Seeman thinks the people lived in circular huts, probably made from animal skins.

“(An area) 15 feet in diameter represents places where individual families or family size groups camped,” Seeman says. “Stuff left on the tent floor is circular. It’s a circular construction — in the center is heavily burned flint. This indicates a fire hearth interior to these huts.”

Summers says he is impressed by the discoveries of how these people lived. At one site, he says he found the location of the door because there was less debris in front of that spot. Outside the hut pattern next to the door were two piles of trash.

“It all makes sense,” Summers said. “The door was strategically placed downwind, so the wind would pull the smoke out and not in on him. These people were smart. They only had one chance to get something right or it could mean the end for them.” Summers said he was impressed by Seeman’s attention to detail in the search for the answers.

“Seeman is careful and meticulous. Other archaeologists romanticize the Paleo Indians as great hunters who crossed vast areas hunting elephants,” he said. “They don’t all start out as great hunters. They start out as kids like everyone else. They had to have homes and parents who cared for them.”

Harkness said the dig is successful because the developers who bought the land postponed construction of the site for a year and a half so the workers could work on the excavation.

One of the main excavation areas is covered with an old army mess tent. Inside the dark interior is a tripod with a sieve and other equipment. This area contains a pit that could have been a storage area for something the size of an elephant.

This spring, the researchers are making the final digs before the bulldozers take over the rest of the farms at Nobles Pond. But for now the area still offers peace for a man dedicated to his project.

“When I want to get away from the world I go out in the fields and it puts me right in my world again,” Summers said. “I can watch the mist come rolling over the pond and slip back 11,000 years ago to Paleo paradise, when the hunting was good and the living easier.”

SPRING 1990

50
Satterfield safari

Behind the doors of Room 313 lurk the trophies of an Ohio adventurer

Story by Angela Wright
Photos by Rick Harrison

A polar bear leans forward on all fours with a yellowed, violent grin, ready to inflict a killing grip. Beside him towers an 8-foot grizzly bear standing on its hind legs, its front paws poised in a threatening show of strength.

Students walking to class seem unaffected by their presence — perhaps they don't know of the animals lurking behind the classroom door. Perhaps they've never visited Room 313 of Satterfield Hall and seen the animals housed there.

Fearful passersby need not worry — these animals are harmless. They make up part of a taxidermy collection donated to the university by prominent Ohio industrialist and big-game hunter Edward Mihevc.

The 54 animals in The Edward Mihevc Animal Collection, which includes a giraffe, a zebra, a caribou, a buffalo, a moose and a wart hog, came to the university in an unusual way.

Mihevc, former vice president and owner of Tempcraft, Inc. in Cleveland, was the son of Slovenian immigrants. He became enthusiastic about the Slovenian heritage and research programs established by Giles Gobetz, professor of sociology and anthropology and director of Slovenian studies at Kent State.

Edward Mihevc (top) collected animals such as this grizzly bear (right) during hunting expeditions to Alaska, Africa, India and northwestern Canada.
As an authority of Slovenian accomplishments in America and author of several books, Gobetz said he was first introduced to Mihevc through a businessman, Louis Azman, who knew Gobetz was researching Slovenian immigrants.

"It was recommended that Mihevc would be an interesting source for my research," Gobetz said. "I asked him to compile some information about himself and his heritage and invited him to my house. I was then invited to his house, and we enjoyed a glass of wine together."


Mihevc's interest in Gobetz's research led to a general interest in KSU and his donation of the animal collection. Mihevc was searching for a place to house his trophies after he sold his home and display annex in Medina. He donated his collection in April 1977 as a Slovenian-American contribution to Kent.

The animals, appraised at more than $60,000 in 1978 by Artistic Taxidermy of Cleveland, were collected during Mihevc's numerous hunting expeditions to Alaska, Africa, India and northwestern Canada. Over his lifetime he acquired an extensive collection of stuffed animal heads and artifacts, some of "trophy" quality.

"I was very impressed with the collection," Gobetz said. "It is still a very nice collection but is not comparable to the way he kept the collection displayed at his home." Gobetz said Mihevc's annex, which was decorated with plants and fountains, resembled the natural habitat of the animals.

