

### Rudyard

It isn't good for the Christian  
White,  
To hustle the Asian Brown,  
For the Christian riles  
and the Asian smiles,  
And he wearth the Christian  
down.

### Kipling

At the end of the plight,  
As a tombstone white,  
With the name of the late  
deceased.  
And the epitaph drear:  
"A fool lies here,  
Who tried to hustle the East."

# The Sentinel

VOL IV. NO. 9

Kennesaw Junior College—THE SENTINEL

—March 32, 1970

# KJJC GOES 4 YEAR!

by  
**W.C. Shaughnessy**

"I don't know what to say. I really didn't expect it." This was a very excited Dr. Sturgis' reaction to the Board of Regents' unexpected move to make Kennesaw Junior College a four year humanities oriented school. The vote that gave Kennesaw the nod for "Four in Fall" came at a regularly scheduled meeting of the Board, Thursday, March 26th. What made the Board choose to make KJJC Four year? We asked Board member Edward Riley for the answer.

"It's due to a lot of factors actually. The demand for Four year schools in the Greater Atlanta area at the moment far exceeds the quantity available. The projected enrollment figures

for Georgia State University for Winter Quarter, 1971, showed a severe overload problem. This more or less forced our hand, so to speak. We looked around for the best way to solve our problem, and Kennesaw was a made-to-order answer."

The question of changes in the school arose. What would be necessary to effect Kennesaw's transition into a Four year school. Dr. Sturgis outlined a general plan. "There are plans at the present for a new Humanities building (see diagram p. 3) under the campus expansion program. We hope to have it completed by Fall Quarter, 1971. As you are well aware, we will also be enlarging the faculty in order to provide the courses of study required for the change."

Board of Regents Director, William Gray, explained the new status of KJJC come Fall Quarter. "It will serve as a commuter college, much as Georgia State University does now. We hope that its location will attract students now attending Georgia State, so as to lighten the overload problem developing there now."

When asked if this killed Kennesaw's chances of becoming a resident college, he answered quickly, "Although there are no plans at present for the construction of dorms, this does not mean it will always be a commuter college. This will depend mostly on the demand created."

Speaking again with Dr. Sturgis, the question of courses offered presented itself. What course would a

student be able to major in, we asked? "As you know by now, Kennesaw has been designated a Four year Liberal Arts school. I assume this will mean that our courses will be those of a standard Humanities Oriented school, English, History, Journalism, Drama, and Social Sciences. This is merely a speculative guess on my part, however, the final decision is up to the Board of Regents."

Will there be any innovations? This was answered by Director Gray. "It is the Board's first hope that any new college will add to the educational quality of the entire system. We can't outline our plans at present in any detail, but we do hope that Kennesaw will add to the advancement of the Georgia Collegiate educational system."

What were student reactions to the announcement?

STEVE AIKEN: "I think we've needed something like this for a long time. It'll be a tremendous boost not only for the students, but for the entire county."

JOHN MILLS: "It's going to save me from having to go away to school."

JANE WILLOWS: "It's great! When Southern Tech went four year instead of KJJC, I thought our chances were pretty slim. Now I'm...well...all I can say is it's great!"

FRED THOMPSON: "I'm going here all four years. It's been a great Junior College and I don't think the change will effect it a bit."

AUDREA BAKER: "WOW! That's all I can say."

**Huleeo Fasnaris**



## Artist's Conception of Campus Radical The Right Way

What is wrong with America? This is a question that arises in almost every conversation today, whether it is raised by a group clustered about charred Sanka and sacrificial toast or packed into a malfunctioning elevator. I think that this question shows a definite lack of faith in the most powerful nation on Earth. We have got the world's largest and best slums. We have polluted more water than any other nation. I think instead of asking what is wrong, we should concentrate our efforts on finding what is right with America.

Those long-haired, slovenly commie subversives, the variety found beneath Red fire-hydrants, would have you believe that there is quite a good deal wrong with our nation. Do not be suckered by their starving pleas. If you get hooked they will have you believing in peace and brotherhood, two of the biggest threats to our sacred economic stability. This country needs the Military-Industrial Complex, and those that scream "Peace now!" are attempting to lead this country into a depression.

By now some of you can visualize the monstrous methods employed by the crafty anarchists. You will never again ask what is wrong with America. You will never succumb to pleas for Peace and Brotherhood, for you will see them for what they are. The only way is the RIGHT way.

## Students RIOT Over Biology Lab Purchase

March 32. This morning there was an out and out riot at Kennesaw Junior College. The riot follows a week of avoiding the Science Department and picketing the Science building.

Students this morning came to the Student Services Building at 10:00 A. M. and seated themselves not saying a word. By 10:05 everyone had a seat and all was quiet. At 10:15 the entire student body picked up coffee cups, trays, silverware, glasses, and anything in general that would make noise and the noise started. First it was just a quiet sickening sound and then it grew to a crescendo at 10:30.

Then all was quiet for fifteen minutes. Student leaders then lead the students in a quiet hum that gradually progressed to a shrill scream. This was followed by several protest songs with choruses of "WE SHALL OVERCOME".

Students on the campus picketed the Science building all this week of Spring Holidays. They carried signs that read like the Moratorium. I was on hand and asked one of the students the reason for all of this. His reply astonished me.

He told me that rumor had it that the Biology Department had purchased 500 live Koala Bears for dissection for the following quarter. On March 24, the first two hundred bears arrived to the dismay of the students. It was then that the picketing started and it had not stopped till today when all the students came to the services building to voice their protest.

Student banners read: Ban the Biology Department; Stop Unhumane Treatment of Koala



IN MEMORY

Bears; Hang The Department Head; and Are We So Big That We Must Kill All Smaller Things To Build Our Egos?

The students here at registration time signed up for no science classes and still avoid all the people in the department. They have ostracized all the members of the Administration and have written out a list of grievances concerning the purchase, state of, and release of, the bears. They say that they will attend no more classes till all of their questions have been answered and all their demands are met.

The student leaders have stipulated that this is one thing that no one can ask of another, to kill a live Koala Bear. Many of the students have offered to pay the department for the bears and have even gone so far as to check into the possibility of sending the bears back to Australia, and securing a refund for the de-

partment.

I interviewed several of the students and some of the teachers, and ask them how they felt about the situation. Their answers follow.

Miss Mary Rogata: "It's horrible! It's bad enough to pick on frogs!"

Mr. Roger Hokins: "They ought to smell better than the pickled PIGS."

Mr. Ira Guy: "If that is part of the course then, that's That. (Someone came over to him that had heard our conversation and explained that you had to kill the bear...His answer then was...I couldn't do it."

Jan Nelms: "It's HORRIBLE! IT'S HORRIBLE! It's just the meanest thing that I have ever heard of. Boy I'M not going to take Biology ever if that's what they do."

Marty King: "If you had two you could make a pair of gloves." Huleeo Fasnaris: "Why? Why? Why?"

Jim Adair: "I think that it is positively horrible. Those cute little Koala Bears. I hate those people."

