

THE BENT TREE

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Clayton State College — Morrow, Georgia 30260

April 24, 1989

Students View Assessments As Being Unfair

By Myrna J. Warner

An overwhelming majority of CSC students polled in a recent man-on-the-street poll believe that the assessment/exit tests are of little use to the students and are unfair. The poll received enthusiastic response with 100% of the students who were asked to participate responding. These students often added written comments of their own about the assessment.

The poll was conducted by *The Bent Tree* from April 5 through April 7, 1989. Polling took place in the cafeteria, in hallways, and on campus. No polling was done in the Library or in the Learning Center where students might be studying or testing. Only day students were polled. The poll consisted of six questions concerning the assessment/exit tests required at CSC.

The assessment tests, a one-shot type of test, can determine whether a student passes or fails a course, regardless of the

class grade earned by the student prior to the test. A student with a class grade of 90 can fail the course should he or she fail the assessment/exit test. Failure to pass the assessment/exit tests requires that the student repeat the course and pay for it again.

One question in the opinion poll asked: "Do you think the assessments are fair?" There were 169 students who felt they were not fair; 36 students marked YES and felt the tests were fair.

One student who felt the assessments were unfair added: "I really don't know that much about them, but if a student passed their classes, why should he/she have to be assessed?"

Another student commented: "The questions on the assessments are very opinionated. How can you get an opinionated question right?"

Other comments from students polled included: "The added pressure of being told you must pass hinders the performance of many students. Evaluation

through assessments is not only though assessments is not only redundant; it also appears to be a smaller college's feeble attempt to spearhead yet another educational fad."

The Bent Tree also received this comment: "Down grading. A student should not fail because of one evaluation. Signed: a victim of assessment."

Another student wrote: "I realize that assessments mean more students are failing. In turn, the retaking of classes increases and so does college income! Nice idea for business. THANKS!"

Of the 36 students who felt the assessments were fair and who marked YES on the opinion survey sheet, three students wrote additional comments.

One wrote, "Entering CSC, a person should take the assessment to see what level they are on, but once enrolled, they should not have to take it again."

Another student observed: "State-supported colleges should not waste taxpayers' money placing students in classes which they are not capable of completing with a passing grade."

One of the students who felt the assessments are fair added: "... as far as things like this go."

Another question asked in the poll concerned utility: "Do you think the assessments serve a useful purpose for students?" Of those participating in the poll, 65 students answered YES; 143 students answered NO.

In a related matter, 37 students were of the opinion that the assessments should be required at CSC, while 168 students believed the assessments should not be required.

Of the students polled, 114 **would not** encourage their friends and relatives to enroll as students at CSC. However, 90 students **would** encourage enrollment by their friends and relatives. Among these 90 students, some wrote, "I would tell them about the assessments."

Other questions asked in the poll concerned student enrollment and transfer choices. Students were asked: "Would you have enrolled at CSC had you known about the assessments?" In response, 105 students answered YES and 102 students answered NO.

Students were also asked: "Are you thinking of transferring to another college because of the assessments?" Only 88 students answered YES, and 120 students marked NO.

See Assessments, Page 5

Business In Review '89 Offers Career Options

Clayton State students will have a special opportunity on April 27, 1989. Representatives from 84 companies and information about 15 other organizations will be available that Thursday, from 9:00 a.m. through 1:00 p.m. in the gymnasium, at the second annual "Business in Review."

"Business in Review '89" is a career exchange (a kind of fair), where students have the opportunity to interact with business leaders and find out the types of jobs that are available and that relate to their majors. The purpose of the fair is to assist all students with making their job choice and with initiating those first contacts with employers. "Business in Review '89" is not an interview situation — companies will not be hiring on the spot! Some informal recruiting, however, may occur. The fair will provide an open door into the world of business. Students will have the opportunity to discuss company trends and investigate their career options. Students will have the opportunity to make connections with representatives

from local and national companies, that they can later follow-up when the time approaches for finding a job. Businesses represented at the fair will also provide information about co-op educational and internship possibilities for the immediate future — e.g., this summer or next fall.

The businesses participating in "Business in Review '89" will be arranged in alphabetical order in the gymnasium. A program will be given to each student, so that particular businesses can be located easily. Ms. Peggy Gardner, Director of Placement at CSC, suggests that students research the companies in which they are interested prior to the fair. In this way, students will know before hand to whom they want to talk and students can save time, as the fair is a once-a-year event. The Placement Office in D-208 can provide resources and information about the companies. Also, students are advised to check periodicals in the library, such as

See BUSINESS, Page 6

Aviation Students Voice Concerns About Program

By Joanna Horton

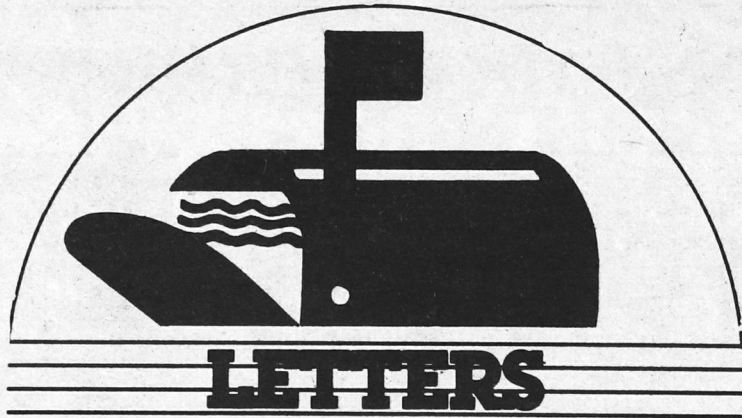
At the end of last quarter, 24 students filed a grievance requesting a hearing about the problems in Clayton State College's Aviation Maintenance Technology Program. The Aviation Program, established a year and a half ago, was designed to provide a program of study with an associate degree in either Avionics or Aviation Maintenance (AVMT). The AVMT students who filed the grievance alleged serious flaws in the manner in which the program was run. These students requested a hearing with the top administrators of the College to discuss their concerns about the AVMT program.

The grievance petition brought to the administration included complaints that the classroom atmosphere was more of an

employee/employer relationship than that of teacher and students. Other concerns in the document included questionable qualifications of specific instructors; the limited number of vacation days between quarter breaks; scheduling of required classes; and the absentee make-up policy.

Randy Korn, one of the students leading the grievance action, said that often instructors would clock the AVMT students' breaks, and sometimes would threaten to fail students if material used for the assigned project was damaged.

Administrators responding to the grievance petition countered that the best way for AVMT students to learn is in an environment similar to the workplace. Jack
See Concerns, Page 8



Dear Ms. Editor,

On April 13, 1989, I was walking to a 9:00 a.m. class in the P.E. building and noticed something very peculiar—well, come to think of it, it isn't so peculiar on this campus. I decided not to do or say anything and wait until I came out of class at 12:15 p.m. to see if the situation had taken care of itself. Three hours later, it was still the same. And, what was so infuriating was that security had done nothing about it. The situation? Normal-walking, normal-running, non-handicapped individuals parking in the parking spaces marked "HANDICAPPED."

