

New classes to be offered winter quarter pp. 6, 7 & 10

KC soccer team has fall season pp. 8 & 9

Alcohol Awareness maintains high priority p. 11

Men's and Women's basketball teams begin season p. 15

THE SENTINEL

The voice of the students

Vol. 20, Issue No. 5

The Student Newspaper of Kennesaw College

November 25, 1985

New traffic light still a question

By Connie Cunningham

An evaluation of a traffic study conducted in the Kennesaw area is delaying the county and state governments from installing a traffic light at the intersection of Chastain and Frey roads, says Randy Hulsey, Cobb County Traffic Engineer.

In August, the Cobb County Board of Commissioners approved the light's purchase and installation, Hulsey said. But since the desired light is within approximately 400 feet from the off and on ramps of Interstate 75, state approval is needed.

Hulsey said the county and state are working together to plan effectively for the impact of Kennesaw's future growth on the traffic situation. Traffic from the Town Center Mall, planned access roads from Barrett Parkway, potential commercial and industrial development, and traffic congestion that a light near an interstate presents are on the minds of the officials, Hulsey said.

In the future, Hulsey likens the road design and traffic flow at the Chastain Road/I-75 interchange to that of the Windy Hill Road/I-

75 interchange. Hulsey anticipated a minimum fifty percent increase in traffic for the area over a ten year period. The recent traffic study shows that 12,453 vehicles pass through the Chastain Road/Frey Road intersection daily.

Don Mills, district seven Traffic Engineer, says the state cannot proceed with a decision on the traffic light until the county sends a request for a traffic light permit. Mills said it takes from four to six weeks for the state to act on a permit request after receiving it.

"At this point we will request a signal permit from the Georgia Department of Transportation," Hulsey said. The county expects to send the request by the end of November, he said.

If the request is not approved, according to Hulsey, the county will have to choose some other alternative for the traffic situation at the intersection.

Meanwhile campus police said they will try to have an officer directing traffic at the intersection during peak hours.



Photo by College Relations

On Tuesday, November 19 there was a ground breaking for KC's new \$3 million academic building that will house the School of Education and the Department of Performing Arts. The following attended this event (from left to right): Dr. Frederick A. Branch, Vice Chancellor-Services of the University System of Georgia; Dr. Betty Siegel, President; Representatives All Burrus and Joe Mack Wilson, Speaker of the House, Tom Murphy; Dean George Beggs, School of Arts and Behavioral Sciences; Dean Robert Driscoll, Education.

Kennesaw College professors spend summer in India

By Adrienne Acton

As the recipients of two Fulbright-Hays travel and study grants, Dr. Willoughby Jarrell, Chair of the Department of Political Science, and Dr. Linda Papageorge, Assistant Professor of History at Kennesaw College were among 15 other social science and humanities educators from the Atlanta area selected to study and tour India this past summer.

The Fulbright-Hays Fund was established by Senator James Fulbright in 1961 to provide the opportunity for both

foreign and American students and teachers to study abroad.

Over 20,000 miles of travel took Papageorge and Jarrell to Delhi, India, and then to Madras, Trivandrum, Calcutta, Agra, Jaipur, and Varanasi. The city of Varanasi, also known as Benares, under Moslem rule, is sacred to the Hindus, and it is one of the oldest cities in the world, dating back over 5,000 years. The six-week program, entitled "Education, Women, Family, and Change in India," led the group to encounter many different, and exciting cultural and social experiences in India.

India is the world's largest democracy, a great accomplishment given the diversity of the groups represented there. The majority of India's population is Hindu, but there are also small groups of Moslems (11%), Christians (3%), Sikhs (2%), and Jains. The occupational, religious, and social elements of the Indian Caste system still affect daily life. However, the Indian government is striving to make occupational and social opportunities for its citizens less dependent upon the castes. The government is trying to establish basic rights for all people, including women, regardless of caste. Dr. Jarrell calls India one of the biggest compliments to the American Democratic system.

According to Dr. Papageorge, who is particularly interested in women's history, and who has taught a course on the subject, women are one of the main groups looking for rights in India today. Fewer women are seen in the work force than are seen in the home raising families.

There are more marriages for love than the arranged marriages so prevalent in the past. However, arranged marriages are still predominate in India. No man is allowed to touch a woman in public, or even sit with her unless he is her husband, or related to her.

Certain standards differ depending on the area in which a woman lives, Dr. Papageorge said. For example, girls in India's larger cities have begun to wear blue-jeans, but women in more rural areas still don the traditional Sari, which usually is made of 6 to 9 feet of cloth.

A compromise has been reached, however, with the relatively new development of the "Churidar," which is a pants suit consisting of a long top, and leg-hugging pants. Many

women are wearing these now.

Women are afforded little opportunity for education past elementary school, and many children, both boys and girls, do not even go to elementary school. Although education in India is funded by the government, nearly 2/3 of the population is illiterate, and this figure is higher for women along, Dr. Jarrell said.

As part of the group, Dr. Papageorge and Dr. continued on p. 14

Value of college degrees increasing for men

WASHINGTON, D.C. (CPS) — College degrees are worth more to male students now than at any time since the 1960s, the authors of a new U.S. Census Bureau study say.

The study, by analysts in the bureau's Department for Demographic Studies, says that, as of 1983, male college graduates could expect to earn 39 percent more than men who quit school after high school.

Male college students' economic edge over high school grads declined during the 1970s. In 1969, male college grads made 28 percent more than high school grads. In 1979, the difference was 21 percent.

By 1981, the decline had been reversed. The economic edge was 34 percent that year.

The study does not include figures for female college graduates.

The bureau's analysts attribute the decline and subsequent increase in the value of a degree to the entrance and passage of the "Baby Boom" generation through college.

The larger the college graduating class, the less valuable a college degree is in the market place.

Among other conclusions the analysts found:

- Even the states with low levels of educational attainment are improving. In 1950, 19 percent of South Carolina's adults had graduated from college, compared to 49 percent of Utah's. By 1980, the extremes were represented by Kentucky (53 percent) and Alaska (83 percent).
- Black students' graduation rate, which was 65 percent of that of whites in 1940, improved to 96 percent by 1980.
- Thirty-two percent of the American population has at least some college education. By comparison, 17 percent of East Germany's, 16 percent of Sweden's and seven percent of Hungary's populations have some higher education.
- In 1940, 38 percent of Americans at least 29 years old had a high school diploma, and six percent had a college degree. Today, 86 percent have a high school diploma and 22 percent a college degree.

The study relied primarily on previously published data, although some new information from the National Center for Education Statistics was also used.



Photo by Adrienne Acton

Drs. Willoughby Jarrell and Linda Papageorge are seen here with some examples of Indian fashion.

QUESTIONS & ANSWERS

Sincerely
yours,



Dear Students:
No one chose to write me this issue, so I have chosen to write you. I've got something on my mind I'd like sharing with you.

First of all, how many of you noticed the College Council Agenda that directly followed this column last issue? I am bold enough to assume that if you are reading this column now, you probably read it in the last issue. Therefore, I will again assume that you saw the College Council agenda.

Next question...how many of you (upon seeing the College Council agenda) asked yourself, "What is the College Council?"

One last time, I will assume, and venture a guess, that many of you responded in this way. Subsequently, I wish to enlighten you on this matter.

You must know, up front, that the literature on which I base my knowledge and, from which I will quote, is not lengthy, nor is it difficult to obtain. The 13 page manuscript is available (to anyone), in the KC Library. It is entitled, the "Governance Structure of Kennesaw College" and was "approved by Faculty on June 10" of this year.

The College Council is "Kennesaw College's policy recommending body." The Council "will make policy and procedural recommendations on all aspects of college governance to the President and the President's staff."

"The College Council is responsible for identifying issues and concerns initiating studies on areas of concern, conducting open deliberations, and recommending policy and procedural solutions to the President and President's staff."

The Council "discussions will be open and

any member of any constituency may participate."

If you are still reading, you must be interested! So, on to the next, most obvious question...Who are the constituencies?

There are four constituencies defined in the structure. They are: "all full-time (teaching) faculty," "all full-time academic and non-academic administrators," "all full-time classified (staff) of the college," and "all enrolled students in good academic standing."

Of course, not every member of every constituency has voting power. The voting members on the College Council are divided as follows: there are 20 teaching faculty, nine administrators, four staff members, and four students.

The four students include "the President of the SGA, one undergraduate student (appointed by the SGA President), and two graduate students (appointed by the SGA President, in consultation with the DEans of the Schools with graduate programs).

By now, you're probably saying, "For God's Sake, Sissy, get to the point!" To this I say, be patient my friend and soon you shall see. There is yet one more section of the structure I wish to bring to your attention. This is the meetings and agenda portion.

As you may have read in the last issue, "the College Council will meet the second Monday of each month at 3:00 p.m." The next meeting of the Council is scheduled for December 9. "Council meetings shall be open to all members of all constituencies."

"Agendas for regularly scheduled Council meetings shall be circulated...to all constituencies at least seven days prior to the meeting." This explains the inclusion of the agenda in the last issue.

And, one more significant point found in my reading..."Suggested agenda items for the College Council can be submitted by any individual or campus group to the Executive Committee (Dr. Dorothy Zinsmeister is the Chairperson) of the College Council not less than 14 days prior to the Council meeting."

Unfortunately, time has run out for any agenda items for the next meeting, but, "approved agenda items submitted after this deadline will appear on the agenda of the next

scheduled Council meeting."

If you've followed me through this, I'll take it that you are at least interested. If you are interested, you are doing yourself a kind favor.

As tedious and somewhat boring as this might have been for you to read; I can promise you that it was equally as tedious to write. However, the importance of students being aware of the Governance Structure (that I have only touched upon in this column), far outweighs any boredom felt while writing it.

You see, the bottom line is this. Decisions are being made on this campus daily;

decisions that involve every you out there and me.

By the written guidelines of this Governance Structure, we, as a part of a 6800 member student constituency, have the right and responsibility to be an active part in this decision making.

You now know what the College Council is. You know that the Governance Structure exists. You have a fairly good idea of what it means. And you know where you can find it. All you have to do is get a copy and read it. It was quite worth it to me!

Sincerely yours,
"Sissy" Bowen

Letter to the Editor

Dear Editor:

Being made painfully aware of the ostentatious need for improvements in the parking situation this year, students have joined in chorus with proper justification to voice their sincere concern over this unwanted problem. While I do not profess to be an expert in the area of educational administration, I feel that most of the students are mistakenly placing the blame on our largely innocent college administration.