Dilbert Russell: "Your going to kill a bunch of Koala Bears? I think that I would rather work on humans."

Sallie Wood: "Ugh!"

Tilly Millie: "I think it is a complete put on."

Sam Smith: "WOW! FREAKY!"

David Jones: "I think it is perfectly atrocious."

The picketing and songs go on late into the afternoon here at Kennesaw and the students say it will quit only when the bears are free to live out their normal lives.

# THE BEGINNING— Through Noah's Ark . . .

## Another Interpretation . . .

by Rick Miller

And in the beginning God created the heavens and the earth. It took five days for Him to create all upon this wee orb, but it took only one day for Him to create the rest of this vast universe. His only purpose in creating the sun was to light the earth during a period of time He called day, and the stars—the suns of so many other solar systems both larger and smaller than our own—to light the earth by a period of time He called night and thus reduce the severity of the darkness. Think upon that! Does not that prove that God is love?

He made the animals which roam the earth and He made man in his own image. He called the work good and named the man Adam. He made laws, called Nature, by which all things were to be governed. It was the nature of the fox to kill the rabbit and eat it. The fox was not guilty of murder in the eyes of God, because God made the fox that way. The rabbit accepted death trying only to run, but the rabbit was not a coward for God had made the rabbit with fear in his heart and strength in his legs.

God gave courage, cowardice, agility, clumsiness, boundless energy, unlimited sloth, ferocity, timidity, intelligence, and stupidity, and more to all animals in various proportions and since they had no moral sense—as man did before eating of that tree—they could do no wrong in God's eyes. God gave man one trait that He did not give to other animals. God gave man Reason, the ability to think upon a problem and to arrive at a somewhat logical conclusion, but He gave Adam nothing upon which to practice this power which distinguished him from the animals. All that Adam could need was provided for him in his garden poison, Eden. All, that is, save one; for this omniscient God had given all the other animals a mate of the opposite sex with whom to take their pleasures and there by populate the earth, but He had forgotten his favorite toy, man. The fact had evidently slipped his omniscient mind (Yes, God is able to forget. The Bible even brings this point to focus in Genesis (8:1) "And God remembered..." that Adam

would, in the future, be lonely, and being the only one of his kind he would not have another to consort with. He also had used all of that particular variety of clay of which man is made for He had to use Adam's rib (a feat even modern medicine has not been able to duplicate: the creation of a female from part of a male while both remain alive.)

This pair of God's pets were content to wander through the garden eating fruit of all of the trees save two (the tree of Life, which granted immortality, and the tree of Knowledge, the fruit of which has been assumed by later generations to have resembled an apple, but has been theorized by historians to have been an apricot as apples did not grow in Mesopotamia, the area that they have assigned Eden. (Are they not clever?))

Eating the fruit of the tree of Knowledge gave the two innocents a store of knowledge upon which to use their powers of Reason—act so angered the all just God and he caused his wrath to fall upon the two blameless humans. This omniscient and omnipotent God, who loved man and was man's friend, should have known (for those who attend church on Sunday are told that God knows all) that the serpent would saunter—for in those days serpents walked—over and beguile Eve who in turn would do like wise unto Adam, and both Adam and Eve would eat of the apricot, but He did not remember. He was so enraged also at the thought of man's becoming more Godlike that he flew into an even greater rage and punished all three. He condemned the serpent to crawl on its belly and eat dust the rest of its days. He punished the humans by increasing their pain and causing them to die (He here used two terms that nothing short of a demonstration would make the two understand the meaning of). Please note here that God does not punish the fox for the more serious crime of murder, or the rabbit for its cowardice. He seems to have a special interest in the persecution of men and snakes.

This all seeing God could not visualize where Adam and Eve hid in the bushes after they had eaten of the tree. He did not even see that they had done that which He had forbidden.

Adam and Eve left the garden and began to populate the world in the manner which they learned by eating the apricot. Results followed and were given the names of Cain and Able. After the brothers and sisters the progress of the race became more and more complex and is omitted here for the sake of brevity.

Some time later:

The Lord God commanded Noah to build an ark of three stories and three hundred cubits long and fifty cubits wide, and thirty cubits high. Assuming the Biblical cubit to resemble the Egyptian cubit (the length from the elbow to the small finger of the hand when the hand is out stretched). The measurements of the ark are two hundred yards and thirty three yards, and twenty yards respectively. God also threw in other complications such as the type of wood—gopherwood—and a (one, not two or more) window and one door.

Logic will say that Noah was an expert carpenter. Whom else would God ask to undertake such a task, but an expert carpenter? There were no ship builders as the Phoenicians were the first known and the Bible does not even mention them until much later.

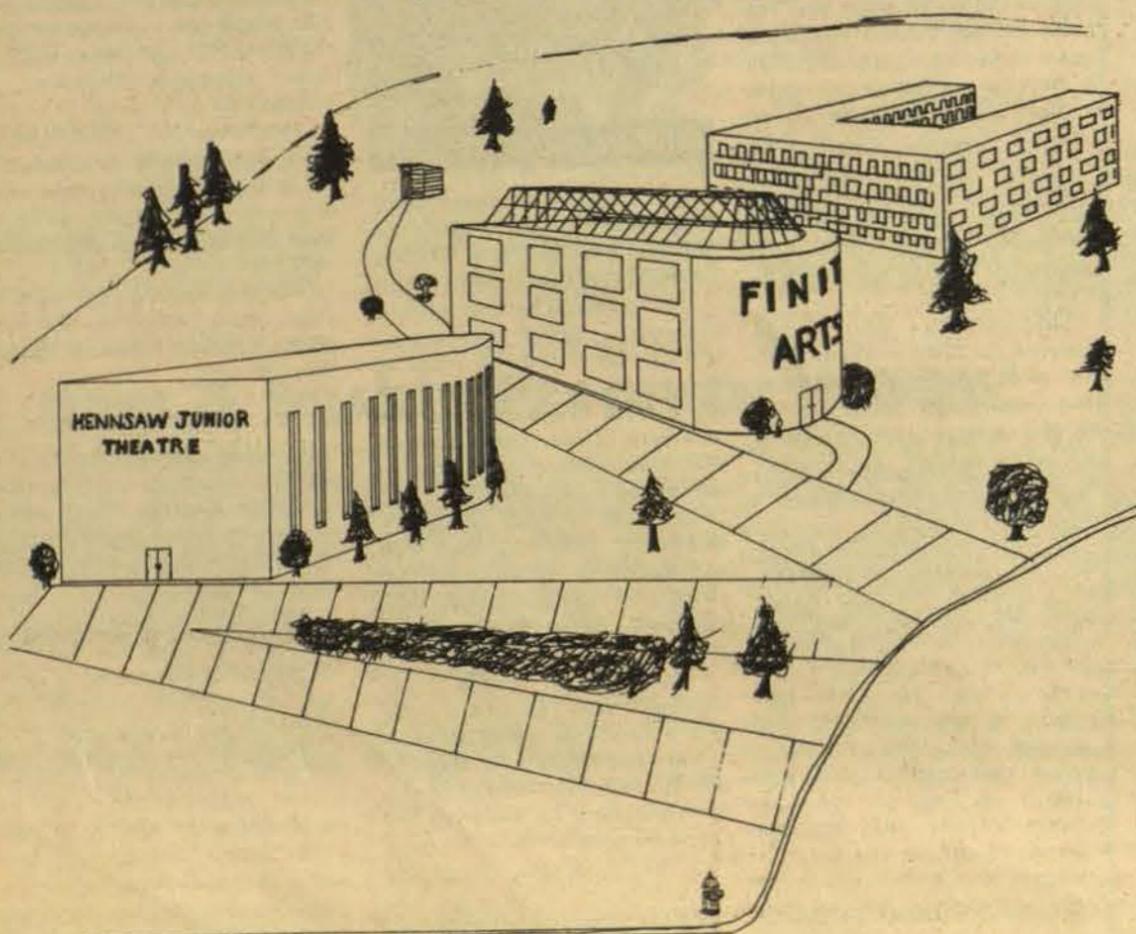
Noah had finished the ark as commanded, but apparently God had forgotten (Again!) that a craft of that size and displacement would need a keel to keep it from rolling on its side, and a rudder to steer, and masts and sails for propulsion, and food and water for the animals during the one hundred eight five days that they were a float (that gives the forty day and night rain five days to reach a level that would float the ark (The Bible states Noah and his group were a float (when God remembered them) one hundred fifty days). Several preachers have been consulted about these items and they stated that God's hand guided the craft and sent food and water to it. They did not say exactly what the hand of God did with the waste matter of all the occupants of said ark.

