

Final Exam Schedule On Back Page

THE BENT TREE

VOLUME XX, Issue 14

Clayton State College — Morrow, Georgia 30260

June 5, 1989

Students Protest Over Censorship

By Joanna Horton

On Thursday, May 18, 1989, approximately 200 Clayton State students gathered at a rally protesting the firing of journalism instructor, Ms. Pam Dorn. Speaking to the crowd of cheering onlookers, student Donalyn Harris said, "Pam Dorn offered us free speech, something we didn't have before. [Ms. Dorn] started a fire under the feet of an apathetic student body."

Ms. Dorn was dismissed abruptly last Tuesday on the eve of her vacation to Istanbul, Turkey. She is out of the country

and not available for comment. According to students, Ms. Dorn was dismissed because she refused to censor the articles in this publication, *The Bent Tree*.

The editor of the newspaper, Myrna Warner, was told by Ms. Dorn that certain members of the faculty wanted the newspaper not to run specific articles concerning discrimination and assessments. Nonetheless, Ms. Warner printed the articles in question.

In a previous issue, this publication ran the results of an informal survey of

students and faculty, 204 of the 3,400 students participated. Eighty-one percent of the polled students said that they thought the assessments were unfair and should be eliminated. In the faculty poll, 33 of the 90 faculty members, who received surveys, responded. Fourteen believed that the assessments were fair, while 13 thought the tests were unfair.

During the rally, Randy Korn said, "As SGA President, we are 100 percent behind the actions of *The Bent Tree*. We won't quit until [the students] do... [The rally] is just the beginning." Myrna Warner added that the rally was the students' way of saying that "the Rip Van Winkles of Clayton State

College have awakened." The editor continued by stating, "People will not stand long for being oppressed and having their rights violated, sooner or later, they will stand up and be counted." Ms. Warner was primarily concerned with the student newspaper's "guaranteed freedom of the press without fear of retribution." The administration of the College would not give the reasons for the termination of Ms. Dorn. However, the Dean of Students, Robert Bolander, said that there has been no attempt to censor the newspaper. Furthermore, Dean Bolander commented, "I would put a stop to it because that's just not acceptable. There can be no kind of censorship or prior restraint at any time, period."

Senator Starr To Address Graduates

Senator Terrell A. Starr will deliver the graduation address at Clayton State College's 19th annual Commencement on Saturday morning, June 17.

This year's ceremony will mark the first time that bachelor's degrees are awarded to eligible students. The College will also award more than 300 associate degrees and one-year certificates to students who meet the graduation requirements.

fairs, will present candidates for graduation.

Senator Starr, a native of Forest Park, has compiled a distinguished record during his ten terms in the Georgia Senate. As Chairman of the Senate Appropriations Committee, he works closely with all state agencies on matters of state spending and budgeting procedures. From 1969 through the 1989 session, Senator Starr has had a record of perfect attendance. He has one of the highest roll-call voting records in the Senate.

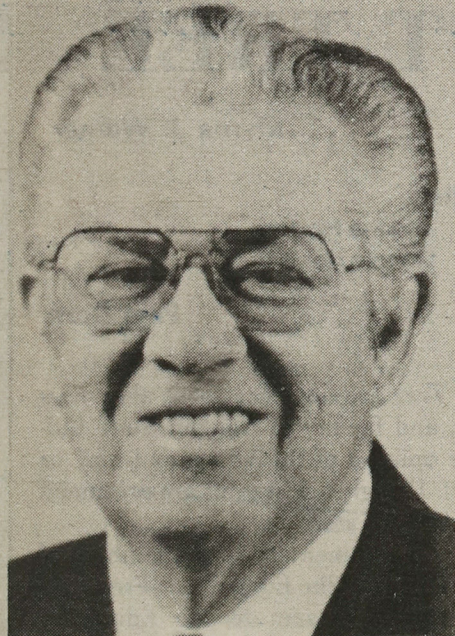
In 1971, his second term, he was named Chairman of the Senate Education Committee, one of the most important committees in the General Assembly. From 1971-74, Senator Starr handled education legislation in the Senate and led the fight for additional funding of educational programs and teacher salary increases. He served on the Governor's Committee on education during 1984 and later co-authored the Quality Basic Education Act which passed during the 1985 session.

Senator Starr is a graduate of the Clayton County School System and Atlanta Law School.

He also served two four-year terms on the Clayton County Commission; eight years on the Clayton County Library Board; eighteen years on the Clayton County Board of Health; and six years on the Atlanta Regional Metropolitan Planning Commission (presently the Atlanta Regional Commission).

In addition to his many other areas of service, he was instrumental in establishing Clayton Junior College in 1969 and in converting the College to four-year status.

See Graduates, Page 8

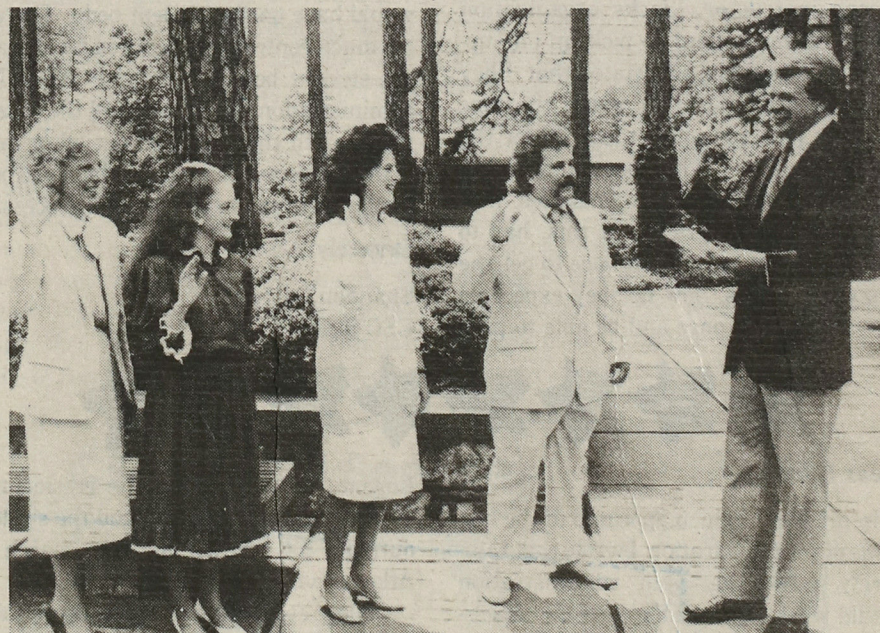


Senator Terrell A. Starr

Approximately 120 students are scheduled to participate in the ceremony that is scheduled outside on the College grounds. The annual event will begin at 10:00 a.m.

Dr. Harry S. Downs, President of the College, will award degrees and Dr. Jack K. Carlton, Vice-President for Academic Af-

Congratulations To Class Of '89 Graduates, Particularly Our First 4-year Grads. WAY TO GO



CSC STUDENT GOVERNMENT OFFICERS INDUCTED—Robert C. Bolander, Dean of Students at Clayton State College, recently presided over the induction ceremony of the newly elected officers of the College's Student Government Association. Pictured left to right are: Myrna Warner of Lake City, Treasurer; Marsha McLain of Stockbridge, Secretary; Rachel Matthews of Morrow, Vice President; Randy Korn of Jackson, President; and Dean Bolander.