In order for improvements to come about, whether they are additional parking lots or new classroom buildings, Kennesaw College has to rely unfortunately on sufficient funding by the Board of Regents of the University System of Georgia.

Due to the incredible growth of student enrollment and the prestigious academic standards of excellence of our college over the last few years, outright jealousy and indifference to the needs of our college have undoubtedly developed among some members of the Board of Regents whose opinionated interests are vested more closely with certain colleges than others. Take, for example, the construction of new faculty offices in the library (the latest victim of our "space" syndrome) rather than the more expensive construction of an additional classroom building.

In this detestable and disillusioning political game of chess, the KC administration was literally forced to go toward extreme measures and apparently conceived a brilliant solution to our parking problem. Since the administration has purposefully done little to alleviate our parking problems, the situation has now reached the point of unmitigated absurdity. Parking on the on-campus grass fields only tends to illuminate the problem.

Consequently, the members of the Board of Regents will literally be forced to allocate to Kennesaw College the desperate funds needed by our young and growing college. To put it simply, the plan is brilliant—a veritable example of modern-day Machiavellian resourcefulness. And although the end will eventually justify the means, there remains one inherent flaw in this otherwise ingenious strategy: the parking problems of those students presently enrolled at the college.

You and I will simply have to cope with the "temporary" inconvenience, whether we like it or not, so that someday future Kennesaw College students will have sufficient parking space. It is perhaps true that the long-term benefits of this plan will far outweigh the short-term sacrifices.

Nevertheless, it is the students presently attending Kennesaw College who ultimately suffer. It is regrettably a damn shame to realize that higher education, like almost everything else in this country, has fallen under the unobtrusive domain of "power politics."

Sincerely,
Greg Britton

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THE SENTINEL

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Address all correspondence to:

Children raised in violent homes suffer extreme confusion, trauma, and helplessness. They need to know there are alternative ways to deal with conflict.

The YWCA of Cobb County Center For Battered Women is offering a training program for volunteers interested in helping Children of Battered Women beginning December 7, 1985. For information call 427-3390.

Deadlines and Issue Dates

All deadlines for fall quarter have passed. Look in the

"Finals Edition" for winter quarter deadlines.

VIEWPOINT

Words can sometimes be misleading

By Layne Powell

Many times I get confused by words and their meanings. The ones that perplex me are always three inches long and have ten different meanings. But whenever I find myself stuck with some strange word (which is probably the very word that will explain the entire chapter), I always have a recourse. I call on Webster to release my mind from perplexity, and he always sends me down the path of tranquil understanding.

But for two common words in our vocabulary, Webster could offer me no tranquility. What are the two words that now cause Webster to hide his face in despair? The words are **fast** and **express**.

After having several bad experiences with these words, I summoned Webster for the precise definitions.

"The word **fast** means swift, quick, or speedy."

I cringed.

"Yes, Webster. And what about . . . **express**?"

The word **express**, Layne, is quite similar. **Express** may be defined as any method or means of swift transmission."

The poor man. Surely he couldn't have known that one day these words would be used by **McDonald's**, **Wendy's**, and **Burger King**. I was certain that grocery store express lanes weren't common sites in the middle 1800's. And Webster never could have predicted that "expressway" would one day define I-75 at 8:00 a.m. and 5:00 p.m. Monday thru Friday.

Somewhere along the line I have been deceived. No, it wasn't Webster who had bet-

rayed me by faulty definitions. It was a conspiracy plotted against people like you and me. A conspiracy directed towards hardworking, ordinary people who are always searching for more hours on the clock. It was a way to make us **think** we could accomplish intrinsic tasks (such as, eating food, shopping for food to eat, and driving to work to make money to shop for food to eat) in a quick yet efficient manner.

Perhaps by now you are wondering what experiences occurred that made me take notice of the discrepant usage of **fast** and **express**.

The story of **fast** is a simple one. I went to a "fast" food restaurant because I was in a hurry. (**Fast** food—Speedy—Get the connection?) I waited twenty minutes for my turn to order. I was frustrated and hungry. I decided to say something.

"Webster defines **fast** as fast, quick or speedy," I said smugly to the boy behind the cash register.

"Webster . . . ? Isn't he that little kid on the T.V. show? Do you really know him?"

Must I go on with this story.

My clash with the word **express** is similar to the encounter with **fast**. I'm sorry, but when someone says **express** to me, I want to feel movement. Fast movement. I want to feel a few G-forces on my face.

Have you ever noticed the **expressway** during rush hour? I don't have to worry about going to bed early on Sunday nights. I know I can catch two or three naps on the way to work the next morning. And in the same setting is yet another example that proves my case in point. Why is it called **rush** hour?

rush (rush), v.i. 1. to move swiftly or impetuously.

I think impetuous hour would better describe the ordeal that I endure Monday thru Friday.

impetuous (im-pech-oo-es), adj. 1. moving with great force or violence. 2. acting with sudden energy and little thought.

The sudden energy comes when I discover that I'm thirty minutes late for work. The great force, violence, and little thought come when everyone else also discovers that they're thirty minutes late for work.

Neither are the grocery stores honest in their use of the word **express**. They toss it over check out lines to make us think we'll get out in time to watch **Webster** on T.V. After conducting years of research, I finally came up with a mathematical statement regarding express lanes:

12 items or less X 15 people X 5 price tags missing equals 30 minutes or more.

By the time I get to the cashier, I've already eaten half of my food and then I have to shop again. So a trip to the grocery store usually takes me about four hours! The deception is apparent: They lure us with the word **express**, we get hungry waiting in line, we eat the food in our cart, we buy more food.

I realize that I am coming down hard on many popular establishments. However, my purpose is not to condemn, but rather, to enlighten. Words, like people, are always what they are, but not always what they are presented to be.

THE KING AND I

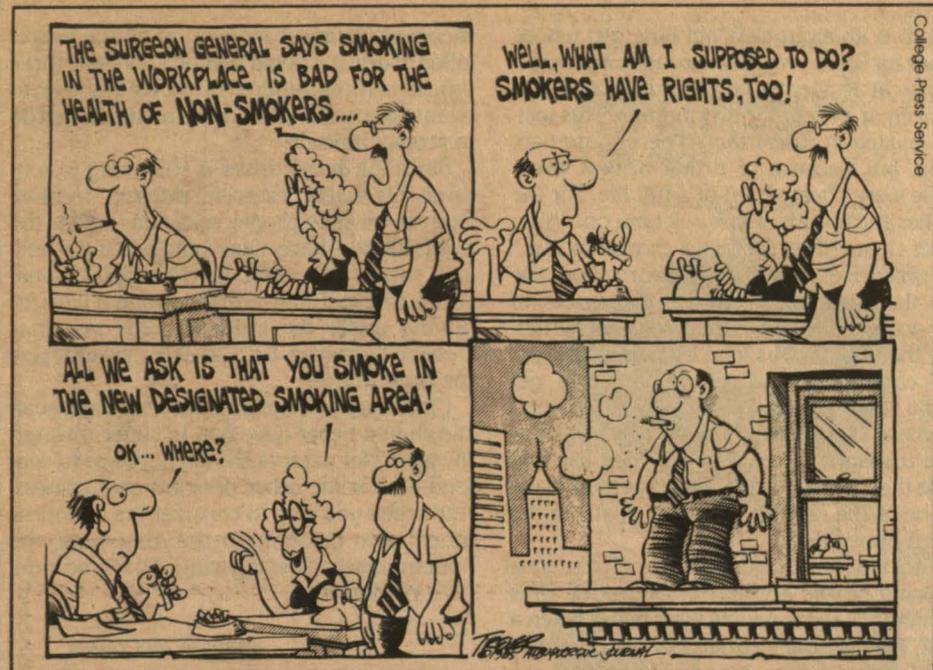
*It must be quite a thing,
to be born a king;
"master of all you survey,"
But in meeting a peasant,
one should remain pleasant,
but what the devil would you say?*

*"How's the kids and wife-y?"
or "What's up in your life-y?"
just don't seem to fit the bill
Yet you know
just saying "Hello"
would give the poor blighters a thrill*

*It would not have been good,
if in fact I could
just for a day be king
I would be such an ass
to the lower class
and I would not do a thing.*

*So I stay in my station
on permanent vacation,
never a country to rule.
And I think it nice
to be lazy and full of vice;
you see, mom raised no fools.*

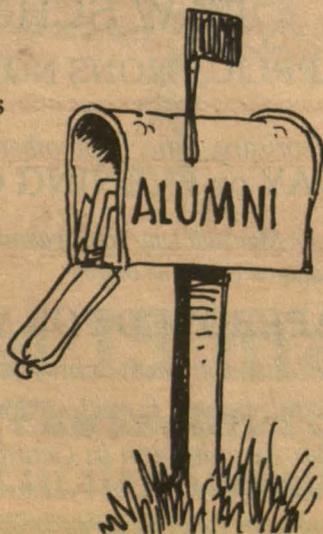
Anonymous



College Press Service

The Alumni Association of Kennesaw College thanks and gratefully acknowledges the generous support of the following during its recent phonathon in conjunction with the Kennesaw College Annual Fund Drive:

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VIEWPOINT

If you're going to drink, be responsible

Last issue I raised the question regarding whether you are doing your own thinking or thoughtlessly accepting the opinions of others—or what you THOUGHT were the opinions of others. To sum up the points raised then: Mankind is animal, not vegetable (in general, although there are exceptions).

His tool of survival is his mind. The extent to which he uses his mind is the extent to which he furthers and expands his quality of living. The reverse is also true. Most important of all is the fact that just as another person cannot eat or breathe for you, neither can he do your thinking for you.

I used apartheid as an example last time around and since there will not have been enough time between deadlines for any response, I shall use another example this issue closer to home.

In October I was approached by a visitor to our campus who was attending a function here. He requested a beer and was obviously put out when informed it was not permitted on campus.

Since the function was one that would never have served alcohol anyway, due to its nature, I came to the conclusion that the request was simply to impress me of the fellow's status as a man of the world—or something to that effect.

Flavored ethanol is a poison. All alcohols are poisons—check with any biology or chemistry professor. It impairs both bodily functions and the brain. The choice to drink or not, ought to be your own.

If you are under twenty, the choice is clear cut; it is against the law here. Older people must decide using other criteria. Since alcohol

does in fact impair your functioning, then you also involve others in your choice.