This occasion is not the first one I have noticed. Since I started school in the Fall, I have noticed numerous times when a car without a handicap permit parked in a handicap spot had no ticket, but all the cars parked on the curb further in the lot had pink tickets on the windshields. Certainly, security had to pass the cars in handicap spots to get to the cars parked on the curb. What??? Give tickets "selectively"??? If the "NO PARKING" sign on the curb really means *no parking*, does the "HANDICAP ONLY" sign not mean just

that—*handicap only*?

I work at the hospital and see handicapped people every day. It really angers me to see an illegally parked "handicapped" car with no pink ticket and, less than 100 yards away, an illegally parked "curb" car with a pink ticket, knowing security had to drive past the former to get to the latter. Perhaps if they could see some of the patients I get to see, security officers would pay more attention. I think I speak for the majority of students when I say that I can tolerate a car parked on the curb—who's not in the way, anyway—better than I can tolerate a non-handicapped student—or faculty—stealing a parking place away from someone who may really need it.

Come on, officers, let's give some validity to those signs out there. Correct me if I'm wrong, but I believe a permit is necessary, irrespective of whether or not one is handicapped, to park in those spaces reserved for such individuals. Face it, fellas—the handicapped students pay your salary, too, and therefore deserve your services!

Elisa Bateman
CSC Student

Chess Club Seeks Members

By Grady Holt

"The Clayton State Chess Club is looking for new members," announced club advisor Fred Plachy on Friday.

Chess. Many think of it is a complicated, highbrow intellectual game, but it is actually easier to learn than how to drive a car.

"We lost some of our members to the drama production last quarter," said Mr. Plachy, "but the ones we have left are really good players. Some have even been

invited to state tournaments. In tournaments, members pay an entry fee, which might be as high as \$100. The money is put in a prize pool and divided among the entrants according to the number of games they have won. They can also earn Master points."

So whether you're a champion player looking for a big score or a novice sharpening your skills, or you just want to watch, come to room C-08 on Thursdays at 11:05 a.m. and join the fun. Checkmate!

Interlibrary Loan Service

By Gwen Bell

Head of Public Services

Since no library today can afford to acquire and store all of the materials its users might need, a system for borrowing materials from other libraries has been developed to help provide instructors and students with materials not available at the Clayton State College Library. It usually takes two weeks for material to arrive on campus and all requests are processed as quickly as possible.

Any Clayton State student or faculty member may request interlibrary loan

service by filling out and turning in a request form at the Reference Desk. Interlibrary Loan Forms may be obtained at the Reference Desk and at the Circulation Desk.

Some libraries charge us for lending, postage, and photocopying. We then pass these costs on to the person who requested the interlibrary loan. However, whenever possible, we try to borrow materials free of charge.

For more information about interlibrary loan, consult a reference librarian or call 961-3652.

EDITORIAL: Minimum Wage Is A Losing Proposition

By Robbie Nesbitt

Will Congress, in its infinite wisdom, decide to raise the minimum wage to \$4.55 an hour or to a likely \$4.25 an hour? Either way, it will be a losing proposition. We will make more problems for ourselves by raising the minimum wage. How? An increase in minimum, in my opinion, is not going to pull people off of welfare. Will people have more with \$4.55 an hour than they have with welfare?

A raise in the minimum wage will cost in fewer jobs for unskilled labor. Jobs will be lost in the fast food business; jobs that teenagers seek. Employers will attempt to compensate for the new, higher salaries by cutting costs. There will be fewer hours for those employed. Business owners will have to raise the price of their products, especially fast food. In the end, you, the

consumer, will pay more every time you shop.

The second alternative to the minimum wage crisis is by no means any better. Leaving the minimum wage the same as it now is, is no solution to the problem. It only shows what little progress has been made to alleviate poverty in this country.

Fortunately, there is a solution. Give income tax breaks to companies who hire people at the minimum wage level. The employers, in return, will have more money to spread around. They will be able to give bigger and better raises, improve working conditions, and improve the product for the consumer. After evaluating our current minimum wage situation and the one under consideration by Congress, I believe this third alternative is the best solution.

Vandalism Reported At CSC

A vandalism report was filed with the Public Safety Department of Clayton State College in early April by student Myrna J. Warner. The report was filed after Ms. Warner discovered her car had been "keyed down" both sides (i.e., the paint had been damaged with a key or other metal object) and the left front tire cut.

The exact date of the vandalism is not known as Ms. Warner did not notice the damage immediately. The incident is believed to have taken place shortly after the publication of an article which Ms. Warner researched and wrote for the March 10, 1989, issue of *The Bent Tree*.

The topic of the article concerned racial discrimination charges filed by a former officer of the Public Safety Department.

Ms. Warner reported finding a glass Coca Cola bottle wedged under the left front tire of her car in late March. She removed the bottle but the tire later developed a slow leak. When the tire was taken in for repair during the Quarter Break, the repairman told Ms. Warner that the tire had been punctured with a small knife's blade. The repairman said, "You must have made somebody mad, Lady."

Sergeant Ted Ray, Acting Director of the Public Safety Department, filed a report of the incident.

THE BENT TREE

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The views expressed in *The Bent Tree* are not necessarily the views of the student body, administration, and faculty of Clayton State College. Signed editorials represent the opinion of the writer and may or may not reflect the opinion of the staff. Unsigned editorials are presumed to represent the opinion of *The Bent Tree* staff.

The Bent Tree welcomes opinion and commentary from members of the college community in the form of "Letters to the Editor" or "Freelance Submissions." These submissions should be sent to the Editor by depositing them in *The Bent Tree* mailbox in room C-57. All submissions should be typed, double-spaced, and are subject to standard editing based on space availability. All "Letters to the Editor" must be signed, but names may be withheld for valid reasons. Unsigned letters will not be published. For further definition of "Letters to the Editor" or "Freelance Submissions" see the Editor or Faculty Advisor of *The Bent Tree*.

The Bent Tree is published under the direction of the Editor and the staff of *The Bent Tree*. *The Bent Tree* is published four times per quarter during the fall, winter and spring quarters.

EDITORIAL: Oil Spills Are Preventable

By Geoff Babb

The spill of ten million gallons of oil into Prince William Sound has received a great deal of media attention, and rightly so. It is the largest spill in the history of our country. It has killed thousands of birds and sea otters, and many thousands more will die before it is over. It has crippled the fishing industry of the richest waters in America. And the less understood low level contamination of the area will affect its entire ecosystem long after media coverage dies down.

Several similar but much smaller spills prompted an extensive study by the Ford Foundation in 1974. (See *Oil Spills and the Marine Environment* by Donald F. Boesch et al, Cambridge: Ballinger, 1974). Included in the study were recommendations for the improvement of navigational aids and collision avoidance radar. Spills from the *Torrey Canyon* off the coast of Brittany, and the *Arrow* off Nova Scotia, were similar to the spill from the *Exxon Valdez* because each ship hit an isolated and easily avoidable obstacle. Each ship was "lost" prior to grounding. Radar and navigational

aids, or their use, are obviously not as effective as they should be.