Letters to the Editor

To the Editor:

I am writing in response to the highly debated-over assessment issue.

First of all, I think that it's wrong and very unfair for CSC faculty to be punished, in any way, for opposing or being critical of the assessments. I quote from the article "CSC Faculty Divided Regarding Assessments" in the May 5 issue. "Those [faculty] who have been critical [of the assessments] have been punished in a variety of ways." What is this College coming to when the faculty and students can't exercise their "freedom of speech", which is incidentally protected by the 1st Amendment of the Constitution. The 1st Amendment states that "Congress shall make no law...abridging the freedom of speech..." If CONGRESS can't prevent people from speaking their opinions, then where does CSC Faculty and Administration, those who support the assessments, get the authority to penalize those who oppose them? This is a violation of their constitutional rights. True, I might be going a bit far, but why should anyone be punished for having an opposing opinion?

A student stated in her article that "Many of the students who contributed negative opinions [about the assessments] were the ones who are or were failing." There are many students who do fine on the assessments but still oppose them for one reason or another. Some oppose them because they don't like the added pressure, some because they just choke on tests, and some because they have to be done outside of class. (Ex. Reading and writing assessments for English; Tapes that have to be watched for speech listening assessments.) Others oppose them because the material used for testing is inadequate for the criteria that is being tested. For example, in speech class we are watching tapes on World Revolution for our listening assessments which, and I quote from my speech instructor, "lacks organization which makes it hard to pick up on supporting ideas." She also stated that "they [the instructors] had to watch the tape three or four times for them to get the supporting ideas." This does not make any sense! If the instructors themselves, who have years of experience at this, had to watch the film more than once to get the supporting ideas, how do they expect us to watch it just once and be able to pass

Many instructors admit that there are still a lot of problems that need to be worked out with the assessment, but should we be used as "guinea pigs"? Many students would not mind taking the assessments, being used as "guinea pigs", while the faculty got the problems worked out IF it didn't count against them. Why should something that the faculty is so unsure of, be able to pass or fail you?

It has been stated that the assessments are designed to gauge what you have learned or are learning for a class. If this is true, then why should we have to take quizzes, tests, mid-terms, and finals. I thought that these were suppose to be able to tell the instructor how much we've learned from the class.

The administration and faculty might be putting an end to CSC whether they realize it or not. Many students, who are against the assessments, are moving on to GSU and other universities that do not have these assessments. Not because they do not like CSC as a whole, but because they can't afford to keep repeating classes. True GSU and the other universities are more expensive than CSC but a lot of students feel that it's cheaper to go somewhere else and pay a little more and take the class once than to stay at CSC and pay to take the class 2 or 3 times just because they failed the assessment and as a result, failed the class. I do not think that CSC would ever have to close it's doors no matter how many students leave, but I do believe that a lot of students leaving could result in higher tuition. Also, the assessment could keep students from enrolling in CSC. Will the administration let the assessments go this far?

CSC has got a great faculty and administration, but I do not think they put enough thought and planning into these assessments and what kind of effects they would have on the student body. There is too much controversy between faculty and the student body to continue them. The administration needs to cancel the assessments until they can iron out all or most of the problems. To continue them will only hinder us from our educational process.

Sincerely,

Shannon Caldwell
CSC Student



Dear Editor,

In my letter, which appeared in the last issue of your publication, I wrote that I sincerely hoped that your administration would work with students on the assessment situation. It seems that this hope is a futile one, as seen with the firing of your advisor.

I heartily applaud those who demonstrated against this firing. It would do well for those in the administration to remember that the University System of Georgia was formed as a result of Georgia Governor

Eugene Talmadge firing the President of the University of Georgia, and the student outrage, has shown in their march to Atlanta, which that action raised.

College students, as a whole, are adults. Therefore, their views and wishes should be acted upon, especially as they are paying customers of the institution and the University System.

Sincerely,

David Barr, Editor-in-Chief
Columbus College Sabar

To the Editor:

In a recent editorial, Robbie Nesbitt expressed concern that evolution was being taught as fact in his classes. While I respect his beliefs, I found his argument very unsound.

First of all, evolution is not taught as fact. It is not, strictly speaking, taught at all. It is treated as theory-true, it is treated as a theory that is generally accepted in the scientific community, but as a theory, nonetheless. What is taught is factual, for example, the Olduvai Gorge find that Mr. Nesbitt takes issue with. There is nothing "evolutionist" about the find; they are the oldest recognizable human remains yet discovered.

Second, it may be true that 97 percent of Americans believe in God (Mr. Nesbitt's unsubstantiated statistic), but which God are we talking about? A growing number

of Americans are Hindu or Buddhist or Muslim. Muslims believe in the God of the Bible, but their theory of creation differs from the Judaeo-Christian story. It would be arrogant and presumptuous to teach the creation story of one religion without giving others equal time. Would many Christian creationists be offended by the teaching of the Hindu theory of creation? Probably, just as devout Hindus and Muslims might be offended by the teaching of the Judaeo-Christian theory. Teaching religious convictions as truth is not really the province of schools.

It is possible that one theory of the universe's creation may one day be discovered to be true. Until this unlikely event occurs, we must treat these theories as what they are — theories.

Mary I. Payne



Dear Editor:

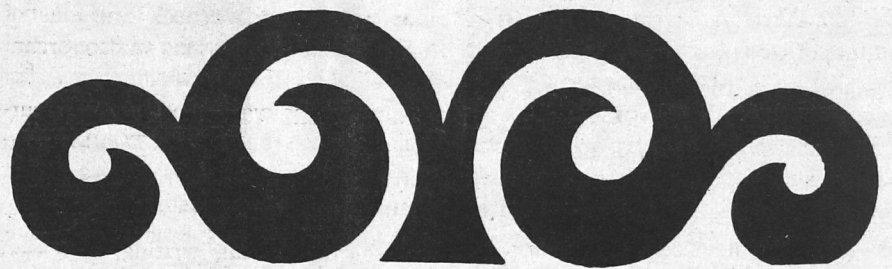
I would like to take this opportunity to thank the College students and staff members that assisted in making the annual Clayton State College banquet a success on May 16, 1989. A group of twenty hard-working students helped set up, serve the dinner, and clean up afterwards. These students were Frank Burnat, Maria Camillo, Jennifer Erdman, Mike Frazier, Melanie Gard, Cristy Haire, Scott Hall, Joanna Horton, Sonya Hinson, Kenny Lane, Cristi Linnenkohl, Ronda Linnenkohl, Rachel Matthews, Anna McDo-

nald, Marsha McLain, Christy Muse (alumnus), Phillip Pulliam, Lanier Sammons, Laura Scubbin, and Nick Zuniga.

Special thanks also goes to Susan Green and Susan Fowler of the Office of Admissions and Records, and the entire staff of the Clayton State College Public Information Office. In addition, all of the Food Services employees did an outstanding job in preparing for this major event.

Again, I say thank you to all of you who assisted.

Bea Allen
Food Services Manager



THE BENT TREE

Editor Myrna J. Warner

Staff Writers

Geoff Babb
Grady Holt

Joanna Horton
Robbie Nesbitt

Advisor Pam Dorn

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.