The drunk driver is an incontrovertible fact—his menace to others is certainly not a moot point. Why then is drinking considered by many to be so attractive? Are there any takers out there on this question?

Personally—and before someone dismisses me as a rampaging teetotaler—I thoroughly enjoy a number of alcoholic drinks. An ice cold beer on a hot Saturday afternoon is terrific and a glass of champagne on New Year's Eve is heavenly.

I fail, though, to see the attraction of guzzling can after can while racing down a dark highway or at a party to the point I can't see straight. This kind of behavior is an escape from reality—and a dire danger to the safety of other innocent people.

Anyone who feels that drowning his mind in an alcoholic haze is a mark of maturity has made a major mistake somewhere—and needs to rectify it.

No one today can claim ignorance of the effects of alcohol. Those who claim they can handle it are kidding themselves. Ever hear of the man who stood on the railroad track? He thought that as long as he refused to admit the existence of the train, it couldn't hit him. At least, he was only endangering himself in his choice.

The next time you drive home after a late class, you may end up being involved in someone else's choice of amount and kind of liquid intake. Think about it.

Patti Poor

LAST CALL. THINK TWICE



Drunk driving makes victims of innocent passengers

Cindi is an eight year old little girl whose chance for life is very slim. Brought in as a victim of a car accident with a drunk driver, Cindi has been in a coma for two months. This incident and many others should never have happened, but because of drunk drivers these people were cheated out of a full life. For the families and friends of these victims, one thing stands clear—they deserve a chance to live.

Drunk drivers don't seem to care about the lives they destroy, or the consequences of their actions. They go to their bars and parties, have their fun, and as long as they are happy; who cares what happens when they get behind the wheel. People like this don't deserve the car they own or the license giving them the right to drive it. Yet, they use and abuse their right to drive, and as a result make up one of the leading causes of death in the United States today.

In the space of forty-five years, over nine thousand people are killed. Saddest of all is that many of these people have never taken a drink; they are the victims of drunk drivers—

innocent victims. Last year, of all the people killed in drunk driving related accidents, three thousand three hundred fifty were eighteen to twenty years old. What then can the citizen do to protect himself?

Since the drunk driver is still going to continue his habit, exercise **extreme** caution. Express views to people, and stand up for the rights all of us have. One could solicit the help and support of M.A.D.D. (Mothers Against Drunk Driving), and fight for stronger laws for driving under the influence. The time has come to fight back for ourselves, we too have the right to live.

Cindi may or may not have lived; however, she should never have had to suffer through the pain. Her parents should not have to contend with some other person's carelessness. And when you stop to consider the countless others who go through the same pain, the human misery is staggering. That's no pun. It's a reminder.

Melissa McCraven

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VIEWPOINT

Foreign languages open the door to the world and other cultures

By Edilberto Cuellar

There are two important reasons for learning a foreign language. They are commercial and cultural.

If we analyze the commercial advantages of knowing another language, we can see that a person who has any kind of degree in Business would have a greater opportunity to be hired. And, his or her pay would be greater than the person whose only language is his native tongue. You may ask yourself, "How can that be?"

Well, the answer is simple. Most international agencies, businesses, and industries really look for people with knowledge in more than one language. Most businesses will save money by having employees with these types of skills, in order to do business with foreign countries in which the native tongue would be different from English.

Even if you are not in business, the opportunities to find a job as a language teacher or as a translator are very good these days, because there are not too many Americans interested in these areas. Therefore, the opportunities to find a job are greater. The starting pay in these kinds of jobs is \$20,000 per year for a teacher and around \$25 per hour as a translator.

In the area of humanities, the importance of knowing other languages enables one to better appreciate other points of view and ways to do things. It also enhances one to learn and to appreciate much more about the culture in which one grew up. In order to appreciate one's own culture, one has to be in touch with other cultures so he can be much more objective about his own.

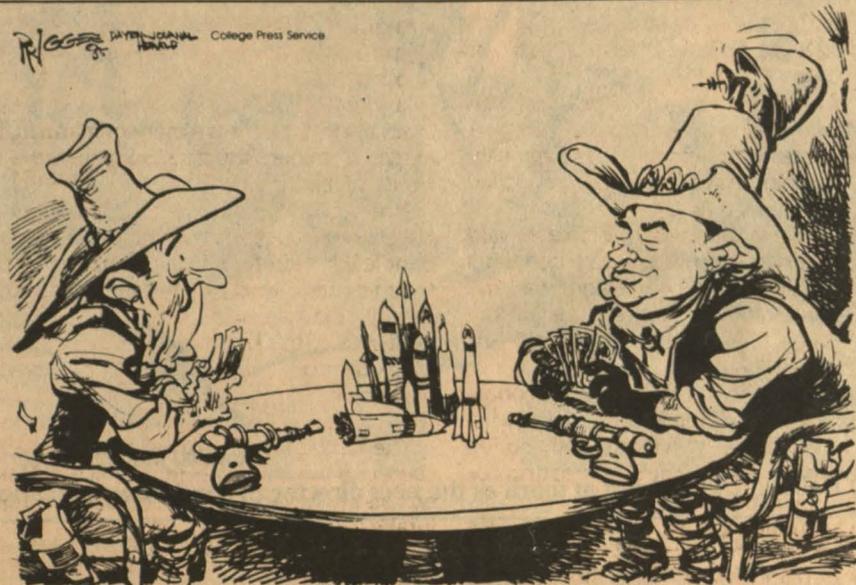
The language is a mirror of the culture. Therefore, the more one knows a language, the better chances one would have to understand the culture and ways of people who speak the language.

To know other languages is a step to bring the world closer from a personal point of view. The scope to communicate and to share thoughts, feelings, problems and solutions is brought closer by the simple fact that one could not understand what is happening in other parts of the world without knowing at least one foreign language.

And if one has an idea of what is going on in other parts of the world, it would be from the domestic news (newspapers, T.V.) which, in a way tend to be too narrow-minded and only would give information about one side of the news.

To know a foreign language is not a waste of time but a benefit for one's personal growth. And sooner or later the opportunity will come in which one can either wish he had studied a foreign language or he will be glad to know a foreign language.

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CAMPUS NEWS

Ray Holland named director of Continuing Education

Mr. Ray Holland was appointed the new director of Continuing Education in July.

Previously the assistant dean of Special Studies (Continuing Education) at UAB he was also Director of Admissions, assistant to the senior Vice President of Marketing, assistant to the Dean of Students and a Political Science and English composition professor at UAB.

Mr. Holland was Director of Freshman Counseling and Director of High School and Junior College Relations at UAT. He holds a BA in History and Political Science, a MA in Political Science, a MA in Higher Education Administration, and a Ed.D. in Higher Education Administration with a concentration in Political Science.

In 1972, he was a member of the Electoral

College.

Mr. Holland's goals are designed to make Kennesaw College the leader in Continuing Education.

The first objective involved is to make the classes as accessible as possible. Mr. Holland remarked, "Continuing Education has to be available when the student is, not the other way around."

They offer over the phone advising and registration, and credit card tuition payment. Due to space limitations on campus, Mr. Holland is planning to organize education centers off campus.

Some future possible locations include the town center, off the square in Marietta, and in Roswell.

Currently, Continuing Education offers 70 classes. Officials hope to increase that to 100 or 125.

Another objective is to increase the amount of in-house training for local businesses in business development, management and personal enrichment.

Mr. Holland hopes that, "When local businesses think of employee training, they will think of Kennesaw College."

Mr. Holland said, "One of the goals is to become 100% self supporting so that we will become a net contributor to the college."

In order to reach these ambitious goals, Continuing Education requires the support and cooperation of the entire college community. Mr. Holland stated, "After all, Continuing Education is the means by which the rest of the college serves the community. Teaching and community service are equal."

In the fall quarter, 1,400 students were enrolled in Continuing Education.

Mr. Holland said, "Kennesaw College has the potential to be the leader in Continuing Education, especially in the senior colleges. In Cobb County alone, the market potential is exceptional. Consequently my goal is to develop a state of the profession Continuing Education program that meets the professional, career, and personal aspirations of the people the programs are designed to serve. In Continuing Education, the student and the opportunities we offer to improve his or her life are our main reason for existing."

New communications course set for winter quarter

'COM 490: ORAL PERFORMANCE COURSE: FORERUNNER OF NEW COMMUNICATIONS PROGRAM'

Oral Performance of Literature, a new communications course, will be offered at Kennesaw for the first time this winter quarter. Dr. John Gentile, Assistant Professor of Speech, will be teaching the new course which promises to be popular with Kennesaw students. "I'm very excited about the Oral Performance class and the new program in general," says Gentile, "the new course emphasizes the development of communication skills through working with written manuscripts, including oral histories, nonfictional materials, prose fiction, and poetry." The course will be of special interest to students in Elementary Education, Secondary Education-English, English, and theatre as well as all students in any major interested in the Communications program or improving their oral communication delivery.

The coordinator of the new program, Dr. George Simcoe, indicated that the new program will include areas of oral performance, written performance, communication systems, internships, and a host of elective out-disciplinary offerings from Business Administration, Management, Marketing, Psychology, Sociology, Political Science, Art, Music, and Theatre—allowing students a maximum breadth of selection with regard to planning their path through the major.

Says Simcoe, "The new program is being designed with variety and flexibility factors in mind. Some students will ultimately go into sales; some into mass media; some into public contact work; and perhaps some into performing arts areas."

*This new course is listed in the college course schedule incorrectly as "Analysis and Performance of Literature."

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Photo by Jennifer Joyner

Ray Holland will be hard at work as the new director of continuing education.

Kennesaw College Readers Theatre Presents



Dec. 5, 1985
Recital Hall,
Music Building

8:00 pm
Free

A Celebration of Traditional Literature and Music

CAMPUS NEWS

Women's Studies Courses Offered in Winter Quarter

Did you know you could minor in Women's Studies at Kennesaw College. This minor is an approved interdisciplinary one and includes a variety of courses from which to select. Among the choices for this minor are Psyc 425 (Psychology of Women), Sociology 324 (Sex Roles in Modern Society), Nursing 490 (Women and Health), and several English courses with 490 numbers (Women, Film, and Literature, for example). Two Women's Studies courses are being offered this winter.