How long it took Noah to gather all the animals is not told, but it must have taken quite a while. Some species of animals and insects are difficult to find with modern transportation and equipment, so it must have been quite a while. The women and children were left behind when the men hunted down the animals, but God took care of them, perhaps in the form of relief checks and unemployment checks (the latter because, as any fool knows, an ark is a full time project and one would have no time to support oneself).

The animals were collected and penned and loaded onto the ark. The family was on board and they all waited for the rain, and they waited and waited. Noah's neighbors began to complain about the peculiar odor of the large group of animals. One dared to ask what Noah was doing. To the question the subtle Noah replied, "How long since you water proofed your basement?"

The waters receded and all was right with the world. Well, not quite, Noah's family and their wives were all related to each other by blood as well as by marriage. Therefore, the sons were brothers and at the same time cousins and uncles—a pretty complication. According to geneticists such inbreeding leads to idocy. Perhaps this explains the present way in which the brotherhood of man handles its affairs.

Artist's Conception of New Campus Additions



# WALRAVEN IS LEAVING

by Mike Mauldin

Dr. Wesley C. Walraven, who has served as Chairman of the Division of Natural Science and Mathematics at Kennesaw Junior College since the facility opened four and a half years ago, has recently resigned to accept another position in the University System.

Although Dr. Walraven officially assumed his duties as Dean of Rome's Floyd Junior College in March, he will continue his association with Kennesaw Junior College on a part-time basis through Spring Quarter. Floyd Junior College will open Fall Quarter in its temporary facilities.

Dr. Walraven, a native of Dalton, Georgia, was a graduate of Valley Point High School. He received his Bachelor of Science in Science Education from the University of Chattanooga, and obtained his Master of Science Education from the University of Georgia. Dr. Walraven also completed his requirements for a Ph.D. in Botany at the University of Georgia.

Before coming to Kennesaw Junior College, Dr. Walraven had taught at Valley Point High School in Whitfield County. He had also served as an Instructor of Botany at the University of Georgia.

Dr. Walraven has been active both as a scientist and as an educator. He is a member of the Association of Southeastern Biologists, and the American Society of Plant Taxonomists. Dr. Walraven is also Chairman of the Biology Section of the Georgia Academy of Science, and a member of the National Honorary Society of Secondary Schools. He is a member of the Kappa Delta Pi National Educational Honorary Society, and the Phi Sigma National Honorary Biological Society. Additionally, Dr. Walraven has received a number of National Science Foundation fellowships and scholarships, and has published several scientific articles.

"Dr. Walraven will be greatly missed at Kennesaw," said Dr. Horace W. Sturgis, President of Kennesaw Junior College. "He has made outstanding contributions to the development of our college in the recruitment of an exceptionally well-qualified faculty and in the development of a distinguished science program."

Dr. Sturgis pointed out that the selection of Dr. Walraven as the Dean of Floyd Junior College is a "compliment to Kennesaw Junior College and to Dr. Walraven, as well. To my knowledge it is the first instance where the dean of a new junior

college in Georgia has been selected from the teaching faculty of another junior college in the University System."

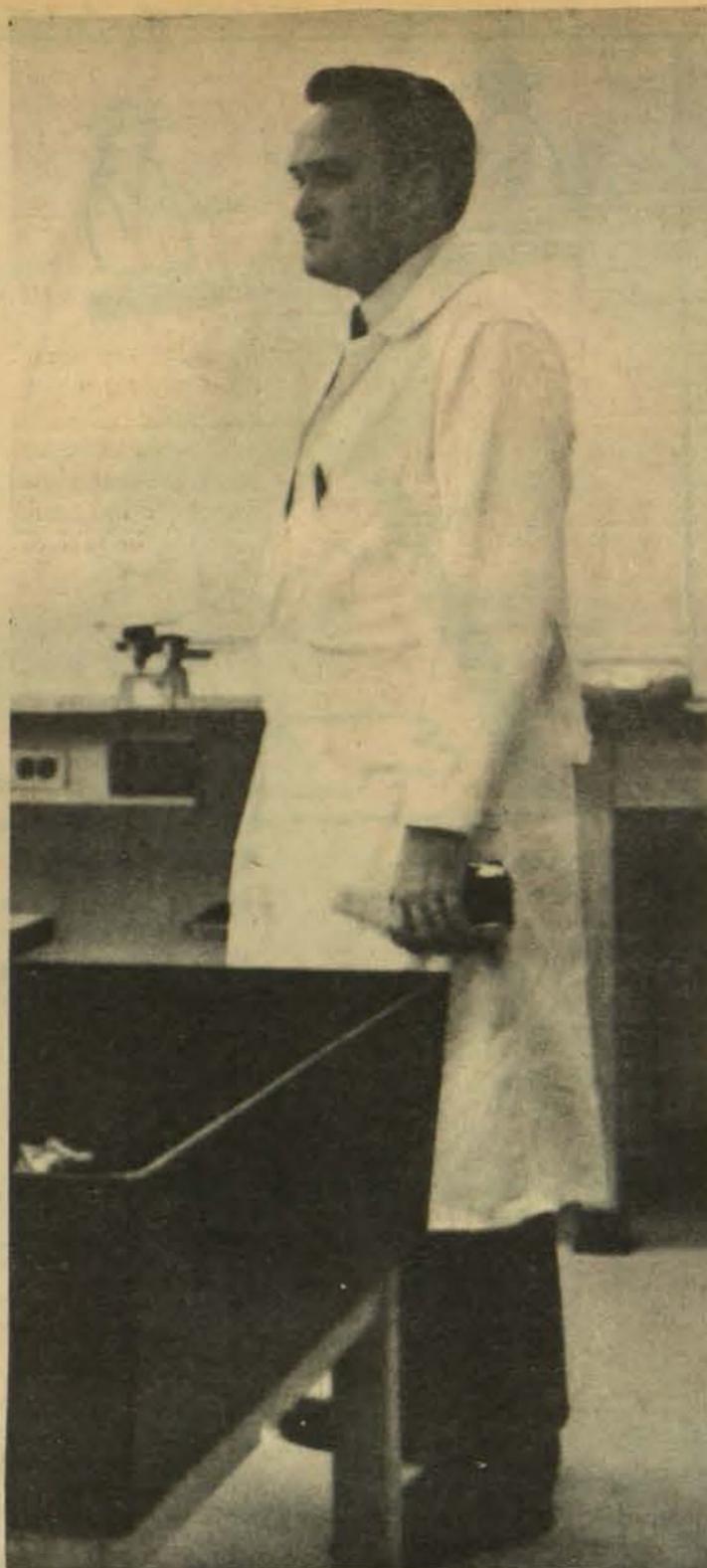
Through his efforts in acquiring science equipment at Kennesaw Junior College, Dr. Walraven has made the science department at the Marietta facility "one of the best equipped among junior colleges in the state," according to Dr. Derrell C. Roberts, Dean of KJC. "Dr. Walraven is an educational leader in every sense," Roberts continued.