Alas, Poor Pam, We Knew You Well

Editorial

By Grady Holt

As the student body may be aware, the faculty...excuse me, "staff" advisor to *The Bent Tree*, Pam Dorn, was dismissed last week. So, as a way of expressing my feelings, and with all due apologies to William Shakespeare, I present "Julius Caesar" Act 3, Scene 2:

Friends, students of Clayton State, faculty, lend me your eyes; I come to bury Pam Dorn, not to praise her; the evil that men do lives after them, their good works often interred with their bones, so I fear it will be with Pam.

The noble administration told us there was a reason they dismissed Pam, a reason that they could not discuss, but of course, it couldn't be to deprive *The Bent Tree* of trained, experienced, highly educated leadership (no offense meant to Rob Taylor, Pam's current replacement, who had the job back when we couldn't pay you to read *The Bent Tree*); no, that was not the reason, just one of the unpleasant effects.

Whatever Pam's fault in executing her duties, it must have been a grievous one indeed, and grievously hath Pam answered for it. Here, with kind permission of the freedom of press and the administration (for our administrators, as you know, are honorable men), I come to write of my sadness at Pam's passing. She was my friend, faithful and just to me: but President Harry Downs says there was a reason, and the President, with whom I met the day after Pam's dismissal, was an honorable man.

Pam brought out the best in her students, encouraged them to strive for excellence, and reawakened my interest in investigative reporting, made me want to find out what was really going on around here. She supported a strong and active student government, and *The Bent Tree* finally gave students a voice to express themselves on...certain issues. Did this not seem to be the goal of any educator worth the name? Surely this could not be the reason. But Dean Bolander says there was a reason, and the Dean, with whom I met the other day after Pam's dismissal, was an honorable man.

Pam made the student's pain her own, and to some degree, made the student's causes her own. She said I could use her office while she was away, which is refreshing in an age when some people won't even let you use their phone. In Pam's office, over her desk, is a 3x5 card that reads: "Great spirits have always faced violent opposition from mediocre minds."—Albert Einstein. But surely that is not true here, where we are surrounded by honorable men.

I am not writing to disprove what the administration has spoke, but here I am to write what I do know. The students did love her; and not without cause, so let nothing withhold you from letting your-

selves be heard now. O judgement! Thou art fled to brutish beasts, and men have lost their reason, all save the administrators; if there is anything they know it is The Reason.

Forgive me, for my heart is in Istanbul, Turkey, where Pam left for vacation the day after she was dismissed. Unfortunate how she received her dismissal notice just before she was would be gone for two weeks, surely just a coincidence. The members of administration are not inconsiderate backstabbing weasels only concerned with keeping the students and faculty of Clayton State College under their thumb. They are polite, hospitable, intelligent, honorable men who always have the best interests of the students and the

College at heart. I will not listen to those who try to tell me otherwise. For all the rallies and protests you may conduct, you must work with the administration, not against them. Surely this is how Pam felt.

And far better for me to dishonor myself, Pam, and all of you, than for me to speak the first word against men of honor. But here are Pam's last words, spoken to my friend and the editor, Myrna Warner, the night before she left for Turkey: "Sit down, take a deep breath, don't be upset, but I've been fired. Tell everyone at *The Bent Tree* to continue writing as they have, and not to knuckle under."

Surely, this was not the reason. It matters little, what the reason is, for matters of personnel policy cannot be

discussed with mere students. And this is both wise and honorable, for we may not wish for our grades or other private information to be given out about us. Surely silence is the best policy. Whatever the reason is, I hope they are more careful in screening the next applicant for Pam's job. It would be a shame if the next instructor of journalism had this elusive flaw, too. And the next. Certainly, the rest of the faculty will work all the harder to avoid any errors in their performance.

It is unfortunate that Pam was not up to CSC's standards. But whatever she does next, I know she will have learned from this. She will bounce back, knowing what she indirectly taught me: "That which does not break us, makes us stronger."

Don't Forget Pam!!

Editorial

By Geoff Babb

The firing of Pam Dorn was a black mark on Clayton State College. Dr. Dorn was a great asset to this school. She was of tremendous help to various student organizations, and was always willing to go the extra mile. She was an outstanding journalism instructor, who took *The Bent Tree* from little more than an administrative newsletter to a newspaper with substance.

At the time of this writing, no reason has been given for Dr. Dorn's termination. It will be interesting to hear what official reason is eventually manufactured. Whatever justification is given, it certainly won't include what I, and many other students, consider to be the real reason — that Pam Dorn did her job too well. She encouraged her journalism students to cover controversial topics. Whether she was one of the many people with serious misgivings about the assessments is beside the point. She refused to let the staff of *The Bent Tree* be dissuaded from reporting the concerns of most students and a large part of the faculty about the assessments. If the facts reflect badly on Clayton State College, it is no fault of Dr. Dorn's or *The Bent Tree*.

I don't know for certain that Mr. Bolander was directly responsible for Dr. Dorn's termination. Like a practiced bureaucrat, he has covered his tracks well. I do know that Robert Bolander spent two class sessions with *The Bent Tree* staff prior to publication of the first piece dealing with the assessments. The subjects of his talks with us were prior restraint, and his concerns about the assessment articles. I believe his intention was to intimidate Dr. Dorn and *The Bent Tree* staff. Since he wasn't able to do it, he may have reasoned that a more pliable

journalism instructor would make life easier for him.

At a May 23 meeting of the *The Bent Tree* staff, Mr. Robert Taylor, Director of Student Activities, claimed responsibility for Pam Dorn's firing. He indicated, when questioned, that no budgetary considerations were involved in his decision. Mr. Taylor's disclosure lends credence to the popular belief that Dr. Dorn was fired because she refused to play the part of an administrative drone.

It is within the realm of possibility that Mr. Taylor is trying to draw fire away from his superior, as a good company man would. Whether or not the termination was Mr. Taylor's idea, it is Robert Bolander, Dean of Students, who bears the real responsibility. Mr. Taylor acknowledged that Mr. Bolander has the final say about lower echelon personnel actions. The question of responsibility is an important one, since Dr. Dorn's termination was a serious mistake that cannot be allowed to go unpunished.

If Robert Taylor fired Pam Dorn on his own accord, he should re-acquaint himself with what "student services" means. If Robert Bolander was responsible for her firing, then I don't believe he is fit for the office of Dean of Students. I think both men

may have lost touch with the real purpose of their jobs. A year or two as a student, or a few years spent as a junior member of the faculty or staff, might make them realize how far off track they've strayed.

I intend to make my feelings known, in due course, to the Board of Regents. I hope other students will do the same. Our liaison with the Board is Dr. Thomas McDonald, Vice Chancellor of Student Services. The address is 244 Washington Street SW, Atlanta, Georgia, 30334. A letter to Dr. McDonald will be much more effective than grumbling with friends about how unfair this school is. Write to him and tell him what you think.

A person of Pam Dorn's intelligence and abilities should soon find a better job. Her energy and talent will be better utilized at a less restrictive institution. But CSC students have been robbed. We will miss her efforts on our behalf. *The Bent Tree* will very likely revert to the bland rag it once was. The administration will plod along without the benefit of input from the paying customers. Everything will soon be back to normal unless we express ourselves now. We should not forget what Pam Dorn has done for us, and above all we must not forget what we can do for ourselves.