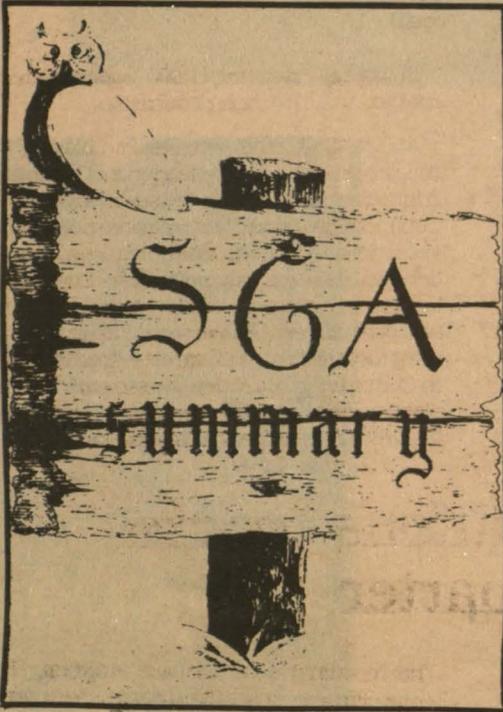
They may be used as upper-level electives as well as in the Women's Studies minor.

The Biology of Gender explores the myth and fact of sexual differences in the living world, with a special emphasis on humans and non-human primates. This largely discussion format course will cover topics that include the evolution of sex and mating systems, the physiological development of human sexual differences, and the question of sexual differences in nervous systems and behavior.

Course prerequisites are the introductory sequence of Biology courses (Biology 104 or Biology 200). Students majoring in Business, Education, Humanities and Social Science disciplines are encouraged to join with Women's Studies minors and Science majors in enrolling in this interdisciplinary course.

Why did it take two hundred years to have a female Vice-Presidential nominee on a major party ticket? In History 341, you will examine the status and achievements of U.S. women in various historical eras and discuss why it took

so long to have Ferraro in the running. Attention will be given to social, biological, economic, and political factors affecting women's lives, utilizing Kerber and Mathews' **Women's America**. Both men and women are invited to enroll and learn what the female half of the population has been thinking and doing all these years. The course will be conducted in a discussion/seminar format, with students giving one or two oral reports and writing a paper on some facet of Women's Experience in the U.S.



Senators, "You represent the whole student body. It's just like being a U.S. Senator. If you're not there in your seat voting, then you're not representing your constituents." A compromise was proposed that would enable Senators who could not attend a meeting to charge someone else to vote for them (by proxy). Senator Randy Pandis added that he felt that the proxy voting option should be given only to those Senators that are fulfilling their duties in all other areas. SGA President Tim Graham asked the committee reviewing the Senatorial job requirements to establish guidelines for what shall be considered an excused absence for Senators, and to place their recommendations in his mailbox by November 18.

According to committee reports that were submitted to the SGA, the Awards Banquet Committee has revised the process for reviewing candidates for student awards. The committee believes the new system is more objective than the old one. The SGA will review the new policy before it is finalized.

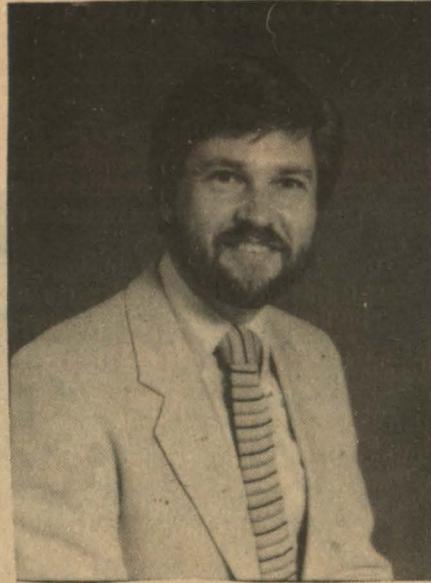
The Statue of Liberty Committee has received a \$77.00 donation from the French Club. The French Club held a bake sale to raise money for the fund.

The Handbook Committee reported at the November 11 meeting that the 1986 Student Handbook was almost complete at the end of the summer, and that the next step would be typesetting it. However, some policies have changed since work began on the Student Handbook, and these policies will have to be changed. Since the Handbook is already late, Dean Hopper has offered to ask her paid staff in the Student Development Office to finish up the Handbook that is normally given out during Fall quarter. The SGA agreed to this proposal, but the book will be reviewed by the SGA before final printing.

By Adrienne Acton

Two regular meetings of the Kennesaw College Student Government Association were held November 4 and 11. At the November 4 meeting, Kennesaw's new SGA Senators were familiarized with their duties as Senators. A motion was made to re-write the Senatorial duties policy because of a requirement that Senators attend all meetings. The SGA voted that this requirement was too restrictive, and a committee was formed to revise the Senators' attendance policy. The committee is headed by newly elected Senator Matt Martin.

SGA President Tim Graham said to the new



Dr. Robert C. Paul and Dr. Linda Papageorge will be teaching the new women's studies classes.

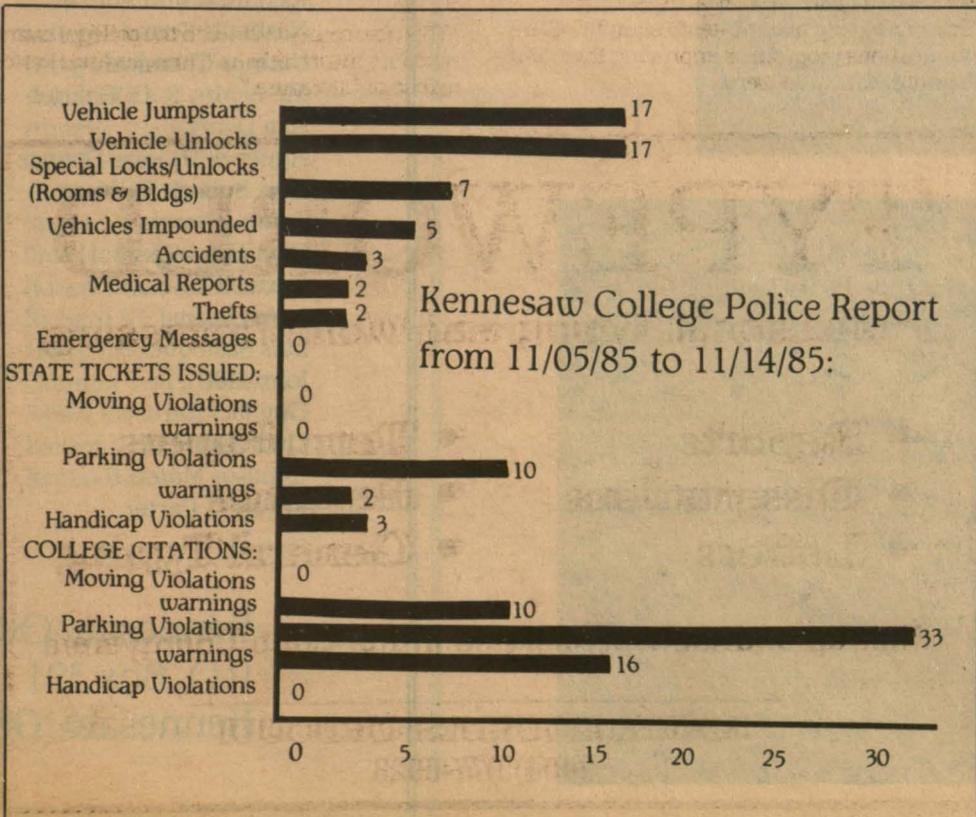
Women's Studies Courses Offered in Winter Quarter

Brief course descriptions are as follows:

Biology 490: THE BIOLOGY OF GENDER
 Instructor: R. C. Paul
 Time: MWF 11:10 - 12:35

NOTE: This course is incorrectly titled in the class schedule. (It is called "Natural History of Georgia").

History 341: WOMEN IN U.S. HISTORY AND CULTURE
 Instructor: Dr. Linda Papageorge
 Time: MWF 8:00 - 9:25





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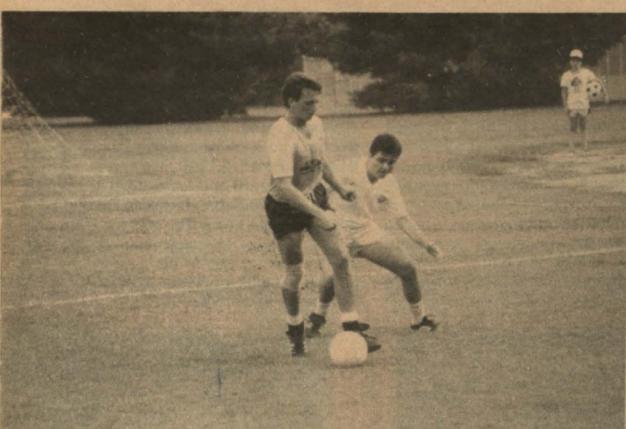
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OFFER EXPIRES MARCH 31, 1986

Kennesaw College's soccer team adds energy to fall quarter



Jeff Gunter is pressured by GA College offense.



Gryia Amini meets the goal keeper from LaGrange College.

Jeff Grunter prepares to throw the ball into play.



KC pressures the GA Tech defense.



KC plays hard against LaGrange college.



KC keeps GA Tech defense busy.



Bill Jordon makes a split pass to the forwards.

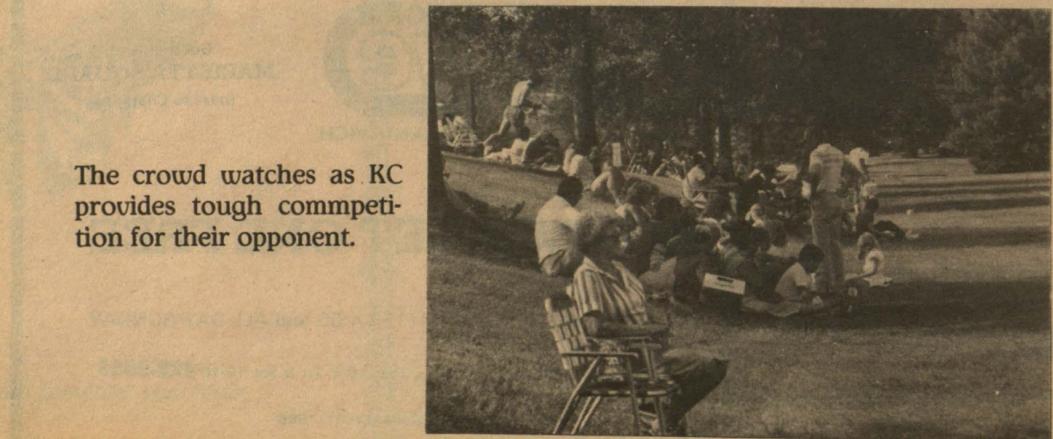
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Kennesaw Owl Soccer Association
P.O. Box 391
Kennesaw, Georgia 30144



KC Coach Sastoque goes over some last minute details before starting the first game of the season.