While at Kennesaw Junior College, Dr. Walraven directed the institution of audio-visual tutorial laboratories in all areas of science and mathematics. He was also instrumental in the establishment on campus of a computer system tie-in with the University of Georgia.

When questioned about Dr. Walraven's leaving KJC, Mrs. Walraven stated that the decision to leave had been a hard one to make for both her and her husband. Mrs. Walraven described the four and a half years at Kennesaw as a "wonderful experience."

According to Dr. Sturgis, Mrs. Walraven is an "active participant in the college community," who, along with her husband, will be greatly missed.

Until June, the Walravens plan to continue to reside in their home on Due West Road in Kennesaw.



Dr. Wesley C. Walraven, Chairman of the Division of Natural Science and Math

## Two New Courses Approved

There are to be two new courses added to the curriculum. Both of these new courses are to be electives. The two courses are English 203 and Drawing and Painting 221. English 203 is to be offered starting next quarter and the Drawing and Painting 221, is to start summer quarter.

English 203 is a general course in English Literature. This is to be a survey course that covers *Bewulf* through Dryden, Pope, and Boswell. The book to be used is the Norton's Anthology to English Literature. This book was selected for its critical approach. Mrs. Carrey Walsh is going to teach this course and it is to be offered at ten daily.

This course is designed to give the student a broad knowledge of English Literature. It starts with the earliest writings and goes through the 1800's. English

204, which is the follow-up to this course, is designed to cover from the 1800's through the present. The course is recommended to those students who are planning to major in English. The prerequisite for this course is ten hours of freshman English, English 101 and 102.

The other new course is the Drawing and Painting class. The course is to be an introduction to painting in acrylics, with the emphasis placed on composition and structure in painting.

This class is to be a continuation

of the drawing course (Art 220). It is to be primarily a painting course and the prerequisite is Art 220 or the permission of the instructor, Mr. Tom Salter.

The two English classes are not substitutes for English 201 and 202, but are rather instead a continuation of the English program. These two classes and the Drawing and Painting class are similar to courses offered on the same level in the University System and will be transferrable to senior institutions.

## Socc & Buskin Presents 'HEDDA'

The Socc & Buskin Players, who are the members of the K.J.C. drama club, are going to present **HEDDA GABLER** by Henrik Ibsen this May. There were two calls for general auditions during the last week in February and again in the first week of March. These auditions were a search school-wide for those interested in acting in the play, or helping in the technical production area.

After regular auditions and call-backs Miss Charlotte L. Stephenson, who is the faculty advisor to the club and also the director-producer of this produc-

tion, had made her decisions concerning the casting. Those selected and the parts they were selected for follow: George Teasman—Steven DeArmoun, Hedda Gabler Teasman—Mrs. Richard Larsen, Miss Juliana Teasman—Barbra Johnson, Mrs. Elvested—Pat Delleney, Judge Brack—Rick Miller, Ejlert Lovborg—Dave Stahl, Bertha—Myra Ramey.

In this drama Ibsen takes an in-depth look at the psychological workings and structure of a woman, through his characterization of Hedda. The play is a social drama that looks into society and exposes its deprav-

ity. Primarily the play deals with society's self-sacrificial practice of eliminating the freedoms and individual expressions of its members, particularly women, as personified through Hedda.

Miss Stephenson said that although the turn-out for auditions was good, the turn-out for stage crews, set designers, costume designers, and in general people who desire to help in some phase other than acting was poor. She asks that anyone interested in helping, either come by and see her during the day, or simply slide a note under her door if she is not there when you stop by.

# The Sentinel

## Film And Lecture

### Series Planned

#### FILM SERIES FOR SPRING

(Tentative Schedule)

Unless otherwise indicated, all films will be shown at 11:00 A.M. in the Humanities building room 202.

April

2—The Medieval Manor (22 minutes, color: 13th century French castle life showing feudal system)

9—Chartres Cathedral and Art of the Middle Ages (30 minutes each; narrated by John Canady)

23—The Spirit of Rome and Emperor and Slave: The Philosophy of Roman Stoicism (29 minutes each)

30—The Bridge (A German film with English subtitles and based on the novel by Manfred Gregor, this foreign film will be shown in the gym. An anti-war

film set in the last days of the German Reich, this film focuses on seven teenagers, which fact, we trust, will make it RELEVANT!)

MAY

5—The Renaissance: Its Beginnings in Italy and Leonardo Da Vinci: Giant of the Renaissance (26 minutes each)

12—Robert Frost and Carl Sandburg (Wisdom Series films of the 20th century persons, each 30 minutes)

26—The Theater: One of the Humanities (30 minutes)

#### SPRING LECTURE SERIES

These lectures will be at 11:00 A.M. in the Seminar Room of the Library.

Thursday, April 16  
Anatomy Of A Campus Revolutionary by Mr. Fred Roach

Thursday, May 7  
John Donne—And The Age Of Aquarius by Dr. Elliott Hill

Thursday, May 21  
The Humor Of Mark Twain by Dr. Virginia Hinton

# Sentinel

## College

### It's NOT How You Play The Game

Josh Langston

When I was in High School, the entire system, quite frankly bored me to distraction. In many ways, what little challenge was offered was soon quelled by the dust-coated rules and regulations which guide and govern those comi-tragic institutions.

I was an average student with average grades, average gripes and fanatic disinterest. I cared only about getting grades high enough to "Go on to College."