CSC Media Services

More than happy to set-up audiovisual equipment for student presentations. Call early to make a reservation, 961-3522



Room L 117
Ground Floor Library

Spring: A Time For Weeding Out

Editorial

By Myrna J. Warner

On May 18, a student rally was staged, on campus, in protest of the termination of Pam Dorn, journalism instructor. This was also a protest for freedom of the press and student rights. With less than twenty-four hours notice, 200 CSC students rallied, and marched in support of student and faculty rights. While the termination of Pam Dorn was the spark, the flame grew from students being long oppressed and misused by CSC administration. The rallying call resounding on CSC campus today is: "We, the students of CSC, ARE CSC, and we stand UNITED."

It has been said, "Absolute power corrupts absolutely." A dictatorship is a dictatorship, whether it be a benevolent dictatorship or a Stalin type dictatorship. In either case, the rights and freedoms of individuals are stripped away, leaving the individual naked and at the mercy of the dictatorship. The administration of CSC seems to be such a system.

The administration of CSC, from all appearances, is more interested in promoting an image than in promoting student education and freedom. If the CSC administration is dedicated to developing an image as "the hardest school in the U.S.A." or "the little Harvard of the South," it needs to become a private, not a state institution. Private schools, supported by student fees, individual grants, etc., are a far cry from state-supported schools funded in the main by tax payers.

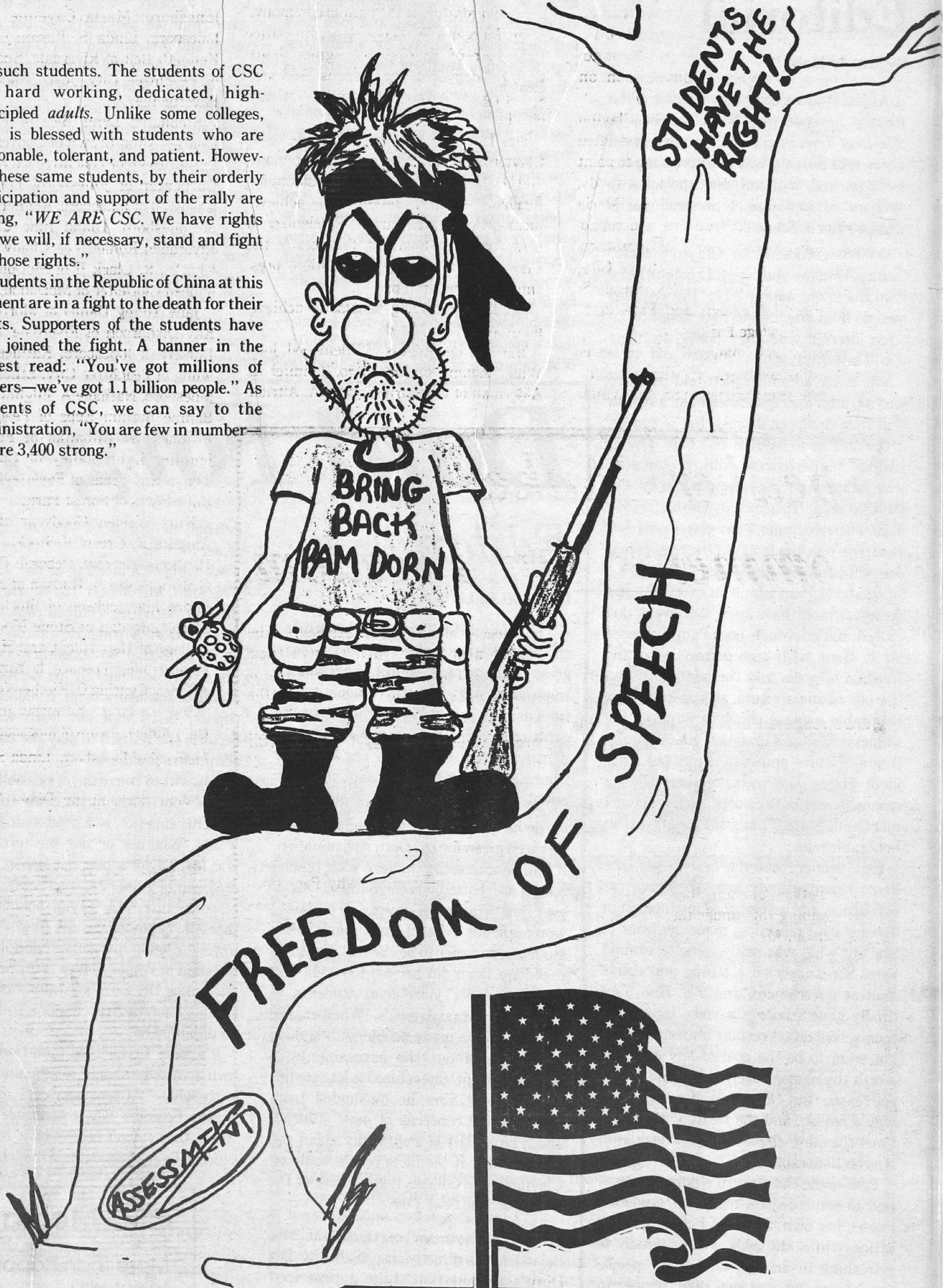
CSC, as do all colleges, has one responsibility, and one responsibility only, and that is to provide the opportunity for students to receive a well-balanced education. The other state schools and universities seem to be fulfilling this responsibility, and they are doing this without implementation of the programs and requirements used by CSC. Therefore, logically, one must ask, why does CSC have such programs and requirements? Who is really benefiting from them... CSC students, OR CSC administration? The CSC administration has turned from providing the opportunity to students for a well-balanced education to attempting to force students into their warped image.

Not unlike Nazi Germany, the administration is dedicated to producing a "master race" of students by weeding out what it feels to be "undesirables," of both students and faculty. Instead of a state college made up of all segments of society, all types of students, the CSC administration wants only students and faculty which like cattle will follow blindly wherever they are led. Should one dare to ask why, offer a different opinion, they are quickly "prodded" back into place.

The student rally last Thursday was a statement of the type of students who are enrolled at CSC, and the CSC administration should give thanks, on bended knee,

for such students. The students of CSC are hard working, dedicated, high-principled adults. Unlike some colleges, CSC is blessed with students who are reasonable, tolerant, and patient. However, these same students, by their orderly participation and support of the rally are saying, "WE ARE CSC. We have rights and we will, if necessary, stand and fight for those rights."

Students in the Republic of China at this moment are in a fight to the death for their rights. Supporters of the students have now joined the fight. A banner in the protest read: "You've got millions of soldiers—we've got 1.1 billion people." As students of CSC, we can say to the administration, "You are few in number—we are 3,400 strong."



AMENDMENT [I.]²

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Students Honored at Convocation

Six students were awarded one-year full-tuition scholarships and another 85 received "academic achievement awards" during Clayton State College's 15th annual Academic Honors Convocation on Thursday morning, May 18.

Scholarships awarded by the Clayton State College Foundation were presented to six students with perfect 4.0 grade point averages. Earning the special awards, worth \$1,236,000 were: freshman Maria Cayenne Barnes of Riverdale and sophomores John Willis Adams of Jonesboro, Cynthia Lynn Brown of Peachtree City, Ronald Lee Chadwick of Rex, Susan S. Hudson of McDonough and Patricia F. Tennant of College Park.

Students who managed 3.8 or better grade point averages at Clayton State between Spring Quarter, 1988, and Winter

Quarter, 1989, were honored with achievement awards during the annual ceremony.