The crowd watches as KC provides tough competition for their opponent.



Many fans supported the team from the sidelines throughout the season.

CAMPUS NEWS

C·A·P·S

What Can You Do With A Degree In?

Is it true that there has been an increase in career opportunities for liberal arts grads? This article will address the liberal arts in general and then focus on what you can do with a degree in history.

Chief executive officers indicate a desire for hiring more liberal arts graduates for their organization. Unfortunately, in reality that rarely happens. Recruiters are still looking for graduates with specialized knowledge. The middle manager, who does the hiring, is under pressure to show immediate results and does not have the time to train a liberal arts grad in the "ways of business." And the middle manager is setting the criteria that the recruiter seeks in a potential employee.

One method suggested for coping with this problem is to include some business classes in your program, such as accounting, banking, and finance. This can make the liberal arts graduate even more marketable. As a liberal arts major you have developed an essential skill, that of communication; verbal and written. That skill combined with some basic business knowledge can make you a more desirable employee.

Another way of dealing with the conflict is for you to participate in a business internship for a summer or a quarter, thereby gaining some actual experience and knowledge of the business world.

Companies in the field of advertising, public relations, and publishing often hire liberal arts graduates. For history majors specifically, a career in writing, especially for newspapers and news magazines, might be a viable option. These publications often look for people with good research skills and some knowledge and understanding of historical perspective.

Another possible career for history majors is in the field of communications; radio, TV and film. The same analytical skills apply here.

Combining art and history, a history major might seek a career as a curator or an archivist in a museum. The government (both state and federal) also needs archivists to handle documents.

There are many positions in business which do not require a degree in business, particularly in banking, insurance, finance, and sales. If you are interested in these areas, you might want to include a few courses in your program in economics, accounting, marketing or a foreign language.

And last but not least you might want to consider law or teaching as career options. Both will require higher degrees beyond a bachelor's. This list is by no means inclusive, but it does provide some information on possible career opportunities for history majors. For further information and suggested resources, please contact your Placement Office in the CAPS center, 2nd floor, Old Library.



CO-OP and INTERNSHIP Opportunities

INTERNSHIPS

Would you like a first-hand opportunity to observe and work with court procedures and legal matters? Students majoring in Political Science, Public and Social Sciences, History, Pre-law and Psychology will find an internship with the court system a place to expand their experience and knowledge in their field of interest. For more information, please contact John Baumann, CAPS, 429-2966. Day or night hours are available.

If you see yourself in a career within the criminal justice system, this opportunity is for you. Gain valuable experience working as a probation assistant for this agency. Hours are flexible. Contact John Baumann in the CAPS Center 429-2966 to learn more about this position.

POSITIONS: Management (2 Parallel Openings) 20 hrs. per week.

QUALIFICATIONS: Open to all majors! Minimum GPA 2.5, Sophomore/Junior level. Enrolled in Cooperative Education

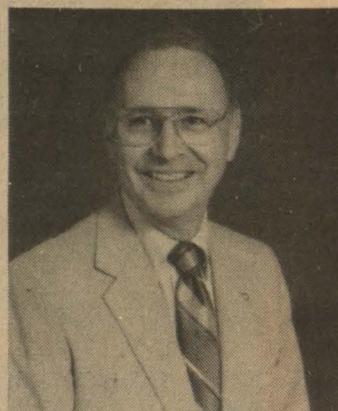
DUTIES: Student needs to possess interpersonal skills and be able to work evenings and weekends as an Asst. Mgr. Student will be involved in the total operations: marketing merchandise, inventory control, budget projections, sales, etc. Company has been in Cobb County since 1924 and will need managers within a year. Full-time positions available after co-op experience.

INTERVIEW DATE: Interviews can be scheduled by calling CAPS Center 429-2966.

SALARY: \$5-9 Per Hour.

Mexico trip planned

The country study series on Mexico planned for Winter Quarter is taking shape under the direction of Dr. Eugene Huck, Latin American specialist in the History Department. The

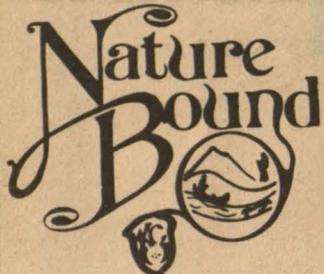


Dr. Eugene Huck will teach the new class offered this winter, *The History and Culture of Mexico*.

culmination of the series will be a trip to Mexico during the spring break led by Dr. Huck.

"The History and Culture of Mexico" will be scheduled on Tuesday and Thursday evenings at 8:15 for college credit for registering students. The public will be invited without charge to the Tuesday evening sessions which will be culturally oriented, informative and entertaining. These programs will include such things as Mexican movies (*Los olvidados*, *Nazarin*) and U.S. movies about Mexico (*Viva Zapata*, *Juarez*); lectures and slides on pyramids and pre-Columbian Indians; an art exhibition; Mariachi and guitar music; conversations with U.S. former consuls in Mexico, and economists evaluating Mexico's debt problems.

All interested persons are invited to join Dr. Huck on a ten day tour of Mexico which will be scheduled in late March, 1986 between winter and spring quarters. This attractively priced tour will be to Mexico City and the revolutionary areas of San Muiguel, Guanajuato, Morelia and Taxco.



We Want Your Input!!!

Are you interested in Canoeing, Camping, Fishing, Scuba Diving, Sailing, or other outdoor activities? If so,

Nature Bound

would like your input. We are currently planning a camping trip to Cumberland Island in February, and a deep sea fishing trip in Panama City for June. However, we need your ideas for other trips and activities that you would be interested in. Please indicate the activities you are interested in and make suggestions for trips and trip locations which you might want to participate in.

ACTIVITIES

- Camping
- Hiking
- Fishing
- Canoeing
- Scuba Diving
- Sailing
- Spelanking
- Others

TRIPS/LOCATIONS

This survey can be left in the info booth or the office of Student Development.

OR
We would also like to hear from you in person. You are always welcome to join Nature Bound or attend any meetings—Tuesday at 1:00 in the Student Workroom.

Cooperative Education

Co-op is a proven means of developing marketable skills, of career explorations and advancement, and, of networking before college graduation.

Stop by the CAPS Center for information or attend a scheduled co-op orientation meeting!

NATIONAL NEWS

Alcohol education results in lower consumption

NEW YORK CITY, N.Y. - Alcohol consumption among college students has declined significantly during the past few years, an indication that alcohol education programs are working, according to two studies presented at a major national conference on alcohol use on the college campus.

Dr. Gerardo Gonzalez told college administrators attending the Inter-Association Task Force on Alcohol Issues conference that his surveys of college students at Spring Break in Florida indicated drinking had fallen 25 percent among female students since 1981. Drinking among males has declined 13 percent.

This conclusion was reinforced by Drs. David S. Anderson of Ohio University and Angelo F. Gadaletto of Radford University, who have surveyed college administrators since 1979. They reported that many university officials believe alcohol is less of a problem now than it was six years ago.

"These studies clearly show a positive trend is taking place," said Gonzalez, who is assistant dean of student services at the University of Florida and president of BACCHUS of the United States, Inc., a national alcohol awareness group which operates on the college campus. BACCHUS stands for Boost Alcohol Consciousness Concerning the Health of University Students.

"Student attitudes are moving away from the idea that drunkenness is good fun and form," he said. "Students are more and more likely to confront a sorority sister or fraternity brother who is drinking heavily and being

obnoxious."

The encouraging trends were reported at the second annual national conference of the Inter-Association Task Force - the most comprehensive organization of college administrators in the country devoted to finding solutions to the alcohol abuse problem on the college campus.

In discussing his study, Gonzalez said that between 1,200 and 1,900 students attending Spring Break activities at Daytona Beach have been surveyed by BACCHUS volunteers each year since 1981. During the first year of the survey, males consumed 53 drinks per month, and females 39 drinks. By 1985, those numbers had fallen to 46 drinks and 29 drinks per month respectively.

The most dramatic declines occurred between 1983 and 1984, Gonzalez said. During the 1985 survey, the number of reported drinks per month for males increased from 42 to 46. This number is still well below 1981, Gonzalez said, adding that 1984 might have been an unusually low figure for males. During 1985, reported drinking activity among females continued to decline over the previous year.

In another positive development, Gonzalez also said his survey showed that student awareness of the facts about alcohol is increasing. During the 1985 survey, eight out of ten questions on alcohol facts were answered correctly, compared to seven out of ten in 1981.

As an example of improving knowledge, Gonzalez said that only 64 percent of all students in 1981 knew that the legal blood alcohol limit in most states is .10 percent. In 1985, 74 percent knew the correct answer.

Anderson and Gadaletto, in their studies of college administrators, found that a much higher percentage of colleges and universities now have detailed alcohol policies and programs, compared to 1979. For example, two-thirds of college campuses had some type of alcohol education and prevention effort in 1979, compared to 88 percent in 1985.

Concerning trends in alcohol problems, about 54 percent of administrators believed problems were increasing in 1979, compared to only 30 percent in 1985. In a similar vein, only 7 percent of administrators in 1979 believed that alcohol-related problems were decreasing. By 1985, that number had risen to 28 percent.

"These statistics show that, although alcohol continues to be a problem on campus, administrators perceive that the problem has been decreasing. The data clearly shows we are moving in the right direction," said Anderson.



Happy Thanksgiving

from *The Sentinel*!



BICENTENNIAL OF THE U.S. CONSTITUTION 1986 YOUNGER SCHOLARS AWARDS National Competition

The 200th anniversary of the U.S. Constitution in 1987 offers a unique occasion for encouraging reflection on the history of America and the principles on which this nation was founded. To commemorate that occasion, The National Endowment for the Humanities has launched a special nationwide competition for high school and college students from every state to conduct research and writing projects on the U.S. Constitution.

Award recipients will be expected to work full time for nine weeks during the summer, researching and writing a paper under the close supervision of a teacher or professor of the humanities. No academic credit may be sought for these projects.

