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Kenyon Collegian - November 8, 1990

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Angela Davis
Speaks on Racism
in Academia

KCDC Opens Season
with *Gondoliers*
This Weekend

Soccer Loses in
Regional Finals,
Ends 19-1

The Kenyon Collegian

Thursday, November 8, 1990

Established 1856

CXVIII, Number 8

Rumors Regarding Slashing of Financial Aid Prove False

By Nanette Miller

The recent problems with the budget seem to have aroused some rumors that the budget for financial aid has been cut. Wes Tutchings, the Director of Scholarships—Student Aid and Student Employment, said that the budget for next year has not yet been set and that preliminary talks are still in session. However, he maintains that the budget for financial aid has never been cut.

Tutchings stressed that even if there were an increase in tuition there are excess funds which do a lot for such increases. According to the 1990-1991 *Prospectus Magazine*, "the financial aid program at Kenyon was created with a single purpose in mind: to enable bright, motivated, talented students to enroll at the college regardless of family financial standing."

Tutchings reported that, at present, 33 percent of Kenyon students are receiving some form of financial aid from the school and approximately 120 of those receiving aid are minority students. Extra money is not taken

to lure minorities in by offering outstanding packages. Instead, there is a percentage of the budget pertaining explicitly to minority students.

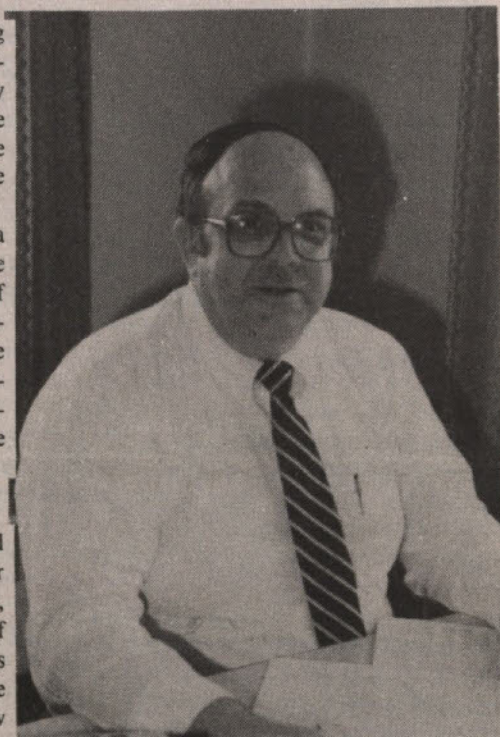
In the past there has been some confusion as to whether or not athletes are offered scholarships to bring fame to the Lords and Ladies. Tutchings explained that in Division Three, there are restrictions which prohibit athletic scholarships. When statements are reviewed by the financial aid office the athletic status of an entrant is unknown, the student is just another name on a long list. A coach cannot request special financial benefits, nor can he or she serve on the committee.

There are many steps which must be undertaken to determine an individual's need. First, the family must fill out a Financial Aid Form (FAF) completely and accurately and submit it to the College Scholarship Service. The information is then analyzed according to a formula known as the Congressional Methodology. The outcome is a calculation

of what the family can contribute—including both parental and student incomes. The difference between what the student's family can contribute and the tuition of the College (the total basic fees equaling \$18,125) is the student's need. The financial aid package from the college provides for that need.

All packages consist of a scholarship, a loan or loans and student employment. The FAF determines the need but the amount of scholarship awarded is determined by the student's academic standing. The better the academic credentials, the greater the scholarship. These grants are supported by endowments and College operating funds. The average scholarship is around \$8,200.

To be eligible for financial aid, a form (and federal income-tax forms, expressly for verification) must be submitted every year, the student must be ranked in the top half of the class, and must be earning enough credits to be progressing toward graduation. The College evaluates the form given the new variables and has the option of reducing or increasing awards yearly.



P. Wesley Tutchings
Director of Scholarships and Student Aid

News Briefs

By Cindy Wittman

Smith Sits-in

A week-long sit-in by students at Smith College has resulted in an agreement signed by the college administrators to create a multicultural center for minority and international undergraduates. The protest of 200 students ended on November 1, when the student leaders agreed to a proposal stipulating for the college to draft a plan for a center by January.