Needless to say, I made it. It wasn't long before I realized that when in college, the end result was the one thing which mattered...the grade. Whether or not you were a social success, the ultimate goals were passing marks (the higher the better) and the somewhat elusive sheepskin.

But at Kennesaw, as elsewhere, the grading system leaves something to be desired. If one wants to get that piece of paper which symbolizes the end of his four year tenure in the higher-educational hang-up, he must have the grades to let the administration people know how deserving he is. Hence, the crux of the issue. What we have at KJC seems to be a very disadvantageous operation at best. For example, if a student has worked very hard in a certain course but has managed to register only a 79 average, he is going to get a "C". A "C" is worth 10 quality points. Another student in the same class has not worked as hard. In fact, he has barely done any work at all. When finals time comes, he crams as much into his head as he can, takes the test and averages 70 for the quarter. He also gets a "C" and 10 quality points.

Just where does the expression 'quality' fit in with the efforts of the second student? Doesn't the first student deserve something for the extra time and effort he put into the course?

The same idea holds true for situations involving the other passing grades as well. Certainly an 89 indicates more than an 80. It would appear though, that the "powers that be" are contented to ignore that extra effort. It would also appear that they are contented to welcome the efforts of a poor student with as much emphasis as they do the student who honestly puts hard work and some real effort into what he is doing.

Obviously, some changes are needed. Many people, educators included, advocate a Pass/Fail system. This would eliminate the enigma of the grade-point-average (GPA). The draw backs in this system are easily seen because of the incentive-killing factor involved. What, under this system, is the difference between a 75 and a 95? NONE! If we altered the system to include a "pass with honors" clause, we have just pushed ourselves back to the original problem, only we have carried it to an additional extreme. In essence, we would be receiving grades of "A", "C" or "F".

My proposal is to give out "plus" terms for any extra, deserved work. Why not a "C+" or a "B+"? If additional quality points could also be given, they would be given only to the students who deserve them.

The GPA would still be a valuable asset in determining a student's ability. Indeed, it would only become more accurate.

In an age when specifics and technicalities are stressed in everyday life, it seems rather ludicrous to continue to use the system we use. Our system is more fair than some, but less fair than it could be.

In other words, a student who deserves an "F" should get one. But if he has worked for something more, something better, GIVE IT TO HIM!

## STOP

### RECRUITERS



by Rick Miller

During the month of March, there were two Marines on campus recruiting individuals into their organization.

According to what I have been told by reliable sources, the state prohibits businesses to obtain space on campus, unless the business is directly concerned with the functions of the college. To me the sight of these Marines and their counter-parts the Army, Navy, and Air Force, are in direct violation of this rule. All of these groups have offices in either Atlanta or Marietta or both. This leads me to question the validity of their having office space on this campus to conduct their business, since their business is not directly related to the functions of this college.

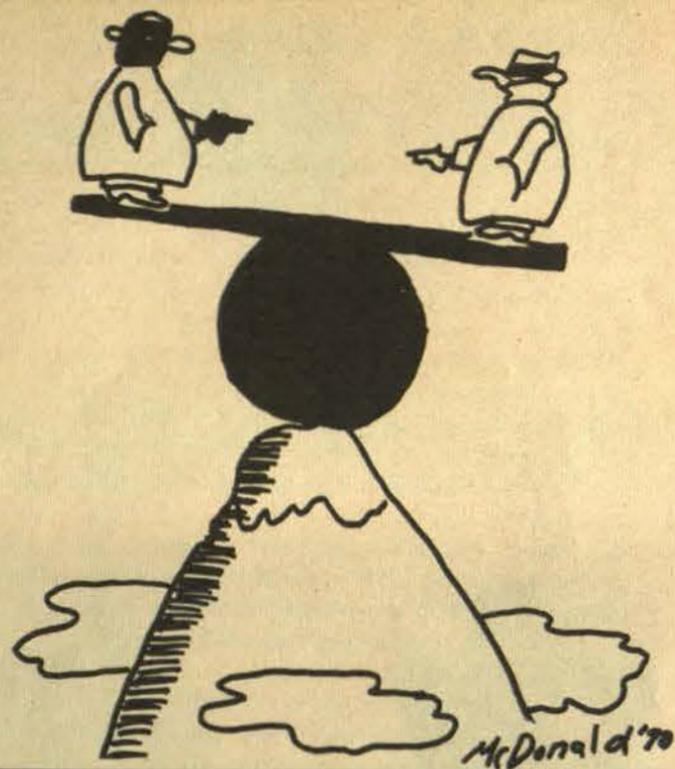
Someone may be asking where this free office space is located. These Marines and their counter-parts before them, have been allowed to set up shop in the student services building. It is here that they hand out their war monger propaganda, and do their dastardly deeds. Were a prominent member of a local realty company or a prominent member of a life insurance company to ask for similar space, they would be denied, and rightfully so, for this is the way the rules are set up. Why then the breach of the rule for our military services, after all they too are trying to sell a product, themselves.

When we as students are going to school in the hopes of being educated, to make this a better world to live in; I see no future in letting these teachers of war into our midsts. They come and they steal from the general populace some of our best men and women simply to have them die in war. It is up to us to stop this crime that takes place on our campus right before our eyes. We should not become part of the uninvolved that idly stands by and watches the world of tomorrow go up with the smoke and war of today. This is the smoke that takes from us our precious members and leaders of the future. One way to stop this useless destruction of men and women is to eliminate the recruiter from our campus. Those that still want to see him can find him in the "Yellow Pages" and in the cities. There will be no place on our campus for these reactionary groups to gain members if we stop them from continuing to campaign for war.

Let your voice be heard in the halls of the administration building. Let those that perpetrate this action take it upon themselves to make amends for their wrong doings. Stop the war mongers from gaining a foot-hole on the beach, that is our campus. It is up to us to make this a better and peaceful world. Eliminating the recruiter from our campus is a step in a positive direction.

After the recruiter is gone, fewer of our better members will be led down the propaganda trail of the patriotism and the glories of war. More will stay home and live long enough to be the capable leaders of tomorrow, if we eliminate the recruiter today. Live to see a better tomorrow; let it be known that you stand for the abolishment of these fiends; stand up and be proud that you want peace.

Only those in higher circles can stop this menace and it is up to us to make sure that they do by letting them hear from us as individuals and as a group. STOP RECRUITERS!



### Look Left To Center

by Gerard Harrison

You who find the simple, slow change distressing; who find severe, immediate reforms unendurable; who take comfort in the stability of conservatism, may I suggest you at least look left to center.

One can hardly expect faults in our society to be erased by time, when they have been traditionally handed down for centuries. It is far more likely that problems will be compounded and intensified if left to resolve themselves. Change at a moderate pace is certainly the most effective, thorough and lasting of all. Whereas radical change, although dictated by certain circumstances, is the most inefficient of all.

Often times, those who advocate slow, glacial change fear the unexpected and the new: the pain of reform.

The S.G.A. question was "resolved" in one concerted effort. The change was, on the surface, successful in achieving its ends. Let us, however, examine it's effectiveness.