Project Emphases

In both subject matter and methodology, projects must be firmly grounded in one or more of the disciplines of the humanities and must fall within one of the following areas:

1. the philosophical, historical, jurisprudential, political, or literary bases of the Constitution
2. the substantive meaning and intent of the provisions of the Constitution

3. the relation of the Constitution to American history or to American political, social, and intellectual culture

4. the connection between self-government and the purposes of human life

The Humanities

In the act that established the National Endowment for the Humanities, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Who May Apply?

Applicants must be twenty-one years of age or under throughout the calendar year in which the application is submitted; or, if they are over twenty-one, they must be full-time college students pursuing an undergraduate degree at the time of application.

Applicants must be U.S. citizens or foreign nationals who have lived in the United States for at least three consecutive

years at the time of application. Individuals who will have received or expect to receive a bachelor's degree by October 1, 1986, are not eligible to apply.

Application Deadline

The deadline for receipt of applications is December 15, 1985.

Younger Scholars Awards

Awards are \$1,800 for high school students and \$2,200 for college students. Each award includes \$400 for the teacher or professor who serves as project advisor.

Guidelines

To request guidelines and application forms for the special competition, write to:

National Competition
Bicentennial of the U.S. Constitution
Room 504
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Equal Opportunity

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age.

ENTERTAINMENT

Woodruff Arts Center hosts the Atlanta Symphony

By Sue S. Williams

A short man of forty-five with graying hair and beard, wide open eyes and infectious smile, dressed in a double-breasted black suit and carrying a golden tubular instrument strode purposefully onto center stage, shook hands with the concertmaster, acknowledged the prolonged applause, adjusted his music stand, and faced the orchestra. A stillness settled over the hall. He lifted his hand, and sounds of soothing sweetness vibrated in the

air. James Galway and the Atlanta Symphony Orchestra had begun Mozart's "Concerto in G for Flute and Orchestra," K. 313.

The occasion was the second half of the second concert in the Great Performers Series sponsored by the Atlanta Symphony in support of its pension fund. Leontyne Price and Robert Shaw, Conductor and Music Director, had stirringly initiated the series last month. Assistant director, William Fred Scott and the full orchestra had greeted this evening with the contemporary sounds of Bernstein's "Divertimento" (1980), and backtracked in time and style to Barber's "Adagio for String Orchestra" (1936), and Brahms' "Academic Festival Overture" (1880). By means of such

ingenious programming and superb playing, the audience had been primed for Galway's 18th century concertos by Mozart and Carl Stamitz.

The forty-five minutes after intermission allowed the full house in symphony hall of the Woodruff Arts Center to experience firsthand the magic of James Galway. They saw a man as comfortable on stage as he would be in his own kitchen, a man who played the flute as if it were as natural as breathing and conducted by the surety of his own playing and his confidence in the musical intelligence of the other instrumentalists. They hear him show off his incredible technique and complete mastery of

his instrument. And they loved him for it. It made them feel great to be privy to such dazzling gifts, to be on the same species as such a charmer. He did not patronize, instruct, or edify; he simply connected with other human hearts. It misses the point to ask if he is better than Jean-Pierre Rampal. Both are incomparable. The point is the direct line he has to other people.

What other performer would turn around and grin at those who had clapped at the wrong place (by conventional concert standards) after the first movement of the concerto, then make fun of himself by giving an over-elaborate bow when the audience applauded that grin? Who else would introduce his first encore by asking, "Have you had your daily Bach?" Who else would dedicate his virtuosic marches on the pan pipe to his colleagues in the orchestra? Could anyone else so cockily finger the pipe with one hand while reaching into his pocket with the other to produce another pipe in order to play both simultaneously? Finally, who but this engaging little man could moisten the eyes of most in the audience with his unadorned playing of "Mr. Anon's most famous hit," "London-derry Air?"

That oft sung song, with its personal associations for everyone in the hall, refused any hint of sounding hackneyed and outworn and accepted with ever new grace and dignity the weight of all the yearnings and dreams of mankind.

ZETA CHI LAMBDA sponsors food drive

By Stan McPhail

Keeping with the spirit of the upcoming holiday season, several of Atlanta's rock musicians have joined with the Moonshadow to present a series of benefit concerts to aid the less fortunate of our area.

The downtown rock club will present local acts over the next few weeks to aid the Atlanta Food Bank. Admission for the shows which include acts such as the Swinging Richards, Baby (formerly The Pacifiers), and many others. The concerts are Tuesdays this month.

Admission for the show is \$1.50 and two cans of food. For those of you who don't like rock music, people will be available daily after

2 p.m. to accept donations.

If you don't feel like driving all the way to Atlanta, ZETA CHI LAMBDA is sponsoring a canned food and toy drive for The United Way. Boxes will be located in the Student Center. Your contribution can make a difference. "Because of you it works for all of us."

DONATE TODAY!

Attention Psi Chi Members

Don't miss the Psi Chi Initiation

November 26 at 10:00 a.m. in the Psychology Lab.

See you there



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ENTERTAINMENT

Sting shines in his movie

By Stan McPhail

Bring on the Night is an exceptional film from start to finish. It is a film about both a man and about music. It is well photographed and well directed. The editing is incredible, and the music, well, what can I say about Sting that you don't already know?

Andrew Meyer, one of the movie's executive producers added: "We've been taking risks at this company since we started. With Sting, who is so talented in so many fields and has always had real power on the screen, we feel it's not a risk, but an interesting and intelligent investment."

This film is special not only because we get some insight to Sting as an individual, but because the movie gives a stunning inside look at what goes on before the concert tour. Director Michael Apted observed the band before filming got under way, and used his knowledge of them to make the movie. "I picked up on their personalities and interrelationships," said Apted. "What we initially set out to do was recreate the scene in Barbados when the band was just getting to know each other. I want to show their interdependency in playing in a band, as well as the cultural rifts between the band and Sting,

what went on emotionally between him and them. I wanted to reveal the process of preparing the music in rehearsal as they try things different ways."

This method allowed Apted to capture some wonderful moments with the band. "We were in the middle of one session," recalled Apted, "when a guided tour bus pulled up outside, completely unexpected. We told the band to play and photographed the whole thing." The scene was magnificent.

One of the more interesting aspects of the film was the use of interviews. The film gives us bits of wisdom from each member of the band, and lets the audience see some of the doubts each of these individuals had. Darryl Jones, the band's bass player, expressed doubts about his role in the band. He questioned as to whether or not his opinion would be heard on how songs would be played.

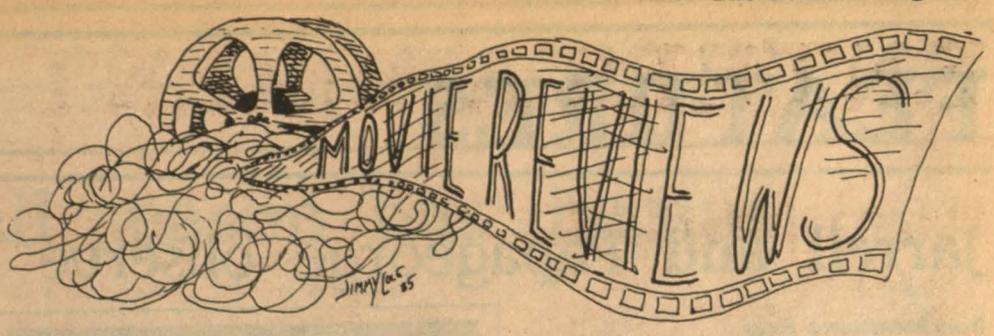
One of the funnier sides of the experience was related by Branford Marsalis, the saxophone player. "The first time I met Sting I said 'Man, yo music is a mutha _____,'" quipped Marsalis; and Sting got real upset and said 'Well, I've never heard it called than before.' And it was a real compliment, ya know? I really like that guy's stuff."

"Pop music is very good at reflecting the mood of the time," commented Sting. At the London "Live Aid" concert, Sting performed a solo version of the 1980 Police song "Driven to Tears": "Seems that when some innocent die/ All we can offer them is a page in some magazine/ Too many cameras and not enough food/ This is what we've seen."

Through the film and the new album, Sting raises more questions about today's world. The song "We Work the Black Seam" is about a coal miner's strike in Sting's hometown of Newcastle, England.

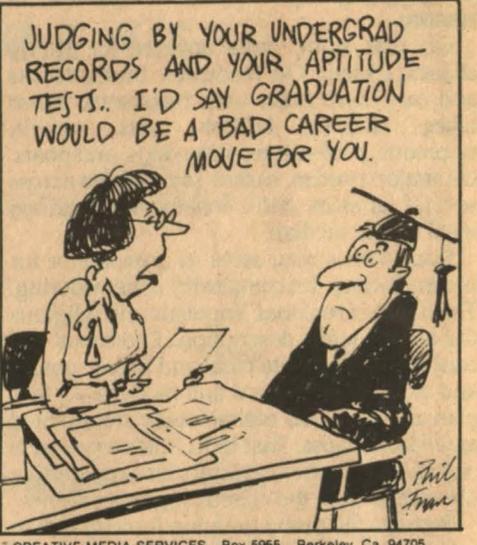
"Children's Crusade" is a song about the ravages of war. "Americans look back on the First World War as kind of a glorious adventure, a mechanical breakthrough," commented Sting. But in England, it's drummed into all the school children that it was an utter disaster, a grotesquely tragic waste of a generation of young men. That war became a symbol of the end of the invincibility of a British Empire and shattered the people's faith and wisdom of their leaders. History is, in part, a series of madmen deluding people into parting with their children for loathsome and tragic schemes."