Other elements of the agreement call for a task force composed of the seven protesting campus groups to determine the location of the center, and the establishment of a temporary meeting space for the groups this academic year. The students will not sign this proposal until the location of temporary meeting spaces is confirmed.

More Reserves to Gulf

The Defense Department made public on Nov. 4 a plan to call up major combat units from the reserves to travel to the Persian Gulf within the next few months. The reservists would be among as many as 100,000 addi-

tional troops the Pentagon has stated it will send to combat the crisis within the coming weeks.

This will be the first time that part-time troops will be integrated with active-duty soldiers since the abolishment of the draft in 1973. 34,000 members of the reserves have already been mobilized in military support roles. Army officials say that these reservists could be on the front lines by early next year.

Baby Book Scandal

A tradition of picking an attractive first-year female to date out of their college viewbook landed the Carleton College football team in trouble. The team has been forced to drop the practice after the woman selected this year attacked the custom for being offensive and sexist.

Administrators upheld the complaint, and the football team consented to end this tradition and issue an apology after the college's president talked with the football coach. This apology was printed in a letter to the editor of *The Carletonian*. According to the letter,

"The tradition was all a mockery and was not intended to be taken seriously by anyone."

Space Shuttle Delays

NASA announced a delay of the planned space shuttle Atlantis launch from November 9 to November 16 because of cargo problems. The shuttle contains a spy satellite that reportedly will spy on Iraqi forces. The launch of the Columbia is still slated for early December, despite the Atlantis' delay.

Village Market Deli Temporarily Shut

By Nanette Miller

The temporary shut down of the sandwich section at the Village Market on October 15 was the result of a misunderstanding between the manager and the health department.

Upon hearing that the Village Market did not have a food service license, health inspectors requested that the sandwich shop discontinue sales. Ben Durbin, the manager of the facility, emphasized that it was the result of a procedural technicality and not on account of low grade materials. Durbin admitted, "I was not quite aware that I needed a license, as I have stayed open ten years without one."

Africa's Latest Rage

In Nigeria, rumours of genital theft have led to three deaths and 150 arrests by the police. Mobs killed three alleged sorcerers accused of stealing the organs. According to the rumours, after alleged sorcerers approached strangers for directions, the victims reported their genitals were missing. (from the *Columbus Dispatch*)

Apparently a local competitor turned Durbin in for his lack of a food service license.

In order to receive the license, a proposal must be submitted—including a menu—and an inspection must be passed. It is only upon receiving the certificate that the shop may reopen. The inspection was scheduled for late last week.

The market's deli is a service which began ten years ago. Since most of the restaurants close down over summer vacation, it was established to accommodate the people in the village year round. Durbin is optimistic that the reopening will take place sometime next week.

Evaluating Kenyon's Financial Aid

Financial aid at any institution is always an enigmatic process. Determining whether academic or need-based aid will be the main criterion for receiving an award should be given priority. At Kenyon, as well as at most institutions, academic standing consistently takes precedence.

The financial aid department divides applicants into three categories: those guaranteed aid, those likely to receive aid and those that won't. Academic achievement is used as the main criterion in this process. This allows students whose parents' combined income exceeds one hundred thousand dollars annually to qualify for aid. *Prospectus*, a Kenyon-produced periodical used to attract students to the college, details the financial aid procedure. On page 53 an applicant is presented who has a strong academic record and whose parents combined income is \$92,000 annually. The student was granted almost eleven thousand dollars in aid, paying sixty percent of her tuition.

While the *Prospectus* article details the program of need-based grants, it does not mention that only about a third of awards are indeed, need-based. The other two-thirds are given as rewards for academic achievement.

Obviously, the college does not possess the resources to grant aid to all applicants. The result is that some genuinely needy candidates cannot be given aid while some of their more financially fortunate colleagues receive aid that may or may not be essential.

While offering aid can be a wonderful recruiting method, there should be no mistaking priorities. Aid should be granted based on the ability of students to pay for their education. Only after these students' needs are addressed should aid be given for purely academic reasons.