One poor executive was intimidated into leaving his office, which was immediately assumed by another executive who had been equally under fire. Hence, the same administrative policies are being fostered by a different leadership. The question of senatorial appointments remain unsettled, leaving three vacancies in the senate. Cooperation between the leaders of this radical movement and the Senate remains negligible due to the antagonism manifest in both factions. As a result, a mutually satisfactory constitution remains an ideal rather than a tangeable reality.

The involvement of students in the S.G.A. has once again fallen to the point it was before the situation reached it's dramatic climax. According to one of the initiators of the movement, making students aware and interested in current legislation was a major objective. Here again radical procedures fell short.

I do not imply that what was done was wrong; it was just badly handled. The ideals are admirable, but the system for implementing them is not realistic.

But by the same token, I do not advocate complacency—only discretion. Study carefully the facts before you act; do not be quick to condemn. Move with discrimination—but move!



**Campus Co-ed**

**Jean Jeffrey**

**'BOYS IN THE BAND'**

by **Sallie Wood**

"The Boys in the Band" has caused the latest Atlanta \*Controversy\*, originating in the arts but adopting political overtones. A small group of Sentinel staffers ventured into the city to investigate, half expecting to return with irredeemably poisoned minds.

This play, which explores the agonized thoughts and feelings of eight homosexuals attending a birthday party, prompted one Atlanta alderman to suggest the withholding of city funds from the Atlanta Arts Alliance. Although the play could have been extended quite beneficially for two weeks in addition to its originally arranged two-week run at Alliance, it has been moved to Pocket Theatre as an independent production. Consequential visions of the Studio Theater (where our apprehensive group experienced "The Boys"): irresponsible, alias "experimental" theater; a young, irreverent audience; a shocking evening designed to blow minds.

But the audience appeared to be a group of responsible adults who had come to the theater for the reasons serious-minded people usually come: to broaden themselves through an exploration of one (or several) of life's problems. "The Boys" surely could not have disappointed them, for it is a real, humane, absolutely unobjectionable exposition of the homosexual's life. Homosexuality is real—whether it is a sickness in itself, or the manifestation of another sickness, or not a pathology at all (only a different) has not been decided by anyone. Many unfair decisions have been made by the members of "straight" society—decisions based in the main on misconceptions. It seems that any sincere effort to dispel widely held, mistaken ideas about a portion of our society does not deserve the mistreatment "The Boys" received in Atlanta. The whole censorship-tainted issue has been a step backward in Atlanta's struggle toward cultural sophistication. More important, perhaps, is the fact that an open dealing with homosexuality automatically denotes an issue in so many minds.

**JETS Program Introduced**

Under consideration here at Kennesaw is a program for specially promising twelfth grade students. The program, called JETS (Joint Enrollment For Twelfth Grade Students) will allow certain high school seniors, who meet a number of requirements, to enroll as freshmen at the college while, at the same time, obtaining credits necessary for their high school diploma.

as in schools in New Jersey and California.

In order to qualify for the JETS program a high school senior must have completed at least two courses in algebra, three in science and must lack no more than three units for high school graduation. The student must have a projected average of at least 2.6 on the 4.0 system as well as having the recommendation of his principal and guidance counsellor.

The program was initiated two years ago at Georgia Tech and has now been instituted at DeKalb, Clayton College and Georgia State University, as well

Should the JETS program receive the approval of the participating boards of education, it will start in the fall of 1970, here at Kennesaw.

**OVERPOPULATION---IT ALL STARTED WITH A BANG!**

**SAX on SEX**

by **Natalie Jeffrey**

On Thursday, March 12, Dr. Karl Sax, noted cytologist and professor emeritus of Harvard,



**Dr. Karl Sax**

spoke to the students and faculty of Kennesaw Junior College on the subject of "Population Explosion."

During the lecture, Dr. Sax suggested that it would be better to have "the pill" in vending machines and to have a doctor's prescription for a pack of cigarettes. Dr. Sax said that by educating the people about the matter of over-population, the use of contraceptives would increase no matter what religion people belong to. He said that the problem with "the pill" was that the poverty stricken don't receive "the pill" and consequently they have twice as many children as the upper class have.

Dr. Sax also mentioned a few new ways to control the birth rate by new contraceptives now being investigated by scientists. One of these new methods that Dr. Sax said would be very effective, is a small, lead-shaped capsule that would be placed beneath the skin of a young woman, and would prevent conception for many years. This, Dr. Sax said that it would be the woman's responsibility during

the first years of marriage. When the couple did want to have a child, the capsule could be removed, then replaced after the birth of the child. During the later part of the marriage, after the couple have had as many children as they wanted, they should take on the responsibility of birth control.

In his lecture, Dr. Sax referred to the 1963 report of the National Academy of Sciences, in which the article maintained that either the death rate must increase or the birth rate must decrease. It also said that the problem of over-population is the most urgent problem to overcome besides that of the search for lasting peace.

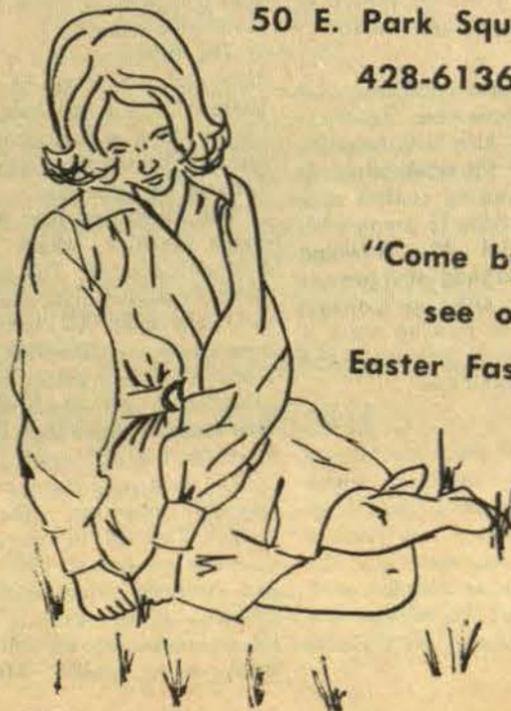
In the 1965 report of the National Academy on "Growth of U.S. Population," the conclusion of the article was that our society tends to grow poverty.

During Winter Quarter, Dr. Sax is at the University of Georgia conducting a research, and he consented to give this speech on this popular subject.