The study also pointed out the need for stringent personnel policies for tanker crews. Large tankers are cost effective because they move great quantities of oil using relatively little power. If the weight to horsepower ratio of supertanker were applied to a 15 foot, 1,500 pound motorboat, the motorboat engine would be only about 1/60th of a horsepower. Because they are underpowered, tankers are difficult to maneuver, and take miles to come to a stop from full speed of 15 or 16 knots. Such a vessel requires constant vigilance on the part of its operator. Clearly, the vigilance of the captain and crew of the *Exxon Valdez* was something less than constant. A background check on the captain would have revealed his prior convictions relating to alcohol abuse.

The containment and clean-up effort at Prince William sound has been described by a worker there as "completely useless." At the time of this writing, over two weeks since the grounding, only an estimated 16,000 barrels have been collected. The slick covers over 3,000 square miles, and

is breaking up, making cleanup even more difficult. New types of skimmers and collectors for use in rough water should be developed, and they should be tested before they are actually used. The Ford Foundation study recommended such development and testing 15 years ago. The skimmers currently in use are effective only in relatively calm, protected areas, and no more testing is being done today than was done in 1974.

That the *Exxon Valdez* spill happened is inexcusable. Certainly, if the captain was intoxicated, he should be punished severely. But just as the captain of a ship is ultimately responsible for the actions of his crew, the captains of Exxon corporation are responsible for the actions of their employees, and should also be punished. A particularly obscene aspect of this spill is that it has provided a windfall for the oil industry. The average price for a gallon of gasoline rose 10 cents between March 17 and April 7. This hike is not due to a shortage of oil. There is no shortage in my opinion. The price increase stems from the callous greed of the oil companies, who recognize an opportunity to bilk the

American people and are taking advantage of it. Fines should be levied on all oil companies that would at least equal excess profits.

The Ford Foundation study showed how this spill could have been prevented. In fact, most spills can be prevented. The oil companies and our government have known for at least 15 years how to avoid these disasters. The technology and resources have long been available to implement the necessary changes. But Exxon and the oil industry will not make these changes unless they are forced to. The federal government can go a long way toward encouraging responsible policies and practices by exacting real monetary punishment of Exxon.

Media coverage of the *Exxon Valdez* spill will taper off soon, but we must make certain that public interest remains strong. As citizens and consumers, we must insist loudly and persistently that those responsible be held accountable, and that no future "mishap", as an Exxon spokesperson described the present spill, occurs.

SGA Suggestion Boxes Are Waiting For You

By Edna Brown
SGA President

Was that a thundering wave of disapproval, the silent majority speaking, or merely the echos of Clayton State's normal student apathy that I heard each time I lifted the lid of a suggestion box? The suggestion boxes are telling me something, only I am not sure what the message is. I asked the students of Clayton State College to let me know if they were interested in having a beauty pageant. There has only been one reply! However, the "one" reply was very interesting.

Someone (gender unknown) suggested that a pageant for a Miss CSC is okay, but we should also have a Mr. CSC. It was not mentioned whether this should be done by having one contest for both or if there should be two separate events. Also, the writer suggests that the pageant should not be based solely on looks, but also on G.P.A. and on talent. These matters are, however, academic and will remain so, until the suggestion boxes are no longer staggering loud with muteness.

The person requesting a stamp machine and a mail box on campus will get half of

their wish fulfilled. There is a mail drop in the administration building for everyone's use. The stamp machine goes into the Student Government Association's file of items for the future.

It is ironic that someone should make the following suggestion to the SGA. They request that the SGA find a way to get the student body involved. With so many sad events happening every day, they cannot understand why dating and shopping are the main concerns of so many CSC students. This has been a major concern of the SGA, ever since SGA was formed. The SGA has not yet found a way to get students involved in the workings of the College. (See first paragraph.) We hold elections and the voter turnout is pathetic. There are, sometimes, offices left unfilled because of lack of candidates. There are committee vacancies. Serving on a faculty/student committee is a tremendous learning experience for the student. However, the students do not seem to care. They leave the running of the committees to the faculty and then complain about the decisions. The SGA can only suggest that the writer join the SGA and work within the system to arouse the student body from its torpor.

MATH BLUES

Frustration, taxation, it makes me sick
this branch of the new arithmetic
I can not see why it's the rule
You must take algebra when you're in
school

Oh! Those who love math do not care
But I can't use it anywhere.
The only maths I need to have taken
Are addition, division, and multiplication
Of course, subtraction I can't overlook
It helps me balance the "ol' checkbook"
But frankly now, I do not care
About x,y,z and cubes and squares

Tell me them all I will try not to hear 'em
Binomials, factors, the Pythagorean
Theorem
Factoring, graphing, word problems 'bout
trains
All this could put a sharp mind in a
strain
Time to do homework, so I'll check you
later
Right now I must search for my dear
calculator.

Student Freelance Submission
Cyndi L. Longino

Technical Education Students Are Goal Winners

Tommy Futral of Fayetteville, an architectural design technology major, will represent Clayton State College and the southern crescent region in statewide competition in Atlanta in late April.

Mr. Futral was named the local winner in Georgia Occupational Award for Leadership (GOAL) competition during the March 29 meeting of the Clayton County Rotary Club. He will compete against 30 other technical education program winners from Georgia on the state level.

Other Clayton State finalists were Ivette Kohnert of Lake City, a nursing major; and David Digiovanni of Fayetteville, an electronics major.

The three finalists were nominated by their instructors: Thomas C. Eddins, Assistant Professor of Drafting and Design Technology; Lee W. Bell, Instructor of Nursing; and Thomas L. Hansen, Instructor of

Telecommunications Technology. David O. Shufeldt, Instructor of Industrial Management, is the local GOAL Program coordinator.

The GOAL program is in its 18th year of recognizing the state's most outstanding students in Georgia's technical colleges. GOAL activities around the state, the first of its kind in the nation, promote the image of technical training and emphasizes the dignity of work.

The GOAL awards program, sponsored statewide by the Georgia Department of Technical and Adult Education and the Business Council of Georgia, is sponsored locally the Clayton County Chamber of Commerce and the Clayton County Rotary Club.

REGENTS' TEST—CHANGES!!

May 1, 1989	2:15 p.m.	G-132
	or	
May 2, 1989	6:00 p.m.	G-132

Bring your card, 2 pencils, a pen, and your student I.D. If your card says 13 in the corner, this information applies to you!!

Polled

"Some of the topics are almost impossible to write on in 2 hours. It takes a long time just to think of an organized response. Maybe if we could get a general idea of each topic beforehand, we would be better prepared of what to write on."

"They carry too much weight. If a person has an 'A' average and fails the assessment, he fails the class. Anyone can have a bad day. If the assessment is failed, require a lab. Don't fail the person for the class."