The college should also set a top limit of income, above which no aid can be offered. It is insane to offer aid to a student whose parents have a combined annual income of more than \$100,000 and not offer financial support to a student whose parents make less than half that amount. Once both candidates have entered the college an equality in intellectual competence becomes assumed. Even if the wealthy student has a far more impressive academic background, s/he obviously does not need the money.

For those receiving financial gifts, the college also offers loans and provides job opportunities. However, the loans and jobs are optional. The campus is besieged with rumors that some of Kenyon's most outstanding recruits, athletes, scholars, and minorities, have enormous parts of their tuition paid for by the school without ever working to earn their gifts. While this follows the letter of the laws governing NCAA Division II financial aid, it tends to violate the spirit.

Perhaps Kenyon should use the financial aid program as a means of giving something back to the community. Offering financial aid recipients the opportunity to perform community service rather than working directly for the school would reap enormous benefits for the college and the community. Knox County is filled with a tremendous number of deserving charities that would welcome student involvement.

Currently ten states, over two hundred public school districts and three colleges require community service for all students as a prerequisite of graduation. Kenyon would do well to provide its community with this bare minimum of support.

Finally, perhaps the financial aid department should consider offering some less rigid financial aid options to its students. A number of schools offer low-interest short-term loans to help their students through financial difficulties. Thousand dollar loans granted at the beginning of the school year and due at the beginning of the next, would offer returning students occasion to help meet expenses. This also gives the college a simple means of raising much needed revenue.

Written by Members of the Editorial Board

The Kenyon Collegian

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The *Kenyon Collegian* is published every Thursday while the College is in session, except during examination and vacation periods. The views expressed in the paper do not necessarily reflect the views of Kenyon College. Yearly subscriptions are \$25.00; checks should be made payable to the Kenyon Collegian. Our mailing address is Kenyon Collegian, Gund Commons, Gambier, Ohio 43022.

Quote of the Week

"One of the nearest things I can think of to relate to the Kenyon Experience is something I read back in Psych. 11-12. When you isolate too many rats in too small a cage, they start

biting each other's heads off. They drink too much water, they hoard food, they mate like crazy."

— Yearbook quote 1980

"FIEF-LAST OF HIS PACK"



THE READERS WRITE

The *Kenyon Collegian* encourages letters to the Editor. All submissions must be signed and typed, double-spaced and are due Tuesdays at noon in the Gund Commons mailbox. The Editors reserve the right to edit all material while maintaining the original intent of the submission. Letters and columns do not necessarily reflect the views of the staff.

Campus Cries Racism too Easily

To the Editor:

I have noticed a dangerous trend materializing itself lately at Kenyon. It appears that the concept of racism has become less of an honest concern at here and more of a political pawn. Recently, I have found individuals appealing to the Kenyon community's disdain for racism in order to further their own political ideology. We can all recount how easily those who espoused liberal ideas could be silenced by labeling them as "Godless Communists". The Red Scare of the 1950s demonstrated how easily certain beliefs and ideology could become taboo by identifying them with that which most of society deprecates, regardless of whether the ideas were either Godless or communist. By no means do I wish to equate racism with communism, rather, my point is simply this: One way of discrediting conservative stances on issues is to label them as racist. After all, no one, especially a Gambier resident, wants to be labeled as a "racist". Thus, in the process of becoming as non-racist as possible, Kenyon students and professors alike label many different political positions and actions as "racist" because they conflict with how another individual believes a particular cultural issue should be dealt with.

In the last issue of the *Kenyon Observer*, Professor Short wrote an article entitled, "Kenyon's Need for Diversity" with an accompanying cartoon named "Race-Conscious Map of America" by Robert Sliman. After reading the article, which was clearly conservative, although I did not agree with everything that was written, I did enjoy the author's ideas and gained a fresh new outlook on the issues which he addressed. However, in the next issue of *The Collegian*, Professor Clifton Crais, wrote a letter to the editor attacking the article and cartoon. What bothered me was not that he disagreed with Mr. Short's ideas, in fact I found his counterpoints to the statements made in the *Observer* intriguing. What disgusted me was the fact that he labeled the entire *Observer* issue as racist. I respect Mr. Crais's and anyone else's right to disagree with what was printed in the *Observer*. What I don't respect is the labeling of certain ideas as racist because they are in conflict with his. I have no intent to debate the arguments of either party. Both individuals were clearly trying to logically reach a conclusion about the most

see RACISM page eight

Terrie DeBonis's name was misspelled in the Nov. 1 issue of the *Collegian*.