"My personal favorite is the huge polar bear because it is the most threatening and most beautiful," Gobetz said. "You can feel your own weakness in comparison to nature when you look at the polar bear."

In 1977, a team of university officials visited Mihevc's home to ascertain the appropriateness of accepting the collection. The team, which included Dean of the College of Arts and Sciences Rudolph Buttlar, accepted Mihevc's donation.

"The collection is a valuable teaching resource that the university was pleased to accept," Buttlar said.

Mihevc donated the collection on the condition that it be preserved as a room or collection in his own name. He asked that his Slovenian descent be noted in the title or a biographical sketch maintained on a plaque associated with the collection. Kent State was required to provide him with a certificate of donation, as well as with an appraisal of the collection's value that he could use for tax purposes.

However, Mihevc did not receive an official letter of thanks and acknowledgment of his donation until 1978. The animals were not housed as a collection until 1981, and the collection was not named until 1985.

Gobetz said Mihevc was patient but became quite angry when he received no sign of recognition or thanks until a year after the collection had been donated.

"Mihevc faced several challenges that first year after his donation," Gobetz said. "He was generally a very patient man, but when his attempts to meet with officials and pursue a letter of recognition were avoided, he became angry. After all, he had donated a very valuable collection to the university."

According to the Office of the President, the university did not acknowledge receipt of the collection because of an oversight. It was not until October 1978 that Buttlar presented Mihevc with a confirmation of receipt of the gift so Mihevc could obtain tax credit.

Buttlar said the delay was caused by bureaucratic policies.

"Things of this sort take time," Buttlar said. "Nothing moves very fast. The university had to wait for an appraisal from a neutral body, an action of acceptance from the Board of Trustees and a suitable location to house the collection."

I don't know what else might have happened."

A report by the Board of Trustees said the university was in the midst of severe budgetary difficulties and did not have the resources to pay for the appraisal or to transport the collection to the university. KSU did not, and still doesn't, have appropriate museum facilities to house the collection.

Mihevc paid for appraisal and delivery of the collection, which was stored in Terrace Hall until 1981 when a room was found and funds were allocated to remodel it for storage of the collection. A humidification system, necessary to preserve the animals, and a security system were installed.

Keith Ewing, chairman of the biological sciences department, coordinated the mounting and identification of the animal collection.

Since 1981, the collection has been used primarily for classes in biological sciences and art. English professors occasionally encourage students to use the collection as a source of ideas for writing assignments.

In 1985, the Board of Trustees passed a resolution recommending that the collection be designated The Edward Mihevc Animal Collection. In addition, the resolution provides that Room 313 of Satterfield Hall will house the collection until a suitable museum facility can be found.

The title was to appear on the outside of the door, and an appropriate plaque containing a likeness of Mihevc and his biographical sketch, with an emphasis on his Slovenian descent, was to be placed inside the room with the collection. The plaque was supposed to be presented at a formal ceremony in late 1985. Neither the plaque nor the title is in place.

Mihevc is believed to be living somewhere in Florida. There has been no contact between Mihevc and the university since the donation process was completed.

According to Buttlar, there is no guarantee that a new museum facility will be found soon.

"Hopefully within the next 10 years we can place the collection in a more suitable location," Buttlar said. "Down the line, we are hoping to put on an addition to Cunningham, the biology building. The university is in need of more research space, and eventually we would like to build a museum for animal displays that can be used by the department of biological sciences. However, this is all on speculation. Everything depends on university priorities."

SPRING 1990

52
Fragile designs

Patience and skill combine to create artistry in glass

Story by Karen Christophersen
Photos by Albin Dearing

Pieces of glass lie scattered about the floor, and the smell of burnt wood hangs in the air. An array of glass objects on shelves and tables catches and plays with the light thrown from large brick furnaces.

The heat and noise from the furnaces mix to produce a seemingly chaotic environment, yet the artists move calmly about the room from bench to furnace with the knowledge of glassblowing, an art not easily learned.

Glassblowing takes a patience, a certain amount of respect for glass and the forms it can take.

Heated to temperatures exceeding 2,000 degrees Fahrenheit, molten glass is a bright orange material that moves like liquid—a thick liquid that can be poured from wooden ladles or attached to long hollow tubes called blowpipes. Molten glass can become anything.