"There needs to be consistency between the teachers. How can a student's teacher give him or her a grade of 'B' during the class, and the teachers grading the assessments give him or her an 'F'?"

"A large percentage of the grade is determined from performance on the assessments when very little comes from class performance."

"Because I don't think my grade should be determined by one test."

"I do think they [the assessments] are fair because they generally cover material students have been exposed to previously."

"They are not transferable and only divides your attention span more. I feel the class, not one assessment, should be the determining factor for passage of a class."

Students

"I do not understand how one grade can pass or fail a person. I do not mind taking the assessment. It's the pressure of failing the whole class that bothers me."

"After working hard all quarter, one test should not be able to fail you."

"Even though they [the assessments] do, in a very small way, have a useful purpose, they are too demanding and stressful on the students."

"I believe there are better choices that could be made in view of the stress put on students.... I have known all too many students who have 'A' averages in the English courses at Clayton before the assessments were given. These students ended up failing the class because of the assessment. I think there are just too many students who have a tough time with stress. If the English classes are taught properly, I believe that the students would excel in their mastery of English."

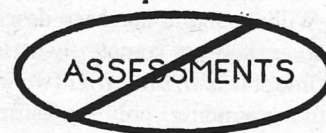
"I am tired of being assessed every ten minutes."

"They [the assessments] are not based on material covered in class or even on materials readily available for study by students before the assessments. The questions on the assessments are very opinionated. How can you get an opinionated question right?"

Express

"This school is run by liberalistic democrats, who feel that education is not needed in order to teach. Otherwise, they wouldn't hire the red-neck trash that they've hired to teach here. In order to gain respect in the education field, the college doesn't need to spend money on a sports program. Instead, they need to hire professors who can think logically above the fifth grade level."

"If teachers were doing what they were suppose to be doing, there would be no need for the assessments. Because if a student did not know how to write, the teacher would know whether to pass or fail them. The teacher would know better than some professor who only reads a paper with someone's social security number. I also believe if assessments are kept here at CSC, they should be averaged into the class grade. They should not decide whether a student should pass or fail."



"I have passed English twice, but received an 'F' for the course, because I did not pass the assessment."

"Because they are given in an uncomfortable room with a pressured environment. Also, if you fail the assessment, you fail class."

Their

"They put too much pressure on students because the entire quarter depends on the result of one test. If the assessment is failed, the student receives an 'F' no matter what his or her other grades may be."

"I think a lab should be set up to study for it. Taking a class over because students fail the assessments is a waste of time and money."

"I would not have enrolled here if I had known about the new curriculum because I hate the lack of choice for core requirements and because I expect to have a harder time transferring the shorter classes to other colleges, especially out of state."

"If this institution has any faith in the faculty and staff employed, why check their teaching abilities in this manner? Furthermore, why put a student under such pressure after they have already passed the course? This type of pressure can seriously damage the academic career of a borderline student!"

"Dear Faculty Member who reads this: I am SICK of all the STUPID reading and writing assessments in EVERY class that you take at this place. Give the students a rest! We need it folks!"

"A waste of time."

Coop Ed Program Instituted

Clayton State College and the Federal Aviation Administration (FAA) have entered into an agreement to offer a cooperative education program for training air traffic controllers.

Dr. Harry S. Downs, President of Clayton State, and Mr. Garland P. Castleberry, Southern Regional Administrator for the FAA, signed the agreement during a ceremony on March 27.

The new cooperative education agreement, the first of its kind in the University System of Georgia and only the fourth such program in the FAA's eight-state Southern Region, will allow students to work in the Air Traffic Control Center at Hampton during one quarter and attend Clayton State College the next quarter.

Appropriate students will be tested and four will be selected to enter the program during the Fall Quarter, according to Peggy A. Gardner, Director of Placement and Cooperative Education at the College.

Designed to enrich the educational process of undergraduate students, the cooperative education program will provide students with relevant work experiences in the field of air traffic control. At the same time, it will assist the FAA in the development of a recruitment resource for meeting its long-range staffing needs.

The FAA's Southern Region employs over 8,000 people from Kentucky to

Florida, including over 3,300 air traffic controllers. Nationwide, the FAA uses this type of co-op program as a recruitment tool to help meet its goal of having 16,800 controllers on duty at all times.

Students in the program throughout the country have about a 75 percent success rate in meeting FAA standards, as opposed to about 60 percent from the general pool of controller recruits.

Other southern colleges with air traffic controller co-op programs include Middle Tennessee State University in Murfreesboro, Tennessee; Tuskegee University in Alabama; and Jacksonville State University in Florida. Although the FAA works with other local colleges and universities in different programs, the agreement with Clayton State is the only one of its type currently in place in Georgia.

To be eligible to apply, a Clayton State student must be enrolled in a curriculum leading to a Bachelor's Degree on a primarily full-time basis and have completed a minimum of 45 quarter hours. Students must enroll in the academic hours. Students must enroll in the Cooperative Education Program and be selected by the FAA.

Students also must maintain a minimum 2.0 grade point average on a 4.0 scale, pass the Air Traffic Controller's written entrance examination and meet job-related



CSC and FAA Administrators recently signed an agreement to institute a cooperative educational program for air traffic controllers. From left to right: Mr. Mike Welch, Mr. Garland P. Castleberry, Ms. Peggy A. Gardner, and Dr. Harry Downs.

medical requirements. They must be able to satisfy security requirements and be able to complete requirements for an appointment to a position as a Controller prior to reaching his or her 31st birthday.

Students who complete the program and wish to continue with the FAA after graduation from Clayton State will go to the federal agency's Academy in Oklahoma

City, Oklahoma for a seven-week training program. Clayton State plans to begin testing students in May, with hopes of identifying students to enter the program in September.

FAA CO-OP Program Test will be given on May 2nd at 8:30 a.m. and 1:30 p.m. in D-212. You must sign up before the test day. For information, check with the CSC Placement Office in D-208 or call 961-3518.

Opinions

About

CSC

Assessments

"Failure of a class due to one assignment (The Assessment) is absurd, especially when a passing grade is previously established."

"Because I need time to think over and revise something before I turn it in for a grade."

"However, if the student is not failing or is perhaps questionably passing, the assessment ought to be more of a voluntary, recommendation type of situation, rather than a pass-fail law. Assessments do tell if a student is up to 'standards' — whoever's standards they may be. Forcing a student to take a test, which has a tendency to create such unnatural and slightly neurotic tensions and fears, looks bad for the administration. The notion of the assessment is thus a rather questionable idea to start with. In that respect, the assessments are not 'fair'."

"In English, for example, a Regents Test is already required, so why do we need an exit assessment? Furthermore, if a class grade is not enough of an indication as to whether a student has progressed, then we don't need to add assessments. We need to evaluate the curriculum of these classes and the faculty."

"I think the Regents Test, which is a state standard, is sufficient."