Davis Compares Racism of Yesterday, Today in Academia

By April Garrett

Upon arriving at Kenyon, last Thursday, a traveled Angela Davis sat in the Ujima Imani lounge surrounded by a group of extremely intrigued African-American women. They were intrigued because for many years, Davis's contributions have helped in the advancement of their people. Davis's warm presence illuminated a feeling of words that would not go right through you; instead they would remain in a realm that one could understand and refer back to. As she spoke with this group of women, they could not help but hear years of experience, knowledge and education. When asked questions about how to deal with professors who influence unhealthy interaction in political thought, how to handle the problem of being African-American on a predominately European-American campus, and the future of African-Americans in the United States, Davis responded in a tactful, insightful manner in which only years of experience, dedication and developed intelligence could convey.

In addition to a broader spectrum of world events Davis asked the young women about their experiences here at Kenyon. Much to her surprise, and to the correction by the African-American women, the information she received in a "bio-blurb" from the Faculty lectureship series at Kenyon provided her with inaccurate information about the African-American population at Kenyon. She was surprised about the small percentage of African-American students that actually attend Kenyon as compared to what she

previously thought. As time drew to a close, Davis left the African-American women in hopeful anticipation of her upcoming speech.

In Rosse Hall, Davis took the stage as if it were as comfortable as her living room sofa. Her comfort, however, did not take away from her ability to express an understanding of the problems of women, race, culture and class, with a poise only Davis could impart. Slightly disgruntled, Davis began her speech by expressing her disappointment in the misinformation she received about the African-American population at Kenyon and from there, she intuitively focused her discussion on the persistence of racism in academia.

Davis recalled her educational experience at Brandeis University with a feeling of discomfort for she felt that the character of the school created a barrier separating her from the mostly European-American student population. Davis compared the students' perception of her to that received through a one-way mirror. She felt that they saw in her their history and their culture, not her own. In her interaction with the other students, she saw that the history and culture of her people was not something that they cared to see. Instead, they wanted to create a "white-distorted reflection of themselves" which basically rendered her, and her distinctiveness as an African-American woman, invisible.

Here she stood, three decades later, at predominantly European-American Kenyon College and asked, "Has progress really been made?" Her answer seemed to render an unfortunate state of affairs as she informed the

audience that she found the progress made by her generation developed into new forms of the social disease called racism. In the sixties, Davis observed that the desegregation of society into a nation that was not strong in the first place just seemed to weaken the progress political activists fought so hard to make. They found that the solution to this problem of inequity was to create new institutions, not just increase access to the old ones. Davis attributes the problems in the work force as well as in education to the integration of non-European-Americans into the set spheres of European-Americans without making any accommodations to the years of inequalities that came before. This was a problem that warranted an overhaul of these institutions providing equal education to all non-European-Americans as well as working class Americans.

In education, Davis found that the reproduction of the same inequitable, fundamental ideas from society created a new complex of problems that can be seen as traceable to racism. Today, on many college campuses, Davis described a resurgence of racial tension. The manipulation of the terms surrounding the enforcement of affirmative action have been tainted with negative, conservative political thought. Davis pointed out this stigmatization of people who benefit from these programs, because of the language surrounding quotas and lack of ability to intellectualize as well as those who do not merit from affirmative action. Davis feels that this presumption of inferiority is a tool which prevents us from studying and understanding the cultures of those who are not European-American. We see this manifested in the ubiquitous use of racist terms in our scholarly texts instead of incorporating the use of culturally correct language as the agent of its own history. She asserts that the use of certain language such as the term "minority" manufactures racism.