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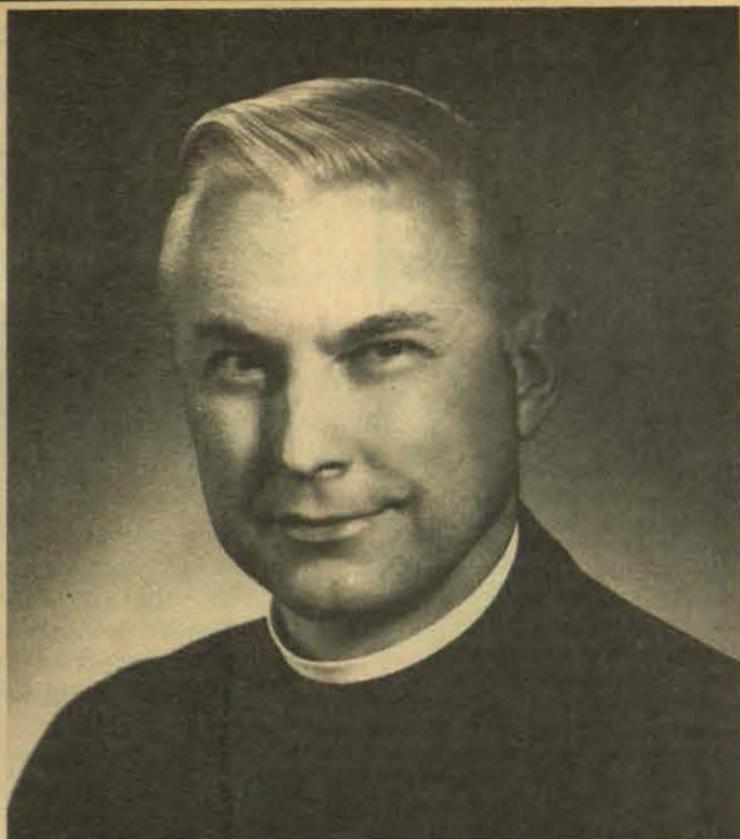


**"Come by and  
see our  
Easter Fashions"**

## Dean Collins Cautions

March 18. The Rev. David B. Collins, spoke here on the cautions to be observed in studying Eastern religions. His address, entitled "The Perils of Western Students Studying Oriental Religions," was the first in a series of lectures here at Kennesaw aimed at informing and enlightening students in the area of Eastern thought.

The point was made that the most direct route to understanding the rationale behind behavioral patterns of any society, is through gaining an insight into the peoples' theology. Dean Collins bore this out but cautioned against certain misleading comparisons often made, as well as a number of misconceptions Western students come away with after investigating religions alien to their own theologies. Dean Collins pointed out, when some people are first exposed to the doctrines of reincarnation, they tend to cling to it as an escape from the fear of what an eternal after-life may bring, seeing reincarnation as good. Dean Collins quickly pointed out that reincarnation is the same as Hell. He also cautioned against considering one type of theology superior to another simply on the basis of chron-



The Rev. David B. Collins

ological evolution. Monotheism is not necessarily superior to Polytheism simply because it came later in the evolutionary cycle.

Ralph Bowden, assistant professor of history, is councilor for the non-credit institute. Mr. Bowden collaborated with Rick Hanners, assistant director of student affairs, and these men

were in charge of this seminar.

Dean Collins, an Episcopal priest, is currently Dean of the cathedral of St. Philip in Atlanta. He graduated from the University of the South at Sewanee, Tennessee, at the head of his class. He later returned to Sewanee, this time as a member of the faculty, to teach courses on world religions.

## Spring Formal plans

The Kennesaw Junior College Student Government Association is going to sponsor a Spring Formal on April the fourth. The dance is going to be held in the Dinkler Plaza in ballroom "A". This dance is to last from 8:00 P.M. to 1:00 A.M. The band that was chosen for the dance is the "Funky Soul Train".

There had been much discus-

sion over the decision to make this a formal dance. Last year the same idea of a formal dance was instigated, but the students decided through a referendum that they wanted the dance to be casual.

There was also a great deal of discussion on the band that was to play. Many bands had been suggested but the decision of

just which band to have had been put off to the last minute. It is hard to find a good band at the last minute, but through some stroke of fortune Kennesaw found one. There was a special meeting of the S.G.A. the week before exams and the decision was reached on which band to have play.

A printed invitation is to be sent out to the night students enticing them to the dance. It was a general consensus of opinion that this was one way, and a good way, to integrate the night students into the activities of the college as active members of this institution.

Remember April the fourth in the Dinkler Plaza Ballroom "A" from eight to one.

## New Face On Campus

Mr. Charles N. Chandler assumed the duties of the assistant to the controller in the middle of March. Mr. Chandler is a resident of Atlanta and was formerly an auditor for the Board of Regents.

Mr. Chandler comes to Kennesaw holding a B.S. degree in accounting from Fort Hays Kansas State College. His duties will consist mainly of assisting Mr. Roger Hopkins, the controller, and his staff.

## Machine Age Comes To The Student Center

by  
Mike Fredericks

Yes, the machine age has come to our Student Center. Mr. Howland, director of food services here at Kennesaw, has ordered a variety of food service machines to help establish faster service and a better quality of food for students and faculty.

Most of these machines will be student operated. Mr. Howland believes this will help the student pick up what he needs instead of waiting endless minutes for someone to prepare his food for him. Mr. Howland intends to expand the present food service area; so students will be able to pick up most, if not all, of what they need and thus speed up the line.

The first of these machines is a milkshake machine, which offers the individual four flavors to choose from. Just press a button, and automatically the selected flavor is blended with the shake mix. To remove the finished shake one merely lifts the handle.

The second machine is a salad mixer, which the cafeteria personnel will operate. This cutter-mixer will take raw products and make a crisp salad in one and a half seconds. These salads will be placed on display where they are easily obtainable.

The third machine is a drink dispenser, which will be student operated. This machine serves Coca-Cola as well as three other drinks. This machine also has an optional ice dispenser.

The fourth machine is an ice cream machine, which will be student operated. The machine offers both chocolate and vanilla ice-cream cones. All controls and components are accessible at the front of the machine. This machine is safe and sanitary. One motion opens the valve and starts the beater.

The last and perhaps most important machine, is the multi-broiler. This will be operated by cafeteria personnel. This broiler can cook 60 hamburgers in 3 minutes. It also does a superb job on steaks and any other food that can be broiled. This will

reduce the waiting time for a steak or hamburger. The finished product will be ready to pick up and eat. The machine can cook a steak or hamburger in just one minute. It operates on twin conveyer tracks similar to those used at Burger King.

Mr. Howland already has some of these machines on order. He hopes he can install all of them when the funds are available. Now we have the hope of getting faster service and better food.

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## Robert Haynes Wins

### Civitan Honor



Robert Haynes

Saturday, February the twenty-first, the collegiate Civitans held their election for district representatives. The election was held here at Kennesaw and some seven hundred civitans showed up for the occasion. The civitans were composed of college and high school students from the northern district.

That afternoon the election ballots were tabulated and Robert Haynes, a Mariettan, and a student at Kennesaw, was elected. Robert was elected to the position of Lieutenant Governor for the northern district. Robert is also active in school. Here at Kennesaw Robert is a member of the Student Government Association and serves as a senator in this body. He is also a member of Mu Alpha Theta, an honorary math society, as well as being on one of the intramural teams.

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# Col. Bull's bull



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Colonel Bullford Shite (Retired)  
% The SENTINEL  
Box 40  
Kennesaw Junior College  
Marietta, Georgia 30060

Dear Col. Bull:  
I am five feet two inches tall. My boy-friend is seven-one. What can I do to please him?