"If a student has invested 50 hours of class time and 100 hours of study, and if he or she achieves an 'A' or 'B' in the class, he should get credit for it, whether he passes or fails an assessment."

"The subjects are very opinionated.... There is so much emphasis on these assessments that other material that needs to be discussed is practically ignored!"

"I think if you're passing a class throughout the quarter, an assessment should not keep you from passing."

"Are assessments fair? Most often, yes, however, I have known of students who were failed because of their differing viewpoints."

"Our grades in the class should indicate what we have learned."

"They don't judge the students fairly. Passing the class should be requirement enough."

"They [the assessments] are the main reason people fail their classes."

"They [the assessments] shouldn't determine if you pass or fail the course."

"Assessments are a bad way to judge a person's ability."

"They [the assessments] show what you don't know, not what you do."

"It's not fair that you can pass a class with an 'A' but have to take the class over if you fail the assessment."

"The questions asked on the reading assessments are very irrelevant and have nothing to do with the actual reading. No wonder everyone fails!"

"I feel that a person's ability should not be determined by one testing."

"Answers are opinionated."

"Tests don't prove anything. It depends upon how well you take tests."

"The assessments just add to the pressures on the student. It is ridiculous if a student passes the class and flunks the assessment and he or she will have to take the class over."

"If you pass a class you shouldn't take an additional assessment, especially if you do well in the class (grade of an 'A' or 'B'). I also would not have enrolled if I was aware of the new core curriculum which carries 3 or 4 hours of credit instead of 5."

"They are drawn on the conclusions decided by a board. There is no gray area."

"I have transferred from another college, where I took and passed English 111 and management writing classes. My score was a 'B'. At CSC, they will not let me take English 112 until I am assessed. This action is weird."

"The assessments included in the outcome book only provide limited information, especially for the adult students."

"No [assessments are not fair] because individual instructors grade them according to their own criteria."

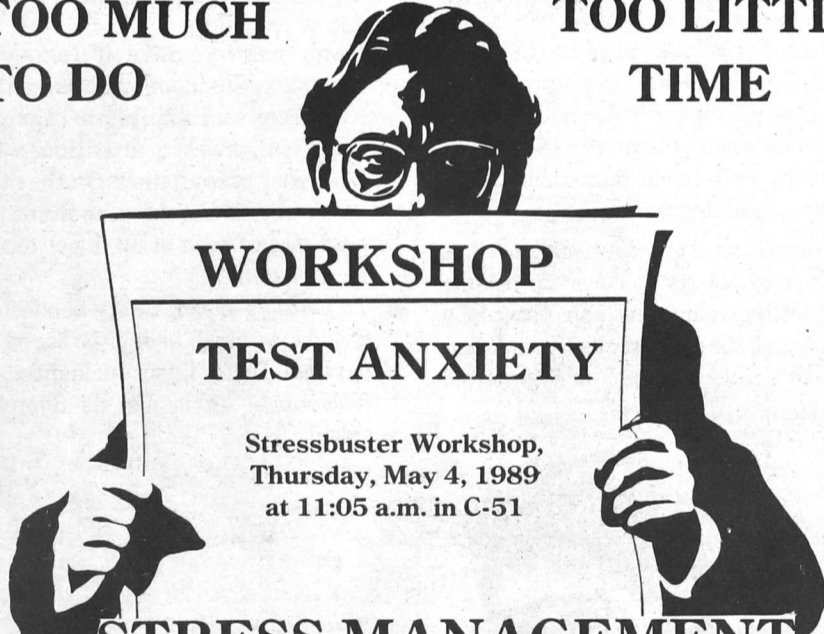
"You shouldn't base a quarter's work on one test. It should determine if you need a lab but not if you pass/fail."

"When you pass a class but fail due to the assessment, something is gravely wrong."

"It would be very nice to have an advisor who is able to advise you correctly or who isn't annoyed when you ask for advice. Sometimes students need someone to ask for help and someone to talk to."

"Take me for example, in my speech class I had a high 'B' average. I had one 3 in the criteria and failed the class and ruined my GPA. Now, I am on the verge of failing-out entirely. I am on academic warning due to the assessments."

TOO MUCH TO DO **TOO LITTLE TIME**

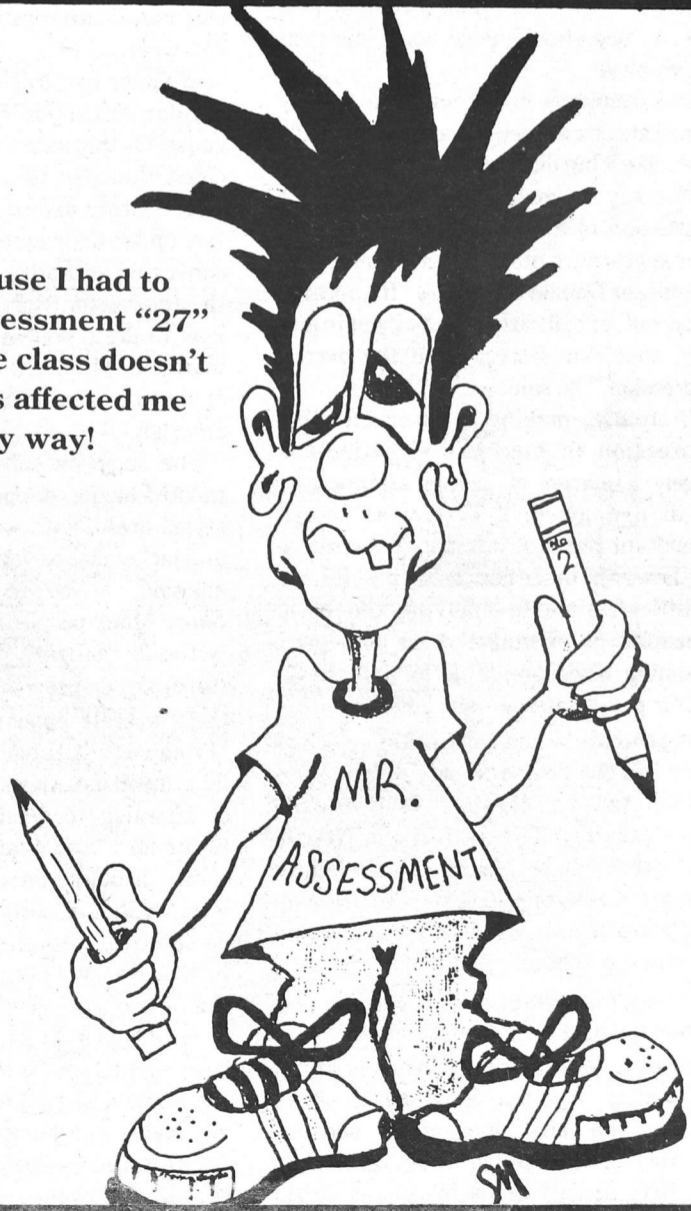


WORKSHOP
TEST ANXIETY

Stressbuster Workshop,
Thursday, May 4, 1989
at 11:05 a.m. in C-51

STRESS MANAGEMENT

Just because I had to take the Assessment "27" times for one class doesn't mean it has affected me in any way!