She said that she feels that the term should be expelled from our language usage, as well as any other that may be hurtful or racist in tone, "... for it is utilized in teaching and produced in the 'academy' which reflects and perpetuates a racist society." Davis detects that such techniques are used to rear the historical implications of European-American supremacy while at the same time fostering non-European-American internal self-hate. Instead, she suggests that educators should be sensitively asserting an accurate picture of the varied universal cultures which include the teachings of all ethnic cultures; for racism begins with the lack of ethnicity.

Davis strongly suggested that institutions should equate theory and practice by the creation and funding of courses and programs which educate students properly about non-European-American cultures, political thought, traditions and ideas. In the like, the inequities which foster elitism, racism, and working class bias should be eliminated. She also encourages those who are knowledgeable to understand the humanity in each person and impart the gift that they have to others who are not as fortunate.

In conclusion, Davis called for the examination of 300 years of cumulative racism in the United States, and a challenge to it. This should also expand to raise the consciousness of the problem and the understanding of its relationship to other social ills, such as anti-semitism, sexism, classism and homophobia. Davis affirms that this cause merits self-definition, commitment to effective action in higher education and its fulfillment of responsibilities to non-European-American cultures. Davis feels that it is time for the leaders of today to make a stand not only for the future generations, but for those who began the struggle.

Hopefully, people tried to understand the ramifications behind Davis's "radical" see DAVIS page eight

Akbar Speaks on Racial Differences

By Michael Rutter

It was disheartening that amid the controversy surrounding the *Observer* when Na'im Akbar, whose appearance was heavily publicized by organizations such as the BSU, came to Kenyon on October 29 to speak about the psychological effects of racism, so few students showed up. Akbar, a clinical psychologist specializing in African Studies at Florida State University, is a man acclaimed throughout the world; there was even declared a Na'im Akbar day in New Jersey.

Akbar started the lecture late due to flight trouble; he jocularly admitted that he might sound a bit disillusioned because of it. According to Akbar, the realities of being black and being white are no different biologically, but are radically different culturally. America has been indoctrinated with the myth of the melting pot; he suggested that no one ever got it. America itself, he said, was originally made up of those who did not fit into European culture, the fringe. This cultural disparity enhances America, yet it exists as an unfortunate paradox: it only applies if one is of European decent.

The reality of America is split. Europeans came to America by their own will, the Africans were brought here unwillingly and forced into servitude. The European reality should be valued, but it has manifested itself on negativism: for 300 years people of African descent were not considered human. Further, the premise that all men were created equal was written by men who owned slaves; the blacks were not given a place on the American stage even though they helped build it. Akbar stressed that for European-Americans slavery was an incident in American history, but for African-Americans it was the incident.

America's eurocentrism, according to Akbar, arises out of education. The text-

books, fostered by the accomplishments of Greek culture, say whites can do anything. A white psychology and reality do exist. However a black psychology does not exist; in this reality Akbar noted that "a black can only become a quoter . . . blacks must footnote the whites." He clarified this conviction with an analogy. He said that a caged lion is dependent on the zoo-keeper who feeds it. Not surprisingly, once it is removed from that environment and returned to the wild, survival is almost impossible. But he noted emphatically, that even under these conditions the black race has survived.

A stronger sense of eurocentrism resides within the perception of history. Columbus is considered to be the European beginning embracing the attitude that 'I am here and no one else is'. This is not true for blacks; their history does not begin in 1492. In fact no one's history really begins with that date. Akbar said that we have to look beyond this arrogance not only to eradicate racism but to understand ourselves. He stated that we must let black children know who they are; blacks need a sense of self-affirmation that has been robbed from them. Eurocentrism has erased the entire accomplishments of the black culture, in fact our very culture according to Akbar rests upon the accomplishments of African culture; America is in debt to it.

He concluded that he was afraid that people would leave believing that he was an ardent, militant racist, but that was not the case at all. All he was stressing was that in order for America to have unity, the black race must first be allowed to understand themselves. The blacks have been "kicked in the balls" and now they are expected to fight in the same arena as everyone else. He does not wish the European-Americans to give them reparations, but rather to allow them to establish themselves as they have—in order to produce great accomplishments one must first know their own greatness.