Glassblowing can begin with the blowpipe, a basic instrument used to gather molten glass from a furnace. The blowpipe can stay with the object until final cooling, or it can be knocked off after another pipe has been attached to the bottom of the piece with a small bit of hot glass.

After the liquid is gathered, the artist begins to shape the material, using water-soaked newsprint or bowl-shaped wooden instruments. While shaping the material, the artist blows through a tube to expand the glass and create a pocket of air that will become the hollow inside of the piece.

The basic processes of gathering, shaping and blowing are some of the methods taught in the first-level glassblowing class. Beginners learn how to handle the material and deal with the intense heat thrown off by the furnaces. Students also learn to use the tools, such as the wooden bowls that help shape the glass and metal jacks that cut and bend.

According to Ed Francis, who has recently completed his master's of fine arts in glass at Kent State, the heat is a

Tom Boylan, an advanced glass student, works in the Student Services Center glass studio. Boylan is blowing a bubble of glass, the first stage in making a glass vessel.
Josh Cohen, a graduate teaching assistant, forms a glass work by raising it on wooden rods.

difficult adjustment for a beginning student.

"It's not easy, but you get used to it," Francis said. "Your body can take much more than you think it can."

Francis majored in printmaking at Southern Connecticut State University and came to KSU three years ago. While attending SCSU, he used the glassblowing shop and wanted to continue working with glass. He describes SCSU's glassblowing facilities as "cave-man glassblowing.

"Here we have everything you need to work with glass except a drill press, but one is on the way," Francis said.

A fter basic techniques are learned, a student can choose to take the second-level glassblowing class. At this level, a student experiments with shape and form, using his knowledge of methods and technique.

While taking the first level of glassblowing, some students become so immersed in the new techniques and material that they become hooked on the art.

Tom Boylan was a technical education major, but after taking Glass One he changed his major to studio crafts — glass — last semester. Boylan said he has accumulated hundreds of pieces of glasswork. Some of his pieces have been entered in the spring 1990 student craft show, and others are on display on the second floor of the Student Services Center across from the Continuing Studies offices.

"Glass is addicting," Boylan said. "I don't think its full potential has been discovered.

"When I started blowing glass, no one told me what not to do, so I did what I wanted. For beginners, glass is so new and probably very different from other things they have done. I think they get excited about glassblowing because they can see themselves making something out of this liquid. It's right there in front of them."

But blowing glass isn't the only method of making glass art.

For his thesis work, Francis used sand and plaster molds to cast glass in rectangular or coffin shapes. He places glass vases, pieces of metal and other objects inside the mostly hollow forms. Copper is the only metal that can be used, according to Francis, because other metals expand at different temperatures.
The third-level class deals with casting and other techniques. Casting glass can be done with molds such as sand or plaster or even wood. Francis cast molds in sand using a negative mold he had made out of wood.

According to Boylan, casting is not only another method of glasswork, it is profitable as well.

"I can blow a great piece, but a vase or cup will only be worth so much," he said. "Casting is where the money is."

Temperature becomes an important element in glasswork. If a piece cools too quickly, it will crack or even explode. If a piece is being worked on and placed in the "glory hole"—the furnace used to reheat glass—it could become too hot and melt off the blowpipe or crack. The glass can crack, explode or cave in at any time during the creative process, and the artist may have to start over.

After a piece is completed, it is knocked off the pipe placed in an annealing oven. These ovens are computer-controlled, so the temperatures can be manipulated. A finished piece is placed in the oven to cool slowly, which usually takes about eight hours.

"There are millions of ways to treat glass," Francis said. "With the knowledge you learn in these classes and with experimenting, you could do just about anything."

Josh Cohen, a graduate assistant working toward his master's in fine arts, is working on a series of glasswork titled "Liquid Earth." The pieces involve casting, slumping and bit work, according to Cohen.

Cohen's pieces in the series are molded or blown glass with more glass draped over the initial shapes. Though the glass appears to have been poured over the original shapes, it was placed on the forms and then melted to give a poured appearance.