ASSESSMENTS (Continued From Page 1)

The poll generated interest among the students. Upon hearing about the poll from classmates, students requested the survey form in order to participate. The poll reflects the opinions of 209 students. However, responses on a few of the poll survey sheets had to be disqualified for a few questions, as students may have written comments for an answer while neglecting to check the YES or NO answer boxes.

Initially, the poll was also open to CSC faculty members. Four faculty members

were approached at the beginning of the poll. However, they were reluctant to participate and explained that they feared harassment or felt their jobs could be jeopardized if their participation in the poll was made public. Thus, other arrangements have been made for faculty members to participate in a special poll. Forms will be distributed during the week of April 10-14th. Should there be a response to this poll, an article summarizing its results and faculty comments will be printed in the next issue of *The Bent Tree*.

The Atlanta Business Chronicle for information about the companies.

Students will want to "dress for success" by wearing conservative attire such as suits (see the accompanying article on "Making a Favorable First Impression"). Also, students will want to prepare a few questions to discuss with company representatives (see "Sample Questions" Article).

To get the most out of the fair, students should bring a small notebook so that they can write down contact names from the companies represented. Students don't necessarily need to bring a resume, but for students close to graduation or contemplating an internship in the near future, it won't hurt to ask if they may contact the company. Students may also consider have a "calling card" made to distribute at the fair. The calling card would have the student's name, address and phone numbers printed on it. However, it is

mainly up to the student to follow up contacts made at the fair. Interviews can be set up at a later date through the Placement Office, as many companies come to campus during the academic year.

"Business in Review '89" is mainly a networking event for the students. It provides practice in effective communication with employers, as students will be visiting the various representatives at the fair and asking them questions in a one-on-one or small group situation. It also provides an excellent opportunity to see the wide range of jobs offered in the local community or with companies that have branches throughout the United States.

Students may also get credit for some classes by attending the event. Sign-up sheets will be available, listed by school (e.g., School of Business, School of Technology). To get credit, be sure to sign in.

For more information, call 961-3515.

So, you've decided to attend "Business in Review '89" on April 27th. Now what? What questions to ask of the company representatives? How can you find out about jobs related to your major? Or, if you haven't decided upon a major but have several ideas in mind, how can you find out which careers offer greater opportunities?

Here are some sample questions to use at "Business in Review '89:"

- 1) Does your company employ _____ (particular career, e.g., auditors)?
- 2) I am interested in getting into the field of _____ (name of a career field) and am wondering what qualifications you look for in hiring people in that field.
- 3) Do you anticipate much demand in your organization for people in _____ (name of a career field) in _____ (number) of years?
- 4) What is the range of salaries being offered to entry level people in _____ field at your company?
- 5) Does your organization ever hire students in co-op positions in the field of _____? If so, how do I go about applying for this? What experience, courses, grades, and other training would help me become more competitive for these positions?

Making A Favorable First Impression

By Susan Gurevitz and Bruce Shaeffer

If you want to increase the odds of making a favorable first impression, wear a traditional blue or grey suit.

A contrasting patterned or striped tie is a man's wiser choice than a solid or knit one. Women should avoid noisy, distracting jewelry.

And seemingly little things like freshly shined shoes and well-groomed fingernails can make a big difference.

The key to making a favorable first impression is to be sure every aspect of your appearance fits together, according to consultant Donald Kaufman. "If anything sticks out, or calls attention to itself in any way, that can detract from the overall impression," he said.

"Actually, making a favorable first impression in business situations is largely a matter of paying attention to detail and avoiding extremes," noted consultant Karen Kaufman. "It's surprising, however, to see how many people have a difficult time in applying the basic principles of executive dress and good grooming when preparing for interviews and/or presentations," she added.

In general, darker, basic colors—such as navy and charcoal grey—are more conservative, and authoritative. Blue actually has a calming effect. Brown is a "friendlier" color, but tan, because it's a lighter hue, is not as strong. Red, and its burgundy and maroon relatives, is more active and attention grabbing.

Here are some other "do's" and "don'ts" of making a good first impression:

1. **Shirts:** When it comes to men's shirts, white, all-cotton, long-sleeved shirts are the most appropriate because they're more powerful and authoritative. Striped or pastel-colored shirts tend to give a more casual appearance.

Button-down oxford shirts are very popular, and give a sense of friendliness. But this "preppy" look doesn't project much of an authoritative message. A white shirt, combined with a navy or grey pinstriped suit, accented with a burgundy tie, is the strongest, most authoritative outfit a man can wear.

Women, too, can benefit from the similar outfit—minus the tie—because of the authority it communicates. However, too many women are still wearing oxford shirts with bow ties under their suits, and instead of conveying authority, "the look leaves the impression that you don't know how to dress yourself," Karen Kaufman said. The outfit also shows a lack of vision, and unwillingness to take on any risk.

She suggests substituting a well-tailored blouse, or opting for a classic-styled dress, with a jacket. "A dress and jacket can be very authoritative," she said.

2. **Shoes:** Many people ignore their shoes without realizing that scuffed or unpolished shoes can detract from their overall appearance quotient. "From our experience, we've learned that unpolished shoes can signal a lack of attention to detail," said Donald Kaufman. "And that message could come through, on an unconscious level, loud and clear." From a style perspective, dress shoes work best for both men and women. For men, "Wing tips are always good," but any kind of basic tie shoe is acceptable. Mid-heel basic pumps should be the first choice for women, although flat shoes that are styled like pumps are okay, too. Anything else—loafers for men or sandals for women—are deemed too casual.

3. **Body Language:** You also communicate an impression through body language. For example, a handshake should always be firm, with men and women. And someone who avoids making eye contact can come across as unreliable and not very trustworthy.
4. **Men's facial hair:** Not as widely accepted as many believe. One study notes that 15 percent of the business population either disapproves of beards and mustaches or believes that men wearing them are less trustworthy or reliable than their clean-shaven counterparts.
5. **Covering up a receding hairline:** It is better to not try to cover up balding by letting remaining hair grow long enough to be combed over the hairless portion of your scalp. You'll be viewed as comical, or worse.
6. **Gucci and the gang:** If you think that distinctive Gucci (or other designer-type shoes) will make you memorable, forget it. Better off with classic laced shoes, obviously well-cared for, to show your attention to detail and advance preparation.
7. **Watches:** Wear one, even if you don't feel you need it. It conveys an impression of reliability.
8. **Fancy jewelry:** Save it for social occasions. Standout baubles can detract from your impression of professionalism, swerve attention away from your presentation. On the other hand, women should wear one or two good pieces; none at all is not recommended, either.
9. **To make-up or not:** Heavy-handed eye shadow or blush should be saved for parties. Ditto false eyelashes. No make-up at all is just as unprofessional.