Dr. Margaret W. Pepperdene, Emeritus Professor of English at Agnes Scott College, delivered the Honors Address, speaking on "A Way of Learning — A Way of Life."

Dr. Harry S. Downs, President of Clayton State, presided over the ceremony and Dr. Jack K. Carlton, Vice President for Academic Affairs, presented the achievement awards. Mr. Carl G. Rhodenizer, a member of the Board of Trustees of the Clayton State College Foundation, presented the scholarships.

Students receiving scholastic achievement awards included:

Barbara Lee Adams of Ellenwood, John Willis Adams of Jonesboro, Jennifer L. Alderman of Fairburn, Sandra A. Altrich-

ter of Palmetto, Debra Lynn Barnes of Jonesboro, Maria Cayenne Barnes of Jonesboro, Linda S. Barron of Conyers, Kenneth Bell of Riverdale, Susan H. Bell of Peachtree City, Joyce Ellen Beyer of Fayetteville;

Stephanie Lynn Bice of Fayetteville, Charles Alton Brown of Conyers, Cynthia Lynn Brown of Peachtree City, Anita Kay Carpenter of Jonesboro, Lori Michelle Cashwell of Jonesboro, Kenneth J. Castille of Jonesboro, Diana June Chadwell of Riverdale, Ronald Lee Chadwick of Rex, Charles R. Clark II of McDonough, Mindaleen Clotfelter of McDonough;

Jane Young Daniel of Morrow, Brenda Kay Disharoon of Riverdale, Alice Marie Dorsett of Jonesboro, Kathleen Ann Dowling of Peachtree City, Ethel B. Duke of Jonesboro, Nathalie A. Edghill of Morrow, Bonnie Ingram Epps of Peachtree City, Frances W. Eubanks of Forest Park, Jennifer Lynn Fahey of College Park, Tonya Kay Fraas of Fayetteville, Rebecca Ruth Fritts of Forest Park;

Kurt Welden Goodyear of Riverdale, Annette R. Green of Stockbridge, Karen Henlin of Morrow, Deborah C. Hudson of Griffin, Susan S. Hudson of McDonough, Janice Mae Jackson of Stockbridge, Kay Marlene Jordan of Stone Mountain, Neal Kellogg of Hapeville, Carol Harris Key of Fayetteville, Trenace I. Kirschbaum of Atlanta, Cynthia C. Kitchens of Jonesboro;

Monica Ivette Kohnert of Lake City, Cary Rane Labrum of Jonesboro, Sally Ann Leonard of Jonesboro, Linda Smith Longino of Fayetteville, Vicky Lambine Mabrey of Jonesboro, Susan Diana Marchant of

Morrow, Sara H. Martin of Jonesboro, Robert Douglas McIntyre of Peachtree City, Robert Wayne Morris of Jonesboro;

Patricia M. Muccillo of Morrow, Kevin Barry Murphy of Riverdale, Pamela E. Nichols of Riverdale, Lyda Ann Nolen of East Point, Howard Daniel Osborne of Jonesboro, Belinda Oldham Parish of Conyers, Jonathan James Parry of Jonesboro, Terry W. Peterson of Fayetteville, Dianne Guthrie Proctor of Jonesboro, Barbara A. Rasmussen of Riverdale;

Mary E. Rhey of McDonough, Daniel E. Robertson of Riverdale, Cynthia S. Rose of Ellenwood, Janet Marie Ryan of Riverdale, Hiroko Sakano Sanders of Jonesboro, Marie Jackson Schall of Riverdale, Mary Lynda Schell of Riverdale, Janis Irene Shaffer of Stockbridge, Louise M. Shaw of Forest Park;

Bonnie R. Shepherd of Stockbridge, Kathy Angelica Shin of Jonesboro, Gerhard Norman Siefken of East Point, Mary Louise Storms of Stockbridge, James B. Sullivan of Lake City, Patricia F. Tennant of College Park, Dee Ann Turner of Jonesboro, Marquetta Gale Turner of Forest Park, Debbie Lynn Tyson of Locust Grove, Lisa T. Ulrich of Riverdale;

Janet Carol Wadkins of Jonesboro, Joanna Lynn Waldrop of Rex, Jonathan Burch Walker of Atlanta, Kay Bledsoe Williams of Lake City, Laraine Beth Williams of McDonough, Paula N. Willingham of Fayetteville, Eddie M. Wise, Jr. of Hampton, Karen Knill Wise of Jonesboro, Belinda R. Wood of Sharpsburg, Patsy H. Wood of Morrow, and Darryl Allen Woodruff of Griffin.

Speaker Makes Comments On Freedom

By Donalyn Harris
Student Freelance Contribution

What this campus has lacked for so long is a strong student voice. Students at this College for years have been generally apathetic, and accepting of anything ordered down from the administrative hierarchy. Through my experiences at several colleges, I have found that where there is a strong free press to voice student opinion, there is also student activism and participation. Clayton State has recently been gaining this under the leadership of one person, Ms. Pam Dorn. Prior to this quarter, *The Bent Tree* has lacked any substance; very few students read the paper, because there wasn't much there of interest to the students. This quarter, however, all this has changed. Students have been given the opportunity to express freely their opinions without fear of censorship. Students told the paper how

they feel about the exit assessments. The faculty also had a turn to give their opinions. The candidates for student government expressed their wishes for the College, and thanks to this, we had the largest voter turnout ever for a run-off election. I do not believe that this is all coincidence. Pam has offered students free speech, which in turn has given students proper motivation to stand up for what effects them.

No one knows exactly why Pam Dorn was terminated, because no reason was given. However, we, the student body, feel that she is being blamed for the fire that has been started under the feet of this once apathetic student body.

We want answers, but more than this, we want some basic rights. We demand the right of free speech and press, without fear of retribution, and most of all, we want Pam Dorn reinstated.

New SGA Officers Hold First Meeting

By Myrna J. Warner

The newly elected Student Government Officers were sworn in Monday, May 15, 1989. Immediately after the swearing in ceremony, there was a meeting of the SGA and the new officers went right to work. President Randy Korn called the meeting to order.

Several items of new business were discussed and action taken. The SGA presented a written request to the Dean of Students, requesting reprinting of the Student Handbook be postponed. This request was made to allow time for the new SGA to study the draft for the new handbook and make any recommendations

for changes or revisions.

Other items of business discussed were more fun type activities for students at CSC, and the Spring Dance. A motion was also made and carried to present a referendum to the student body to vote on school colors.

Meeting with the SGA officers for this first meeting were Pam Dorn, instructor of journalism and Assistant Director of Student Activities, Robert J. Taylor, Director of Student Activities, and Robert C. Bolander, Dean of Students.

SGA regularly meets at 3:00 p.m. on Mondays. They meet in D-116 (student lounge), in the SGA office area.



Academic Honors Convocation

SCHOLARSHIP WINNERS—Dr. Harry S. Downs (left), President of Clayton State College, and three members of the College Foundation's Board of Trustees pose with five of six students who received one-year scholarships during the College's annual Academic Honors Convocation on May 18. Pictured from left are: Dr. Downs, Maria Cayenne Barnes of Jonesboro, John Willis Adams of Jonesboro, Cynthia Lynn Brown of Peachtree City, Patricia F. Tennant of College Park, Ronald Lee Chadwick of Rex, and Foundation Board Members Carl G. Rhodenizer, Thomas B. Clonts and Ernest L. Cheaves. Students were awarded scholarships for making all A's, a 4.0 Grade Point Average, in all college work completed.