OCS Sponsors Student Art Show

By Suzanne Lyon

The Center for Off-Campus Studies is now sponsoring a show of art work done by Kenyon students who spent last year abroad. Hanging in Acland House are the paintings of Tiel Arnot, Tom Dilsheimer, Dina Hilberg, and Brian Yates.

Marilyn Stokes, Assistant Director of Off-Campus Studies, explained the importance of this and other reentry programs for students returning from OCS. Says Stokes, "The idea of this art show is to give the students an opportunity to express what they learned while they were abroad. When the students come back from OCS, they are full of information that they sometimes find difficult to relate back to their friends. Our reentry activities give them an outlet for expressing themselves to their peers."

The show is not limited to art majors, although all four painters this year at least include art in a double major. Arnot, for example, is a double major in Spanish and Art. He spent his year in Madrid studying Literature and Spanish. For the last four weeks of his stay, he traveled throughout Southern Spain, Portugal, and the Pyrenees mountains. It was during this trip that he painted 10 watercolors of gardens and other scenes he saw along the way. Hilberg, an art major, also drew some of her sketches by what she saw during her stay in Rome. One drawing, a statue and a phone booth was her own invention, a clever combination of modern and antiquated Rome.

Yates, a studio art major, spent last year in Italy. There he painted several abstract works. His painting entitled "A Separation" has turned out to be a favorite among those who have come to see the exhibit. Yates considers his year abroad to have been invaluable in helping him to develop his own style. Similarly, Dilsheimer, an art major who spent his year in Florence, speaks highly of the opportunity to get away from class and experience the independence from instruction that is unique to off-campus study. His painting "Cartesia" tells the story of this first coming to Italy. Explains Dilsheimer, "The ocean at the bottom of the painting symbolizes my confusion upon my arrival, with the language barrier and my culture shock. Rising above that are buildings, symbolizing Italy standing before me. Finally, above that is the sky, with a map starting to form in it. This represents my finding my way and becoming comfortable."

This finding of one's way is what makes the experience of off-campus study so worthwhile, for artists and other students alike. All of these students participating in this show consider their year abroad to have been more than worthwhile. Now, as they are coming back into the Kenyon community, we have the opportunity to learn about their experiences. The center for Off-Campus Studies is making the right steps towards welcoming all students who were off campus last year back to Kenyon, and the rest of the student body has much to learn from them. The OCS art exhibit contributes to this and definitely merits a look.

KCDC to Open Season with *Gondoliers* This Weekend

By Peter T.O. Meddick

Gondoliers, a Gilbert and Sullivan musical, opens tonight in the Bolton Theatre. Set in 1750, the plot revolves around the Duke of Plaza-Toro (William J. Griffith), and his wife (Claire Ryan) and their daughter, Casilda (Elizabeth Shreve). The royal family has journeyed to Venice with the hope of reuniting Casilda with the crown prince of Baratara, to whom Casilda was married when only six months old. Confusion arises as to the actual identity of the prince. Twenty years before, he was stolen by the Grand Inquisitor Don Alhambra Del Bolero (David S. McMillin), who feared he would become an oppressive Wesleyan Methodist like his father, the King of Baratara. Del Bolero gave the baby prince to a gondolier of good reputation and his family to be raised. Coincidentally, the gondolier, named Palmieri, had another son of the same age as the prince. The elder Palmieri died before Del Bolero was able to retrieve the prince; hence,

knowledge of which son is the prince was lost with Palmieri's death. The two dashing gondoliers are Marco (Hugh Resnick) and Guiseppe (Christopher Calvosa) Palmieri.

Because the production is a musical, and therefore most of the action takes place during the musical portion of the show, the playbill contains a synopsis of the plot, in order to avoid any confusion that might result from any unheard or misunderstood lines during the musical scenes. Be forewarned that the synopsis also reveals the end of the play. It is recommended that the audience stop short of reading the entire synopsis, in order to not ruin the suspense.