Nobel Laureate Theorizes On Origin Of Universe

By Grady Holt

Have you ever wondered how the Universe began? Nobel Laureate Dr. Arno Penzias, Vice President of Research for AT&T Laboratories, arrived at Clayton State College April 6th to give his thoughts for which he shared the 1978 Nobel Prize in Physics. His theory has become widely known as the "Big Bang" Theory. Ironically enough, this title was given to it by opponents of the theory, who hoped a cute name would help ridicule the idea.

Dr. Penzias came across the theory by accident. In graduate school at Columbia University he was working with the Microwave Amplification of Stimulated Emission Radiation, or MASER, to find radiation within the Milky Way Galaxy, and picked up unusual background noise. He checked the MASER atop Columbia's Satellite Tower, and discovered pigeons in it. When the pigeons were flushed out and the background noise persisted, it was found to be coming from outside the Milky Way, so-called "echoes" of the Big Bang.

In his lecture, Dr. Penzias used visual metaphors to help the audience understand his ideas. He asked them to imagine they were each on a raisin in a cake with dough separating them from their neighbors. As the cake bakes, the dough will expand and their neighbors will seem to be moving away from them in all directions. This is similar to the way the galaxies of the Universe are growing apart, being hurtled away from each other by the force of the Big Bang.

Several people asked Dr. Penzias where the center of the Universe is, but he said

that it was not only impossible to find out, but was completely unnecessary to the theory: "No raisin knows that it is the center because no raisin is standing still. All it sees are other raisins moving away from it. All things are relative to the raisin."

Given that gravity increases with mass, the mass of the Universe compressed into so small an area would collapse into a black hole, so how could the Universe escape the gravitational pull of those first few seconds? "Perhaps there was no gravity to oppose at the beginning, that the laws of Physics just broke down at the origin of the Universe," suggests Dr. Penzias. "However, according to Einstein's Theory of Relativity, everything in the Universe is interconnected, so no gravity equals no matter. Of course, if the matter appeared all at once in the explosion, and then began exchanging information (with mass telling gravity how to act on it and so on, creating the laws of Physics after the fact), the matter released by the explosion would be too far away to be affected by the gravitational pull of its neighbors."

Does the phrase "matter appeared all at once" hint at a divine cause? "Scientists don't like to use words like 'divine'," stated Dr. Penzias. "Supernatural would be a better word, since it has occurred in nature, but is not explainable by current scientific methods, and probably never will be. Most of what we know about the origins of the Universe is based on observation of the Universe as it currently is, like studying a single picture frozen in time, and making inferences. My own

religious beliefs are deeply rooted, and haven't changed much over the course of my research."

At the Friday morning question and answer "rap session", a student asked Dr. Penzias what he thought of the possibility of life on other planets. "It could go either way, and either case is awesome." He then compared it to the familiar metaphor of the monkey at the typewriter trying to type Shakespeare, and worked out on the blackboard how statistically improbable it is that life ever appeared in the Universe at all, "unless, of course, it was planned, then all bets are off," he added with a smile.

Dr. Penzias is living proof that "curiosity is the mother of science," and remains puzzled by many things: "Where does intuition come from? Human beings just seem to accept or reject a theory based on that intuitive feel. If my theory went something like: 'Elephants are found in zoos and circuses, and so is ice cream, so elephants must only be found where there's ice cream,' people would reject it even if I could eventually prove it. It just doesn't sound right that one would anything to do with the other. I'd like to know what makes us feel that way."

Truly a modern "Renaissance man," Dr. Penzias is an expert in the fields of astrophysics, radio astronomy, cosmology, spectroscopy, microwave technology, superconductors, and computer sciences. To relax, he prefers "anything that doesn't have rules. I run 20 minutes three times a week. Someone once told me that was enough, and I never asked again. I'm afraid

someone will tell me I need more."

Dr. Penzias is an outspoken proponent of human capabilities and potential. "Saying that computers have an 'Artificial Intelligence' is giving them too much credit and humans not enough. We're a lot smarter than computers," states Dr. Penzias. He adds: "I'm trying to get people to ask questions again. People should never worry about not understanding things. Four year-olds ask a lot of questions, but seven year-olds hardly ask any because they are scared of being laughed at. We need to correct this." He is very optimistic about the future: "Frontiers are all over the place. Space colonization, for instance, is far less attractive than colonizing the Arctic. There's lots of space there and oxygen to breathe. I would like to see more money spent on earth in the form of Ph.D. scholarships and fixing up buildings. I'm not against national funding of large projects, but large projects are no substitute for investing in people. I continue to be surprised by the future. I think that as long as we support people and bring out their potential we can be ready to get lucky in the future."

Dr. Penzias is sending the Clayton State Library copies of his book, *Ideas and Information*. Other books he recommended that deal with the origin of the Universe are *A Brief History of Time* by Steve Hawkins, and *The First Three Minutes* by Steve Weinberg. Those with further questions may write to Dr. Penzias at AT&T Bell Laboratories Murray Hill, NJ 07974.

Donna Martin Selected For Inroads Internship

Donna Martin of Atlanta, a sophomore accounting major at Clayton State College, has been selected to become an Inroads Intern by Inroads Incorporated.

Inroads is an organization which recruits talented minority youth and places them in business and industry. To qualify, college students must have a 3.0 cumulative grade point average in all college work attempted.

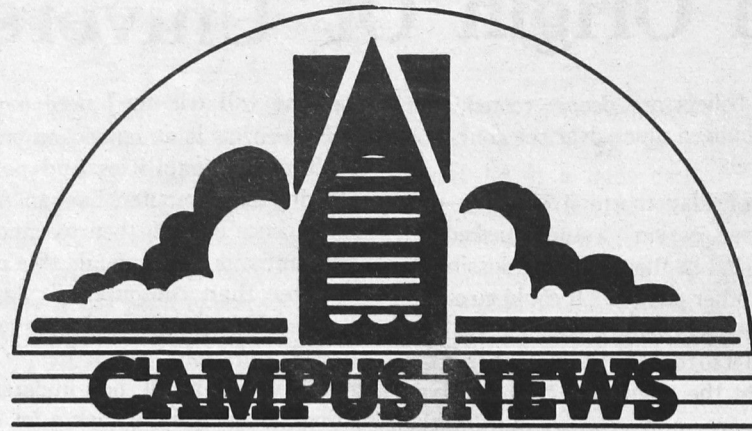
Reba Garth, Minority Advising Program Coordinator, and Peggy Gardner, Director of Placement and Cooperative Education, nominated Ms. Martin for the internship.

Ms. Martin was selected by Inroads Incorporated representatives to be placed into the Talent Pool where she is currently attempting to satisfy the necessary training activities to become an Inroads Intern. To satisfy the requirements, Ms. Martin attends weekly seminars on varying topics such as Introduction to the American Economic System, Corporate Interview Preparation, Resume Writing, and Introduction to Careers.

Upon completion of the training activities, Ms. Martin's resume and letter of application will be distributed to many corporations in which she qualifies for positions.