LEAP Program Started To Help Students

By Joanna Horton

Starting in the fall of 1989, all entering freshman in general education will be enrolled in a new program called LEAP (learning enhancement assistance program). This course will help new students assess their academic weaknesses and improve them. Dr. Betty Tenore, Director of the Learning Support Center, says that the course will provide diagnostic evaluation and a prescription in the areas in which a student is having difficulty.

Based on research outlining the characteristics of a good student, LEAP is an instructional strategy with the aim of teaching students more effective ways of learning. This two-credit-hour course will make materials available for students so that they may fulfill their learning potential.

According to Dr. Tenore, the LEAP program came about because of the problem of many students having to take writing or math labs outside of their

normal course load. This program will help students come up to college level skills, but will avoid students being caught up in multiple enrollments of lab classes. Dr. Tenore said that the "program is focused on students to maximize the students' time and the students' successes."

At other colleges where similar programs have been implemented, the students involved have had a change in attitude toward their studies and their GPA's have increased significantly. The Learning Support Center also included the Assessment Center and the learning lab. The Learning Support Center provides any students the materials they need to enhance the learning in their courses. The Learning Support Center is not only for developmental or LEAP students. All students are encouraged to take advantage of the materials at the center. The Learning Support Center is located on the lower floor of the Library.

Library Provides Reserve Readings

By Barbara Dantzer
Library Circulation Assistant

Reserve materials are items that are placed in the library by faculty members for restricted use by students. The length of time to use these materials varies from several hours to three days.

Reserve materials may be books, copies of magazine articles, or some type of au-

diovisual material such as videotapes or cassettes.

Reserve materials are arranged on the shelves by the course title and then by the last name of the faculty member. Students must present their identification card when borrowing reserve materials.

Inquire at the circulation desk for more information about borrowing library reserve materials.

Marketing Students Win National Awards

Five marketing management majors from Clayton State College received national awards at the 1989 Delta Epsilon Chi Career Development Conference held April 15-19 in Orlando, Florida.

Cayenne Barnes of Jonesboro, and Pam Lanier of Rex, competed against over 100 other teams and won first place in the nation in the Advertising Campaign competition. For their winning campaign, they presented a comprehensive campaign about Delta Airlines. The purpose of the campaign was to introduce Delta's new Caribbean destinations.

Miss Barnes is the owner of Ace Wall-covering and Miss Lanier is the Administrative Assistant/Safety Coordinator for John Harland Company in Decatur.

David Hollingsworth of Fayetteville placed third in the nation in the Entrepreneurship event. In his competition against over 100 participants, David was interviewed by four sets of judges. In his

interviews, he defended marketing considerations of his business, Emerald Greens Ltd., a full-service landscaping corporation located in Fayetteville.

Lanier Sammons of Jonesboro was one of eight overall national finalists in General Merchandising competition. Nearly 150 students took a standardized test and participated in three role play situations. In addition to her finalist medallion, Williams was also awarded a Certificate of Merit for placing in the top 10 percent of competition. Miss Williams is owner of T-Jons Monogramming and Embroidery of Fayetteville.

Other Clayton State students who attended the conference included Brian Montgomery of Stockbridge, 1989-90 Georgia Delta Epsilon Chi President, Michael LaFlamme of Fayetteville, and Angie Foster of Jonesboro. Deborah Curlette, Marketing Management Instructor and Delta Epsilon Chi advisor also attended the conference.

Roe vs. Wade: The Issue Continues Editorial

By Robbie Nesbitt

In 1973, the Supreme Court of the United States of America decided a monumental case—*Roe vs. Wade*. However, the debate on abortion did not end in 1973. Instead, it has heated up into one of the most controversial subjects in the history of the United States.

Why is *Roe vs. Wade* so controversial? The controversy has resulted from a great debate in this country of whether or not the fetus is, in fact, alive. The proponents of abortion believe that the fetus is not alive and that the mother has the choice of whether or not the fetus is to live; however, pro-life groups believe that the fetus is, in fact, a baby which is alive and should have its right to live guaranteed by the Constitution. As a result, the United States of America has come to one of the most critical stages in its existence.

Rather than focusing this editorial on whether or not *Roe vs. Wade* should be overturned, I have decided to focus on something perhaps just as crucial—the political ramifications of the 1973 Supreme Court decision.

The decision of *Roe vs. Wade* heralded a new beginning when it was passed in 1973; it legalized abortions nationwide. However, what started out as simply a decision to legalize abortions has exploded into one of the most heated battles in the history of the U.S. Daily, we witness this through television, radio, politicians, and

religious leaders. We see abortion protesters arrested across the country, we see pro-abortionist marches in Washington, D.C., and we are constantly warned what the consequences will be if *Roe vs. Wade* is overturned.

However, whatever the Supreme Court decides to do about *Roe vs. Wade*, the ramifications are great. The Pro-Life movement and the Pro-Choice movement are getting ready to battle it out for the 1990 congressional seats. There is already mobilization in all 50 states by each group. A key issue for any political candidate, from state representative to governor, will be their personal stand on abortion. Both sides are now arming themselves with fundraisers, petitions and organized groups. Politicians will be constantly assaulted by these influential groups. They will constantly be attacking these people, threatening defeat if the politicians oppose them or promising great contributions if the politicians support their cause.

How will this affect America in the future? If candidates who support the Pro-Life movement win a majority of seats in Congress, you could possibly see *Roe vs. Wade* overturned or, at least, an abortion made very difficult to obtain. If the Pro-Choice candidates win the majority of seats in Congress, however, abortion could possibly be performed on demand, with no questions asked.



Student Responds to Editorials

by Yancey Wilson
Student Freelance Contribution

In the May 22, edition of *The Bent Tree* there were two editorials written by Robbie Nesbitt that need attention called to them. The first was "The Right to Bear Arms." The other was on "Why is Evolution Taught as Fact."

Mr. Nesbitt says the ban on semi-automatic weapons has him bothered. He claims this is leading towards total banning of all guns by anti-gun lobbyists and that it is an infringement on our constitutional rights. He backs up his editorial with the usual rhetoric like for each gun and rifle you own you would be subjected to paying \$200 in taxes a year for the privilege of ownership and that you would have to register with the F.B.I., and so forth. He even goes so far as to compare us "to subjecting to the will of our government, just like in the Soviet Union."

President Bush put a ban on these semi-automatic weapons because of all the random and heinous violence that these guns issue. These types of weapons, AK-47's, M-16's, UZI's, and MAC-10's, belong on the battlefield not on the streets and not

in the home. You cannot convince me that they're good for hunting either. Target practice also will not suffice as an amiable answer. Handguns are no better. They are made for killing. Killing and nothing else but killing. But gun enthusiasts say they just love to target shoot. If you point a .357 or .44 magnum in the general vicinity of what you are aiming at you will hit something.

I am not a gun enthusiast as you can plainly read, but I don't oppose hunting or owning a rifle or shotgun. A good 12-gauge will bring down your game and protect your home admirably.