Perhaps the most touching scene in the movie is the birth of Sting's fourth child, which is included in the film because he was born during the band's second night of live filming. The music score that underlies the scene is a song called "Russians." "How can I



Frankly Speaking

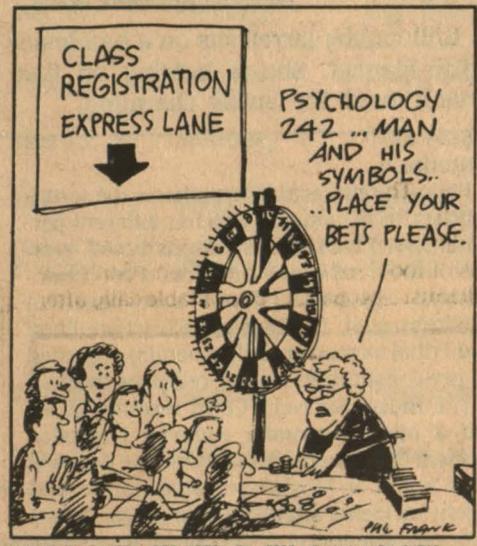
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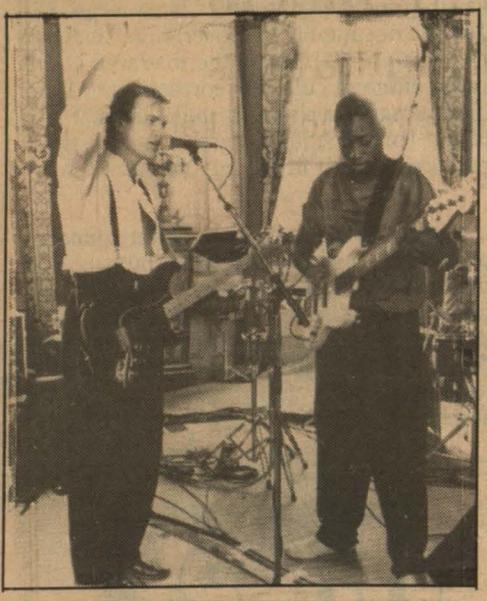
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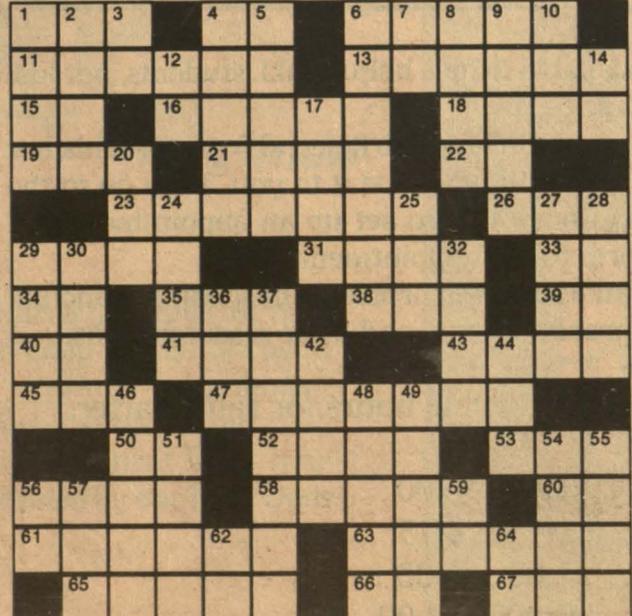
Darryl Jones (R) and Sting (L) star in the new release *Bring on the Night*.

ACROSS

- 1 Simian
- 4 Saint: abbr.
- 6 Analyze, as sentence
- 11 Cylindrical
- 13 Beast
- 15 Symbol for tantalum
- 16 South American mammal
- 18 Peel
- 19 Rubber tree
- 21 Rockfish
- 22 Spanish article
- 23 Is present
- 26 Cover
- 29 Destiny
- 31 Scorch
- 33 Roman 1001
- 34 Hebrew month
- 35 River island
- 38 Music: as written
- 39 Forenoon
- 40 Negative prefix
- 41 Walk
- 43 Contest
- 45 Crimson
- 47 Struck
- 50 Spanish article
- 52 Unit of Italian currency

DOWN

- 53 Click beetle
- 56 Egyptian singing bird
- 58 Muse of poetry
- 60 Concerning
- 61 Earlier
- 63 Center
- 65 Projecting teeth
- 66 Therefore
- 67 Lamprey
- 1 Aleutian island
- 2 Toll
- 3 Teutonic deity
- 4 Begin
- 5 Indian tent
- 6 Commemorative marches
- 7 Article
- 8 Mature
- 9 Little
- 10 Organ of hearing
- 12 Latin conjunction
- 14 French article
- 17 Hostelries
- 20 Dine
- 24 Pekoe: pl.
- 25 Posed for portrait
- 27 Mohammedan priest
- 28 Coin
- 29 Beautiful
- 30 Competent
- 32 Rant
- 36 Possessive pronoun
- 37 Bank employees
- 42 Couple
- 44 Sum up
- 46 Skilled person
- 48 English baby carriages
- 49 Courtyard
- 51 River in Siberia
- 54 Heraldic bearing
- 55 Walk unsteadily
- 56 Equally
- 57 Spanish plural article
- 59 Hypothetical force
- 62 For example: abbr.
- 64 Prefix: down answer p. 2



College Press Service

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FEATURES

Jarrell and Papageorge observe a woman's role in Indian society

from *International Focus*

By Dr. Willoughby Jarrell, Chair of the Political Science and Sociology Department, and Dr. Linda Papageorge, Assistant Professor of History.

On first sight, India appears an utterly chaotic society. On roadways, buses, trucks and cars share space with rickshaws, motor bikes, bicycles, bullock carts, camels, elephants, pedestrians, stray dogs, and goats. On major arteries, sacred cows amble across several lanes of traffic looking for a grassy meal on the median.

Such scenes may serve as a metaphor for Indian society. Its complexity is bewildering. The range of regional, linguistic and religious variations defies description. Enormous discontinuities separate rural and urban, young and old, and traditional and modern. At first glance, the nation seems fatally fragmented and near collapse. That India holds together is owing to a number of factors less apparent to the visitor than the chaotic highway scenes.

Perhaps the prime unifying force in Indian society is the family. Hindus (83%), Moslems (11%), Sikhs (3%), Christians (3%), Jains and Parsis (both less than 1%), all emphasize the centrality of the family. The Indian family is an extended kinship network that reaches into the villages and cities of India, as well as into foreign nations. It is not unusual for several generations of Indians to occupy the same house. The family is the chief socializing agent in the life of every Indian. All activities whether in politics or business, and all major decisions such as in education or marriage are undertaken to extend the family's fortune and strength. Within the context of the family, the individual enjoys a degree of physical and psychological security unknown to many in modern industrial societies. And in a society as uncertain and chaotic as India, this security is of vital importance.

Yet if the family provides invaluable cohesion, structure, and security, it does so at considerable cost to the individual—particularly if that individual is a woman. The Indian definition of femininity differs not at all from that in the West: a "true" woman in India is also "pious, pure, domestic, and submissive." To the Indian woman belongs all domestic duties, as well as childbearing and rearing responsibilities. Consequently, her parents will educate her minimally if at all. When she marries, an Indian woman comes under the domination of her husband and mother-in-law in whose household she often resides, especially if he lives in the rural area, as 80% of all Indians do.

Mahatma Gandhi placed a great value on women's participation in the Indian independence movement, thus ensuring women's legal equality in the 1947 Indian Constitution. Yet that equality on paper is undermined in practice by religious and cultural beliefs and



Photo by Adrienne Acton

Dr. Willoughby Jarrell sits on a handmade Indian blanket. She is holding an instrument used for snake- charming.

attitudes.

Religion reflects and perpetuates the secondary status of women. India has different personal (civic) laws for its citizens based upon their varied religious practices. Post-constitutional legislative reforms have benefited Hindu women. The Moslem, Christian, Parsi and Tribal women are still generally governed by pre-constitution laws of religious origin.

The Indian Supreme Court recently awarded a Moslem woman alimony. Orthodox Moslem fundamentalists viewed the decision as an attack on Moslem personal law. Several recent incidents against women have drawn national attention to the need to replace traditional religious laws that discriminate against women. Such traditional legal codes, reformers argue, should be replaced by a uniform civil code for all Indians. yet, such legal reform is not likely to occur in the near future due to the continuing influence of religious bodies on the law-making process.

In the majority Hindu religion the situation is somewhat better. But traditional values still limit women. The male Hindu gods have their female counterparts. Yet in the instances of religious art where the goddess is dominant over the male, she is usually pictured as ruthless and emasculating, and the male wears an unhappy expression. Though Hinduism glorifies the goddess at one level, on the other, it limits women's role to the home, subjecting her to her father, her husband, and her sons.

Women bear most of the burden of performing religious rituals (fasting and praying for the families) but are not generally recognized in the priesthood.

In the 1970's and 1980's the women's movement has steadily grown in India with the greatest improvements occurring among educated women in the northern urban areas. Women are distinguishing themselves in virtually every field of higher learning. They are beginning to marry across caste, class, and religious barriers. Still, in the work place, the man is viewed as the "breadwinner" and a woman's salary is secondary.

The Indian family is undoubtedly changing. Life cycle ceremonies focusing on women's sexuality and ability to procreate are still present in many segments of Indian society, but the importance of such ritualistic roles in kinship relations is diminishing. Yet even as the family becomes more secular, it remains patriarchal. Though women can legally inherit property, by custom property goes to the men of the family. Even among the educated the pattern of patriarchy remains;

the primary motive for pursuit of higher education among middle and upper class women is to enhance their eligibility for marriage. In a changing and uncertain society, the stability and security of the traditional family has great appeal, even if it means submitting to a husband's rule and sacrificing one's own individual potential.

Thus the problems of Indian women are both similar and different from those in more advanced countries. Indian women are frequently left behind in the processes of development and will have to organize across caste, class and religious lines to have a voice in the direction of development. The Indian women seem determined to press for protection of their interests in the coming decade. But their battle is likely to be as long and complex as the modernizing process itself.

This past summer Dr. Jarrell and Dr. Papageorge studied and travelled for seven weeks in India. They were part of a Fulbright summer seminar entitled, "Family, Women, Education and Social Change."

Kennesaw College professors spend past summer in India

continued from p.1

Jarrell had opportunities to tour the homes of Indian families, as well as public and private learning institutions. The tours enabled the professors to gather information for the project in which they shared: to develop a program on "The World of Women in India."

Other projects completed by the group were studies of the Socialization Process, Science and Technology, Indian Perceptions of the West, and Religion.

In touring outlying village areas, Papageorge and Jarrell were asked by students for school supplies, and in the universities, the two professors saw books locked-up in cages to prevent theft. Books were kept under lock and key even in an Ashram. The privately funded Ashrams were sex-segregated, and they take students to the tenth grade. It is not until the later years of college that students of both sexes are in the same classrooms.

An alternative to this is the Montesaury School, which is like a vocational school, providing hands-on educational experience. Dr. Papageorge said. Very few girls attend secondary school, and even fewer reach college. Girls are usually not granted scholarships, unless they reach graduate school.

Scholarships for obtaining master's degrees are in high demand for those qualifying, and the competition is intense. An example of the government's attempt to make education less depending upon social class is its requirement that schools receiving grants have a certain quota of lower caste students, who are often the ones whose families have the small incomes because they cannot get high-paying jobs.