Knee-high

Dear High:  
Grow up on him?

C.B.

Dear Col. Bull:  
I make this request in order to solve an argument with my girlfriend. What is the definition of the word mouth?

Hot lips

Dear Hot Lips:  
After consulting with the Phantom, Cpl. Hennessee and my wife, I racked my brain to find a suitable answer for your question. I regret that the following is the only thing I could come up with:  
'Mouth' n. (mouth, as in mouse with a lisp) The mouth is that part of the human anatomy which usually gets the human into the most trouble.

C.B.

Dear Col. Bull:  
Is it true that John Lennon wrote "Don't Worry" by Y. Ono?  
IY IY IY OY OYOY

Dear IY OY:  
No. Actually, it is a sound track from one of the SGA meetings.

C.B.

Dear Col. Bull:  
How come ice-cream bars now cost 15 cents?

Paul Harvey

Dear Harv:  
Gov. Maddox gets a penny kick-back through taxes on each one. Who would have thought that our beloved incumbent would ever quit picking on the pot-heads and start picking on the milk-heads?

C.B.

# POETRY

## Consequences of the Doctrine

by Stu McDonald

Will Nemesis and Aidos depart from us forever  
Like thoughts from words I long to sever?  
My dreams flee from an ivory gate

And my formless passions I can not abate.  
At last we were left with mock-gods and passing peril.  
You and I Goddess Carol.

## Dundee's Square

by Josh Langston

Four roads make the square.  
And all four are different lengths  
And widths.  
They have no names,  
call them First and Third  
They run South, everyone knows  
Second and Fourth go West  
or East  
Depending entirely on your whim.

Everything on First is Pink and  
Blue and smells funny,  
Not Bad,  
Just funny.  
Dundee planned it that way.

Third Street goes in the same  
Direction But Everything on that  
Street is Bigger, much, much  
Bigger.  
But moves just as slow.

Second street is the Best.

There are ice cream shops  
And pet shops  
And toy shops  
And other shops  
Very few people stay on second street.  
People want to move to third,  
And even though  
They can come back, and want to —  
They seldom do.

Fourth street is the cold side  
of the square.  
The people laugh  
only with their eyes.  
They can't get back to second,  
They can't Remember First —

And Third Street,  
Third street  
Was the Road  
They traveled  
Slowly...  
Or was it Fast?

Well, I Tried Third street.  
Just a taste mind you  
And didn't like it.  
Second street's a lot of fun.  
I like it here and all,  
But, I wonder —

Why doesn't anyone just  
walk Through Dundee's Square  
to get to the  
other  
side?  
I guess because Dundee lives there.

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# INTRAMURAL ROUND-UP

## Basketball Scores

### Men's

Pumas 47  
Cheetahs 48  
Faculty 45  
Apes 72  
Cheetahs 56  
Roadrunners 48  
Roadrunners 50  
Cheetahs 51  
Apes 40

Roadrunners 43  
Gorillas 38  
Gamecocks 28  
Pumas 71  
Gamecocks 28  
Gorillas 35  
Gamecocks 49  
Faculty 49  
Gamecocks 37

### Women's

Owlettes 65  
Eaglettes 31  
Vultures 51  
Aardvarks 38  
Vultures 40  
Aardvarks 40  
Eaglettes 39  
KJC Owlettes 79

Oglethorpe 12  
Cardinals 12  
Cardinals 24  
Eaglettes 37  
Robins 33  
Cardinals 17  
Robins 32  
Agnes Scott Scotties 21

### Over All Winners

Over-all Team Winners  
1. Eaglettes  
2. Cardinals  
3. Robins

### Individual Winners

#### Over All

1. Joan Gibbs  
2. Alice Woodard  
3. Nita Anderson

#### Badminton

Janice Brown  
Janis Ledford

#### Swimming

Free Style  
Back Stroke  
Breast Stroke  
Flutter Kick  
Underwater Swim  
Jack-Knife Dive

### Women

Joan Gibbs  
Joan Gibbs  
Joan Gibbs  
Joan Gibbs  
Janice Brown  
Alice Woodard

#### Free Throw

Free Throw  
Joan Gibbs  
Myra Medford  
Nita Anderson

### Wrestling

Weight Class	Individuals
131-145	Lee Brown
145-160	Gary Washington
161-175	Donald Evans
176-190	Chip Moore
	Tyron Copeland
	Unlimited Steve Aarants

### Table Tennis

1. Jim Holcombe  
2. Steve Tarrant  
3. Keith Hamglan

### Badminton

1. Gerald Martin  
2. Robert Haynes  
3. Mike Goss  
4. Buddy Orr

### Swimming

Diving	Mike Rhodes
Underwater Swim	Doug Johnson
Back Stroke	Foster Cambell
Brest Stroke	Foster Cambell
Breast Stroke	Foster Cambell
Flutter Board	Foster Cambell
Free Style	Foster Cambell

### All-star Football

TEAM ROSTER  
Eddie Lee  
Greg Fowler  
Mike Baker  
Tyron Copeland  
Tommy Pavuk  
Mike Spears  
Jim Cantrell  
Scott Brooks  
Wayne Langley  
Wayne Hardman  
Tom Berry  
John Fleming

Chip Moore  
Jerry Key  
Barry Losk  
John Foster  
Greg Roberson  
Gerald Martin  
Bob Gee  
Terry Voyles  
Coach Hal Neal

### All-star Basketball

TEAM ROSTER  
Greg Fowler  
Buddy Orr  
Rick Hukebee  
Gerald Martin  
Mike Morrse  
Lee Brown  
Johnny Mills  
Lon Slack  
Frank Phillips  
Hal Neal  
Wayne Langley  
Mike Goss—Coach

### Over All

#### Individual Point Winners

For Winter and Fall Quarter

1. Gerald Martin*	Apes	67 1/3
2. Dennis Martin	Apes	53
3. Mike Goss	Gamecocks	44.5
4. Tyron Copeland **	Gorillas	44
5. Frank Phillips	Gorillas	43
6. Robert Haynes	Apes	43
7. Richard Vogtner	Gamecocks	42
8. Chip Moore	Cheetahs	36
9. Bob Shippee	Cheetahs	36
10. Don McRay	Gamecocks	35
11. Carl Rechsteiner	Apes	35
12. Eddie Lee	Pumas	35
13. Lon Slack	Apes	35
14. Jim Holcombe	Roadrunner	31

\*Martin was Fall Quarter's best Participant  
\*\*Copeland was Winter Quarter's best participant

#### Team Leaders

Team	Total Points
Apes	753.5
Gamecocks	614
Cheetahs	572
Roadrunners	540.3
Gorillas	509
Pumas	497

#### Individual Free Throw

Individual	Free Throws
First Mike Morrissey	20 out of 20
Second Bob Gee	17 out of 20
Third Gerald Martin	17 out of 20
Fourth Greg Fowler	17 out of 20

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