The article written by Mr. Nesbitt on evolution being taught as fact, again shows his own one-sidedness. I have taken 20 hours of history classes at Clayton and 10 hours of biology as well and have never picked up that evolution was being taught as fact. Holy Cow! This is the South! If such was going on the Baptist and the Methodist would be barring the doors of this very campus. If you think the recent debate over the assessments is a spectacle try teaching evolution as a fact at Clayton State College and you will see controversy.

A Faculty Viewpoint: Myths About Assessment

By Dr. Bradley R. Rice
Professor of History

Once a distortion or half truth gets published in the media, it often takes on a life of its own and becomes passed on by word of mouth as if it were true. This is the process by which modern myths are born. A few such modern myths have recently been given life at Clayton State College.

These infant myths were conceived in fall and winter quarters and were brought into the world on April 24 in an article in *The Bent Tree*. Two weeks later on May 5, the myths were christened in another *Bent Tree* story. As with most myths, there were some seeds of truth at conception. But as with all myths, the seed of truth is hard to find in the unruly child.

FIRST MYTH

The first myth is that assessments are uniformly disliked and distrusted by students and faculty. As a general rule, students have never been particularly fond of having their performance rated whether the assignments were called tests, examinations, essays, term papers, problems, exercises, or whatever. Assessment is simply a generic term to refer to any measurement of student performance when that performance is directed to specifically defined outcomes and explicitly stated criteria.

Based on the information contained in the seriously flawed survey conducted by *The Bent Tree*, it is not possible to determine whether assessments are more disliked than any other sort of grading method. The unscientific poll referred vaguely to "the assessments." It was impossible from the survey to determine which of the many assessments in the curriculum were at issue. There was no control to insure that respondents had any knowledge of the assessment process about which they were commenting. In addition, the way the survey was distributed and the way it was worded served to elicit negative responses.

The only informed judgment that one could draw from *The Bent Tree* poll is that some people disapprove of the assessment process and that some of those people did not really have accurate information about what they professed to disapprove. The very first student comment quoted in the April 24 article exposes the lack of credibility of the rest of the survey. Referring to assessments, the unnamed student said, "I really don't know much about them."

Regardless of the invalidity of the survey, the faculty and administration realize that the number of negative perceptions is too high. The administration realizes that it must shoulder much of the blame for negative and inaccurate impressions because it has not done as good a job as it should have in informing students about the educational advantages of the new curriculum. Major efforts are being undertaken to facilitate communication and to improve the assessment process at points

where legitimate problems have been identified. Among those efforts was the devoting of several hours of the May 12 faculty workday to reviewing the assessment process in each course and to discussing problems of student perception.

To say that everyone loves assessments would also be a myth — but no one has said that.

SECOND MYTH

A second myth is that if a student fails any assessment he or she will automatically fail the course. This myth is based on a misunderstanding of the crucial distinction between exit and non-exit assessments. Had *The Bent Tree* consulted the Glossary of the widely distributed Outcome Handbook, the paper could have easily found out exactly how assessment results are calculated in the grades of each and every course. Had reporters interviewed faculty who prepare assessments and administrators who supervise them, they could have presented an accurate and balanced account. The failure of the articles to follow the rules of good journalism and include such basic information calls into serious question the overall reliability of the stories.

The following definition in the Outcome Handbook, which has been available to all students since September 1988, makes clear the difference between exit and non-exit assessments: "EXIT ASSESSMENT: An assessment or set of assessments that must be completed successfully for the student to pass a course or move to the next stage of the curriculum is an exit assessment. Not all assessments are exit assessments. Faculty will notify students which assessments are exits. Non-exit assessments may be used in calculating student grades in a course and may therefore impact on passing or failure, but failure to be successful on a specific non-exit assessment will not automatically result in failure of the course or failure to progress to the next stage of the curriculum."

Contrary to the impression conveyed by the stories in *The Bent Tree*, a review of course syllabi reveals that the vast majority of assessments in the new general education curriculum are NOT exit assessments.

THIRD MYTH

A third, and particularly misleading, myth is that assessments are "one-shot." The *Bent Tree* articles of April 24 referred to assessments as "a one-shot type of test" that "can determine whether a student passes or fails a course, regardless of the class grade earned by the student prior to the test." This statement leaves an incorrect impression. "One-shot type of test" is simply not an accurate portrayal of the nature of most assessment instruments.

In those cases in which exit assessments are used, students are almost always given multiple opportunities to assess. For example, in English 101 students have the chance to assess writing as many as ten times and reading five times. In past

practice, students have averaged between three and five exit assessment performances on each mode.

There is only one course on campus in which assessment even comes close to fitting the "one-shot" characterization, and even in that instance, "one-shot" would be a highly misleading way to describe what is really done.

In Speech 101, students must reach a specified rating on the major speaking assessment in order to pass the course. However, students may self-assess their performance on videotape and retape the speech as often as they like before they turn it in.

Experience with the Speech 101 course in winter quarter revealed that no student failed the speaking assessment who were not already on the borderline of failing. In other words, those students would probably have failed the course anyway had the final speech been a major grade instead of an exit assessment.

Furthermore, in all courses with exit assessments, there is an appeal process for students who believe that they might have been treated unfairly. In addition to this course-based appeal process, there is a long-established college procedure for grade appeal which is published in the Student Handbook. These safeguards were instituted for the benefit and protection of students, but *The Bent Tree* article made no mention of them.

So much for the one-shot myth!

FOURTH MYTH

Stories about students making all A and B grades on assignments and then failing the course because of the exit assessment constitute the fourth campus myth. The administration has tried to find out if this has actually occurred since the implementation of the new general education curriculum last fall. So far, no actual case of this nature has been documented. If such a case or cases were to emerge, it would be a rare exception based on some circumstance that might very well justify special consideration. As of now, such cases are simply rumor and myth.

Next time you hear someone say, "Johnny So-and-So passed the course but failed the assessment, so he flunked," ask some questions; do some investigating. Was Johnny on the borderline already? Was Johnny's performance really of the quality that he ought to have passed the course? Was Johnny really treated unfairly? Or is Johnny simply using "assessment" as a scapegoat for his own shortcomings? If, on the other hand, you do happen to find a Johnny who might truly have been mistreated, encourage him to come forward so that the case can be resolved fairly.

FIFTH MYTH

A fifth myth is that assessment at Clayton State is something tacked on to the course. The implication of the myth is that the assessment process is somehow unrelated to the course instruction. Even the *Atlanta Constitution* got caught up in

this myth because the reporter apparently took the word of an ill-informed source rather than checking the facts. On May 19, the *Constitution* wrote, "the [assessment] tests are in addition to a student's normal academic load." Nothing could be further from the truth. The assessment process is imbedded in the course — it is not something tacked on.

All courses in the new general education curriculum are designed to focus on specific learning outcomes: communication, critical thinking, aesthetic perspective, historical perspective, scientific perspective, and others. Assessments are integrated into the courses to discover if students have indeed achieved the stated outcomes. The assessment process is part and parcel of the design of the course; it is a day-in, day-out activity.

SIXTH MYTH

A sixth myth is that Clayton State is the only college in Georgia conducting assessments. Quite the contrary. Several other schools employ exit examinations which are tantamount to exit assessments in some courses.

Additionally, students at Clayton State should be proud that their college is in the forefront of a national movement to assess the outcomes of student learning experiences. Other colleges will be following our lead although no two institutions will ever do assessments exactly alike. The Southern Association accrediting agency and the Chancellor of the University System have mandated that colleges and universities in Georgia undertake plans to assess institutional effectiveness.