In India, Drs. Papageorge and Jarrell said they never felt threatened, and they had little trouble communicating with most people. Almost all signs were in Hindy and English, and most of the people that Papageorge and Jarrell encountered as tourists spoke English.

Dr. Jarrell said that the Indian people are not materialistic. Spirituality is pervasive, and it is the most overriding emphasis in people's lives. She stated that "It is not that they don't care about material comforts—they do. So much of their lives are spent getting the means for

basic subsistence, but the richness of spiritualism overshadows their material simplicity."

Hinduism is a common bond among all provinces in India, but Hindu priests do not intervene in other people's lives, and Hindus worship individually rather than in groups. They do not attempt to convert non-Hindus to their way of life, either. The tolerance of the many different cultures represented in India give the nation a pluralism that is not matched in the United States. "India is pluralistic in practice, not just in theory," Dr. Jarrell said.

Despite India's lack of material comforts, people are first and foremost human, and deserving of common decency, regardless of caste or religion. It is the Indian belief that there are many paths to God. Dr. Jarrell said, "their spiritualism is a strength. You must remember that India is a nation of survivors."

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The Writing Lab can assist with problems in spelling, punctuation, grammar, paragraphs, essays, and basic research skills.

The Lab is open the following hours for Fall Quarter:

Monday	3:00 - 6:00
Tuesday	1:15 - 4:15
Wednesday	1:00 - 4:00
Thursday	9:00 - 12:00



SPORTS

Men's and women's basketball season has begun

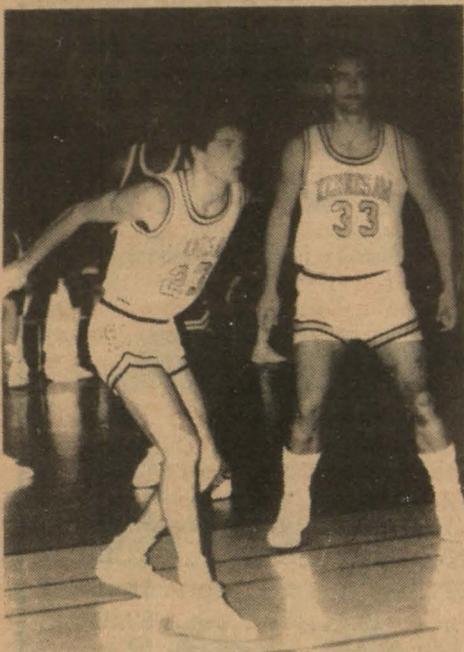


Photo by Rita Barker

Scott Webb (23) goes up to block a shot as Curtis Terrell (33) slides down to help on defense. The Owls took on NAIA rival S.C. Aiken and dropped a heart breaker 63-60.

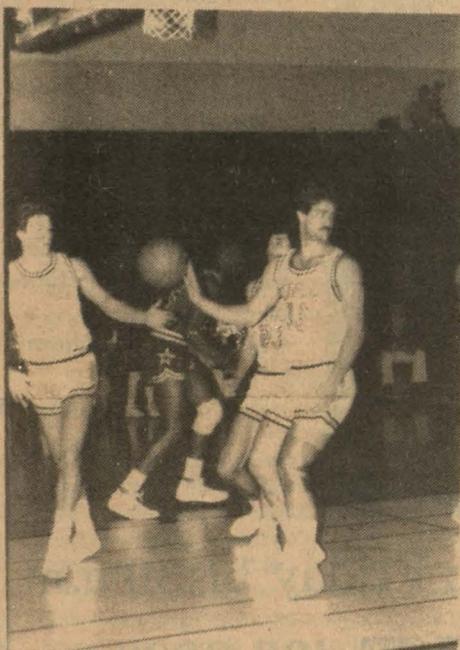
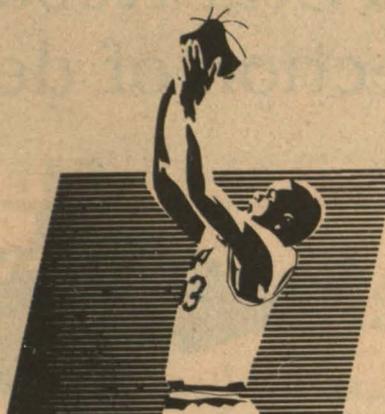


Photo by Rita Barker

Ed Bryant (21) prepares to take the ball out of bounds after Francis-Marion scores another basket. The young Owl team played well. But, was defeated 72-48.



MEN'S

BASKETBALL SCHEDULE

Nov. 25	Monday	Wofford	Home	8:00
Dec. 4	Wednesday	Shorter College	Home	8:00
Dec. 11	Wednesday	Georgia Southwestern	Home	8:00
Jan. 6	Monday	Georgia College	Home	8:00
Jan. 13	Monday	Oglethorpe	Home	8:00
Jan. 18	Saturday	Berry College	Home	8:00
Jan. 25	Saturday	Tennessee Temple	Home	8:00
Feb. 3	Monday	LaGrange College	Home	8:00
Feb. 10	Monday	Emory University	Home	8:00
Feb. 15	Saturday	North Georgia	Home	8:00
Feb. 17	Monday	Piedmont College	Home	8:00
Feb. 19	Wednesday	Southern Tech	Home	2:00



WOMEN'S

BASKETBALL SCHEDULE

Nov. 27	Wednesday	West Georgia	Home	6:00
Dec. 4	Wednesday	Shorter College	Home	6:00
Dec. 11	Wednesday	Georgia Southwestern	Home	6:00
Jan. 6	Monday	Georgia College	Home	6:00
Jan. 13	Monday	Armstrong College	Home	6:00
Jan. 18	Saturday	Berry College	Home	6:00
Jan. 27	Monday	Tennessee Temple	Home	6:00
Feb. 15	Saturday	North Georgia	Home	6:00
Feb. 17	Monday	Piedmont College	Home	6:00
Feb. 24	Monday	NAIA District 25 Playoffs	TBA	TBA

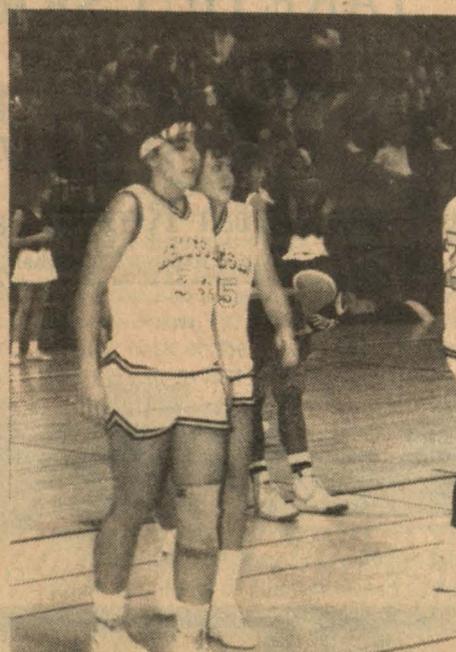


Photo by Rita Barker

Maria O'Brien (34) and Rhonda Yarbrough (45) rest before defending a two shot opportunity. The Lady Owls successfully kept their unbeaten streak alive at 4-0 with a tough contest against Covenant College.

Dana Harris (21) leads the Kennesaw Lady Owls at point guard during a dominant offensive contest. The Lady Scots of Covenant were handily defeated by our Lady Owls 88-47.



Photo by Rita Barker

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Chicken with Broccoli	\$3.45
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Shrimp with Lobster Sauce	\$3.95
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Mongolian Beef	\$3.95
Chicken with Cashewnuts	\$3.75

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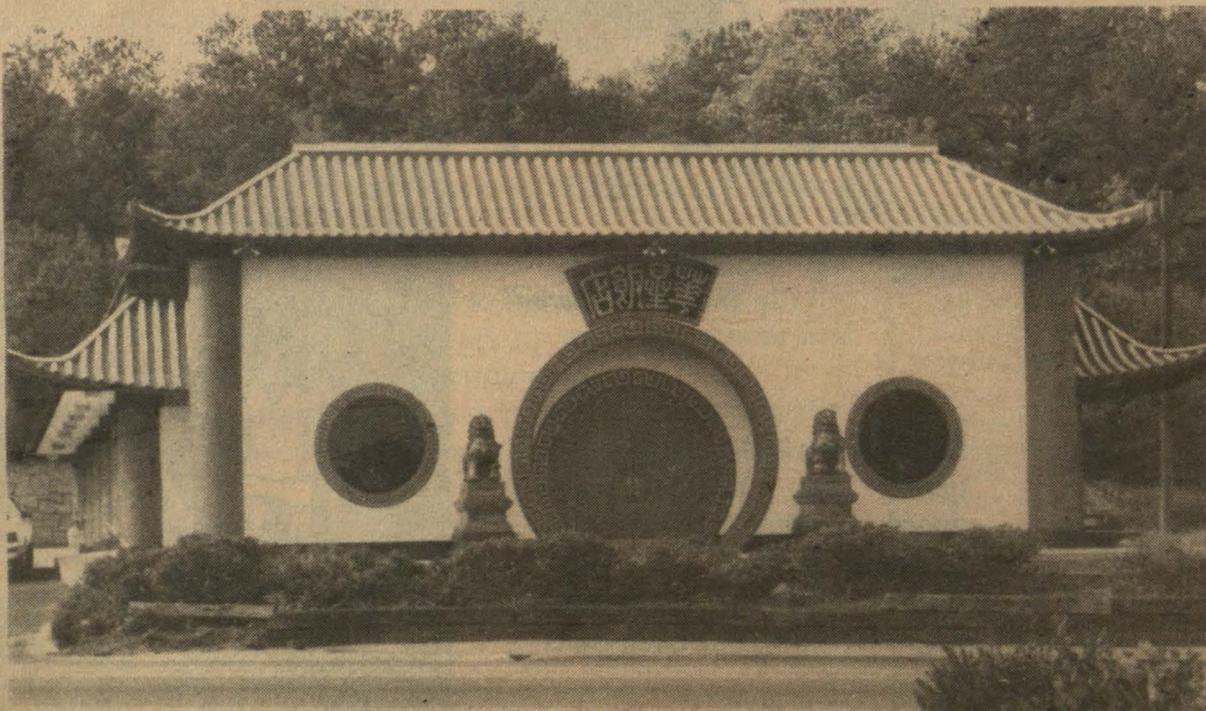
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