From left to right: Reba Garth, Donna Martin and Linda Green



Monday, April 24

The opera "Lucia Di Lammermoor" will be screened on Monday, April 24, at 6:00 p.m. in Room L-141 of the Library. Based on a novel by Sir Walter Scott, Donizetti's opera tells of love and intrigues between the Scottish houses of Lammermoor and Ravenswood. The tragic love between Lucia and her enemy Edgardo is the center of the story. Sung in Italian with English subtitles, this performance starts the great Italian soprano Anna Moffo as Lucia.

Doris Holloway will make a presentation on "What to Listen for in Baroque Music" on Monday, April 24, at 11:05 a.m. in the College's Lecture/Recital Hall, Room G-132. Mrs. Holloway is coordinator of Fine Arts at Clayton State. She is also a member of the Atlanta String Quartet and serves as organist at Mary Branen United Methodist Church.



Doris Holloway

Tuesday, April 25

An ENVIRONMENTAL AWARENESS FAIR will be held in the lobby of the C-building from 10:30 a.m. until 1:00 p.m. Representatives from various environmental groups such as Greenpeace, the Wilderness Society, Fund for Animals, and the Georgia Environmental Project will have exhibits. A special exhibit will be provided by the Atlanta Zoo featuring live animals: a vulture, indigo snake and gopher tortoise. Three video tape machines (VCR) will run continuously throughout the fair, featuring films on historic preservation, energy, recycling, and pollution. The fair is free and is being sponsored by the CSC Environmental Awareness Club. See you there!

Wednesday, April 26

More than 1,200 students from over 50 area junior high and senior high schools will visit the Clayton State College campus Wednesday, April 26, to participate in the College's annual CREATIVE ARTS FESTIVAL. Students will be competing in over 30 different areas, including art, expository essay, French and Spanish drama and essay, short story, literary magazine, classical and popular music composition, newspaper and playwriting. Sponsored by the College's School of Arts and Sciences, entries will be judged prior to Wednesday's activities. Students will be involved in a series of special workshops and exhibitions throughout the day.

The Lyceum series will present two artists-in-residence next week: ceramicist Susie Duncan and puppet maker John Ludwig. Both will visit on Wednesday, April 26.

Thursday, April 27

More than 84 companies will participate in this year's "Business In Review" day on the Clayton State College campus, according to Peggy A. Gardener, Director of Placement and Cooperative Education. Activities are scheduled in the College Gymnasium between 9:00 a.m. and 1:00 p.m. on Thursday, April 27. "Business In Review" was initiated on the Clayton State College campus last year in an effort to serve students with information about employment trends, job requirements and job openings. "The plan includes an informal exchange of information between employers and students," Ms. Gardner said. "We want our students to relate an academic quest for knowledge to a com-



pany's needs for qualified employees." Students will have opportunities to gain insights into the knowledge and skills desired by businesses, and company representatives will be able to talk to potential employees on an informal basis.

Harpisichordist Elizabeth Farr will present a recital on Thursday, April 27; and a Bach Bash will be presented on Friday, April 28, at 11:05 a.m. in G-132. Ms. Farr is an accomplished harpischordist and organist and teaches harpischord at Calvin College. In addition to solo recitals, she has performed in concert with the Southwest Michigan Symphony.

Friday, April 28

A BACH BASH will be held in G-132 at 8:15 p.m. The BASH is an unusual evening of music featuring four of Johann Sebastian Bach's multiple harpischord concertos with chamber orchestra. Artists of local and national fame will perform in the event including: Elizabeth Farr, harpischordist; George Lucktenberg, who has achieved national recognition as one of the country's most distinguished early keyboard performers, scholars and teachers; Jeannine Morrison, Professor of Music at Clayton State; and Sandra Corse, faculty member at Georgia Tech. The BASH is free and open to the public.

Wednesday, May 3

Ms. Toni G. Curry, M.S.W., a social worker, will lecture on alcohol and drug

CONCERNS (Continued From Page 1)

Moore, instructor and head of the Aviation department, responded that the Aviation Maintenance Program is different than the other college programs because of its FAA regulation. Federal Aviation policies mean a strict adherence to the time allotted for classes and breaks.

Another student added that the employer/employee relationship promoted by the FAA rules can be beneficial to students because it teaches productivity as well as work skills.

Concerning the grievance that questioned whether or not a certain faculty member's qualifications were adequate, administrators interviewed by *The Bent Tree* declined to comment. However, AVMT student John McCarthy said, "At times, I felt that instructor was unprepared and was not ready to answer the questions which students may have had." The instructor in question is no longer with the college.

The AVMT students also complained about the length of their academic quarter and its scheduling. Students filing the grievance felt that the breaks between the quarters were shortened to accommodate the needs of only one student who was transferring to another college. The student in question would be unable to transfer unless the AVMT calendar was altered, according to the allegations of the petitioners. With no printed calendar to inform the Aviation Maintenance students of their schedule, students often did not know the date to return to class until a few days before the previous quarter was over. Randy Korn added, "I couldn't make any

plans with my family because I did not know how much time I would have off between quarters."

Jack Moore said that the AVMT academic quarter was several days longer because of FAA regulations. Furthermore, Mr. Moore claimed that the calendar was planned months before the student in question decided to transfer.

Thursday, May 4

Dr. David Wilson, Vice President of Marketing at SAFE Centers and Vice President of Referral Development at Anchor Hospital in Atlanta, will lecture on alcohol and drug abuse at 11:05 a.m. on May 4 in Room L-141 in the Library building. Dr. Wilson has 12 years experience in the field of addiction and has worked at Willingway Hospital in Statesboro and at Ridgeview in Decatur.

ECTETERA:

MEET YOUR ADVISOR WEEK is May 9 through May 19. Questions? Call 961-3500.

The B.C.A.A. meets every second and fourth Thursday of the month at 11:05 a.m. in room B-11.

Club Presidents and Members: Your meeting announcements can appear in this space. Interested? Contact Myrna Warner, Editor of *The Bent Tree* or leave a message in our box in C-57, Student Services Office. Remaining deadlines for submissions to *The Bent Tree* are April 24, May 8, and May 22. Questions? Call Pam Dorn at 961-3515.

Dr. Carlton assured the students that a printed calendar would be distributed specifically for the Aviation Program's extended quarter.

The students also raised arguments about changes in the offered curriculum and the policy for make-up days. Because of a change in the traditional order of classes offered, four students had to postpone testing for their airframes licenses. Dr. Carlton responded to this problem by saying: "When a student enrolls in AVMT as a full-time student and continues on that basis uninterrupted, that student is guaranteed a schedule of courses that will allow him to graduate in seven quarters." He added that students are not promised a specific sequence of classes. Dr. Carlton and Mr. Moore also agreed, in separate interviews, that minor changes in the make-up policy would occur.

The grievance petition and hearing brought about some changes in the Aviation Maintenance Program. While the students feel that not all of the problems have been worked out, they and the administration had the opportunity to communicate with one another.