The Clayton State College general education curriculum is approved by the Chancellor, and transferability is guaranteed by signed agreements with University System schools. The fact is that we are not alone; our students are not out on a limb. When *The Bent Tree* and the *Atlanta Constitution* state otherwise, they are perpetuating this myth.

Many members of the Clayton State College faculty, including this writer, have participated in state, regional, and national meetings about assessment of student learning outcomes. The American Association for Higher Education is conducting a national conference on assessments in Atlanta in June. Hundreds of colleges and universities from around the nation will have representatives there, and several Clayton State students and faculty are on the program.

The assertion that Clayton State College is the only institution using assessments is just one more myth.

Again, it should be emphasized that the administration and faculty recognize their shortcomings in communication and student relations. The many faculty who are committed to Clayton State's approach to outcome-focused education are under no illusion that the program is perfect. It would

See myths on page 8



Wednesday, June 6

Clayton State College will conduct a "how to start a new business" workshop at the South Fulton Chamber of Commerce offices on Tuesday, June 6. Scheduled between 6:30 and 9:30 p.m., the session is another in a continuing series designed for small business owners and managers. A \$15 registration fee will be required. Call the College's Small Business Development Center (961-3440) for more information, or the Office of Community Services (961-3550) to register.

Thursday, June 8

Spring Quarter credit classes at Clayton State College will meet for the last time on Thursday, June 8. Final examinations for the quarter will begin on Friday, June 9, and continue through the following Wednesday, June 14. The College's annual graduation exercises will follow on Saturday morning, June 17. Call the Office of Admissions and Records (961-3500) for complete information about college credit programs. (Exam schedule is on Page 1.)

Spring Exam Schedule

Friday, June 9

7:50 a.m.—9:50 a.m. All 7:50 a.m. MWF, M-F, M, W, MF, MWTF, MTTF and 8:05 a.m. MWF classes
 11:05 a.m.—1:05 p.m. All 11:05 a.m. MTWF, MW, MWF, 11:15 a.m. MTWT, 11:20 a.m. M-F classes
 2:00 p.m.—4:00 p.m. All 9:45 a.m. TT, 9:50 a.m. T, 10:00 a.m. TT, 10:05 a.m. TT, 1:15 p.m. W and all 1:18 and 1:20 p.m. classes

Monday, June 12

8:50 a.m.—10:50 a.m. All 8:50 a.m. M-F, MTTF, MWF, MW, W, MF, TWTF, MTWT, MWTF, MTWF, 9:00 a.m. MF, and 9:30 a.m. MWF classes
 12:00 noon—2:00 p.m. All 12:20 p.m. M-F, MWF, MW, MWTF, MTTF, MF, W, 12:40 p.m. MWF, 12:15 p.m. M-F classes
 3:00 p.m.—5:00 p.m. All 1:15 p.m. TT and 11:05 Tu classes
 8:15 p.m.—10:15 p.m. All 8:00 p.m. M-F, 8:15 p.m. MW, M classes

Tuesday, June 13

7:50 a.m.—9:50 a.m. All 7:30 a.m. TT, 7:30 a.m. M-F, 7:50 a.m. TT classes
 12:00 noon—2:00 p.m. All 12:15 p.m. TT, and 12:20 TT classes
 3:00 p.m.—5:00 p.m. All 3:50 TT classes
 6:00 p.m.—8:00 p.m. All 6:00 p.m. MW, M-F, 6:15 p.m. M, MW, 7:00 p.m. M-F, 7:05 p.m. MW, 5:05 p.m. M and MW classes
 8:15 p.m.—10:15 p.m. All 8:15 p.m. T, TT classes

Wednesday, June 14

8:00 a.m.—10:00 a.m. All 8:50 a.m. TT, 9:15 a.m. TT classes
 11:00 a.m.—1:00 p.m. All 9:45 a.m. MWF, 9:50 a.m. MTWT, MTWF, MW, 10:05 a.m. M-F, MTTF, MWF, MTWT, MF, W, TWTF, MWTF, and 10:50 a.m. TT classes
 4:00 p.m.—6:00 p.m. All 4:40 p.m. TT classes
 6:00 p.m.—8:00 p.m. All 5:05 p.m. TT, 6:00 p.m. TT, and 6:15 p.m. TT classes

**ANNOUNCING
 FOUR INFORMATIONAL SESSIONS
 ON THE
 CLAYTON STATE COLLEGE
 GENERAL EDUCATION CURRICULUM**

Tuesday, June 6, 5:00 p.m., Room D-223
 Wednesday, June 7, 1:00 p.m., Room D-223
 Wednesday, June 7, 5:00 p.m., Room D-223
 Thursday, June 8, 11:00 a.m., Room B-15

ALL STUDENTS AND FACULTY ARE
 CORDIALLY INVITED TO ATTEND

OFF-CAMPUS SCHEDULE OF SUMMER CLASSES

This is a tentative summer schedule for off-campus classes offered at McIntosh High School in Peachtree City. Success of the off-campus program depends on student enrollment. Clayton State College reserves the right to change or cancel any class.

GENERAL INFORMATION

Application Deadline (new students)..... June 12
 Day One (for new freshmen) June 15
 Registration (at McIntosh High in Peachtree City) June 22
 (6:00 p.m. - 8:00 p.m.)
 Classes begin June 27

Classes will be offered on Monday and Wednesday or Tuesday and Thursday evenings beginning at 6:00 p.m. and ending at 8:45 p.m.

CLASSES TO BE OFFERED

- ENGL 101 - Uses of Languages
- HIST 150 - Perspectives on World History
- MATH 111 - College Algebra
- POLI 150 - The American Political System
- BSAD 201 - Introduction to Business Information Systems
- ECON 201 - Principles of Economics I
- MGMT 301 - Principles of Management
- MKTG 301 - Principles of Marketing

Students must be accepted for admission before enrolling in classes. Applications for admission can be obtained from the Community School office at McIntosh High School or by calling the College's office of Admissions at 961-3510. Please consult the college catalog for admission requirements.

Currently enrolled CSC students may register for these off-campus courses at McIntosh or at Clayton State.

ARE THE ASSESSMENTS FAIR TO STUDENTS?

Debate. **Thursday, June 8**
 11:00 a.m.
 Room D-223

CSC students have invited President Downs to debate this question. If Dr. Downs or his representative fails to show, the students will win the debate by default. All CSC students and faculty are invited to attend.

Myths continued from page 7

be another myth to say that the program is without flaw. There are bugs to be worked out; there are changes to be made. But as the College pursues excellence in its curriculum, what is best for students is always the utmost consideration. It is the hope of the many faculty who have worked long and hard to create an outstanding general education experience for the student of Clayton State College, that those students will not be swayed by myths, misinformation, and half truths that have been given wide distribution.

Graduation..... continued from page 1

"It is a great honor for the College to have as speaker a person so supportive of Clayton State College for the first graduation ceremony at which bachelor's degrees are awarded," Dr. Downs said. All students who have completed requirements for graduation since last year's ceremony will be eligible to participate in the Saturday morning exercise. Although, students may be graduated at the end of any quarter in which they fulfill the degree requirements of the College, only one formal commencement is held each year.