"The properties of the material have as much to do with the final form as my preconceptions," Cohen said. "Much of the decision-making about a piece occurs during the process of creating."

The atmosphere at the glass shop is relaxed. The classes are structured to provide knowledge and experience in glasswork. The casual environment provides the students the opportunity to do what they want without feeling restricted.

"Here it's real loose," Francis said. "Looseness is not a disadvantage, but this structure doesn't work for everyone. Some people need to have specifics. They need guidelines that will give them exact information and what is required of them."

"It's a real life experience here."

Francis has not only taught classes but also has designed and built the furnaces and annealing ovens used in the shop.

"I learned how to do this by observing. We use a material called Fiberfax to insulate the furnaces, which are heated by forced air and gas," he said. "It's really not too difficult."

Boylan never thought of himself as an artist, but with glass he has created pieces without needing the drawing ability required in other art forms.

"I see some of the things other people do and know I'll never draw like they do," he said. "But with glass, I don't need those abilities. This to me is one of the best mediums you can use."
The Burr asked professors who have been teaching at Kent State for more than 20 years how student ideologies have changed since May 4, 1970. Here are some of their answers:

When I came to Kent State in 1969 and the early '70s, the typical question on students' minds was, "Is it relevant?" There was a high degree of social concern. But the burning question of the '80s was, "Will it be on the exam?" It's a change in attitude toward the "me" generation — "Greed is good." But the students more recently seem to be doing a better job at combining the two extremes and coming up with a more heightened social concern today than in the early 1980s, though it still isn't as strong as the '70s.

Thomas Hensley
Professor of political science

Students are more frightened to take chances today. I wish they would take more risks and say 'screw it.' But they are too afraid of Big Daddy and the White House. These attitudes have nothing to do with May 4 — it has to do with the change in culture. I think it's very sad. We live in a European culture. It's class-risen culture. But they are going to hit a certain age and turn up empty.

Allan Dooley
Associate professor of English

I suppose one major change is there is a more realistic sense of what is possible. I think that's very healthy on one hand, but on the other it is sort of sad, in a romantic way. On reflection, the attitudes of young people that they could bring about extraordinary change, that they could do almost anything they wanted to politically, have lessened. Students today are much more realistic. But if they are much more realistic politically, I am awed by their expectations with respect to what they can expect to face when they leave college.

Another extraordinary change has been in the attitudes concerning race, religion and especially gender...I remember sitting up in the Student Center second floor cafeteria just this past year. I was sitting by the back windows drinking some coffee and watching a group of girls running up the driveway leading to the gym annex. They were obviously track runners...

Now, when I was a kid, I mean a young boy, the worst insult in the
world was to have someone say you ran like a girl or threw like a girl. And I looked out the window and said to myself, "That girl doesn’t run like a girl, she runs like a runner." I think that summed up, metaphorically, the idea of change that has occurred over the past 20 years.

John Gargan
Professor of political science

Students are less academically prepared for college these days. I think it goes back to what they are learning in high school. I sit down and ask (the students), "Why are you having problems?" And they say, "Because I wasn’t asked to do anything in high school."

Dennis Cooke
Professor of biological sciences

I think there is a considerable difference... in terms of the exemplary student. The exemplary student of that era was very much concerned with political matters, world issues, social classes — but you don’t have that today. I think the exemplary student of today is much more self-oriented, more concerned with getting somewhere and getting an education.

Edwin Bixentine
Emeritus professor of Psychology

What has changed the most is the absence of political concern for a national issue. Vietnam was a national issue. Today you can compare it to AIDS, but it’s still not the same...

Today, students are not activists because they are so damn busy... When I first came to Kent State, if you announced the words "term paper," students would pass out. Nowadays students pretty much expect it. You can go into the library the first week (of classes) and it’s full of students. Attitudes have changed because students work so much harder today.

Jerry M. Lewis
Professor of sociology and anthropology

Students are more conservative now and more vocationally oriented. Twenty years ago, there was a certain climate that led to more questioning as to the status quo. There were more active issues such as the Civil Rights movement that made students more active. During the Vietnam War, students were more directly concerned with government policies.

Roy Lilly
Professor of psychology

Quotes compiled by Lisa Bales and Gregory James Kennedy.
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