The show is directed and choreographed by Maggie Patton. The musical directors are Marjorie Bennett and the nimblefingered Micah Rubenstein. The production runs two hours and 15 minutes with a 15 minute intermission. The production will have three more shows; tomorrow night, a matinee Saturday at 2:00 p.m., and a Saturday evening performance at 8:00 p.m.



photo by Liz Kaplan



photo by Liz Kaplan

Research Council to Award Grants

The National Research Council announces the 1991 Resident, Cooperative, and Postdoctoral Research Associateship Programs for research in the sciences and engineering to be conducted on behalf of 30 federal agencies or research institutions whose 115 participating research laboratories are located throughout the United States. The programs provide opportunities for Ph.D. scientists and engineers of unusual promise and ability to perform research on problems largely of their own choosing yet compatible with the research interests of the sponsoring laboratory. Initiated in 1954, the Associateship Programs have contributed to the career development of over 7000 scientists ranging from recent Ph.D. recipients to distinguished senior scientists.

Approximately 450 new full-time Associateships will be awarded on a competitive basis in 1991 for research in: chemistry; earth and atmospheric sciences; engineering and applied sciences; biological, health, and behavioral sciences and biotechnology; mathematics; space and planetary sciences; and physics. Most of the programs are open to both U.S. and non-U.S. nationals, and to both recent Ph.D. degree recipients and senior investigators.

Awards are made for one or two years, renewable to a maximum of three years; senior applicants who have held the doc-

torate at least five years may request a shorter period. Annual stipends for recent Ph.D.'s for the 1991 program year range from \$27,150 to \$42,000 depending upon the sponsoring laboratory, and will be appropriately higher for senior Associates.

Financial support is provided for allowable relocation expenses and for limited professional travel during duration of the award. The host laboratory provides the Associate with programmatic assistance including facilities, support services, necessary equipment, and travel necessary for the conduct of the approved research program.

Applications to the National Research Council must be postmarked no later than January 15, 1991 (December 15, 1990 for NASA), April 15 and August 15, 1991. Initial awards will be announced in March and April—July and November for the two later competitions—followed by awards to alternate candidates later.

Information on specific research opportunities and participating federal laboratories, as well as application materials, may be obtained from the:

Associateship Programs (GR430/D1)
Office of Scientific and Engineering Personnel

National Research Council
2101 Constitution Avenue, N.W.
Washington, D.C. 20418
Fax: (202) 334-2759

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Matros Arrives in PR Office

By Kate Brentzel

Michael Matros, a new staff member at the college relations and public affairs office, heard about the job of news director through the "Chronicle of Higher Learning." Matros, who has been an English teacher for the past four years, was impressed with Kenyon's reputation. He applied for the job, leaving his home in North Carolina, and came to rural Ohio.

As news director, Matros is a liaison with the press and the outside world. "There is a lot of news that an institution like this generates. A lot of the news is predictable and scheduled news like events, concerts, lectures, and so on. It's important that the area surrounding the college knows about these things so they can take advantage of them

and so that we can really become part of the community." Matros often supplies the *Mount Vernon News* with stories about Kenyon and events that are happening here. He also works on the *Fortnightly* and the *Alumni Bulletin*.

News about Kenyon extends further than just Mount Vernon. Columbus and north-eastern papers are also interested in Kenyon. Reporters may call and ask about current events at Kenyon, such as the *Kenyon Review's* rejection of their NEA grant. Matros adds, "And sometimes reporters call, just fishing for something."

Matros would like to hear about more student and organization projects in addition to the usual scheduled events and lectures that are brought to the attention of the greater community. Matros said that he does not have nearly as much contact with students as he would like. "That's been the biggest frustration for me. Seeing all these really neat people here and not having the opportunity or occasion to meet as many as I want." Matros would like to hear about more student activities, because "the students are doing interesting things." He is trying to set up a network to hear about more of these feature-oriented stories.

The whole college atmosphere is exciting to Matros, particularly "a college like this that has the intellectual resources . . . the kind of events that go on, [and] the quality of the students." Before coming to Kenyon, Matros had done news and public affairs work, mostly through state cultural agencies.

The thing that Matros enjoys most about his work is that "no matter where I am on campus, no matter where my curiosity or nosiness is taking me, I have a work-related excuse to investigate any part of this place . . . and that's my job. That's really exciting."

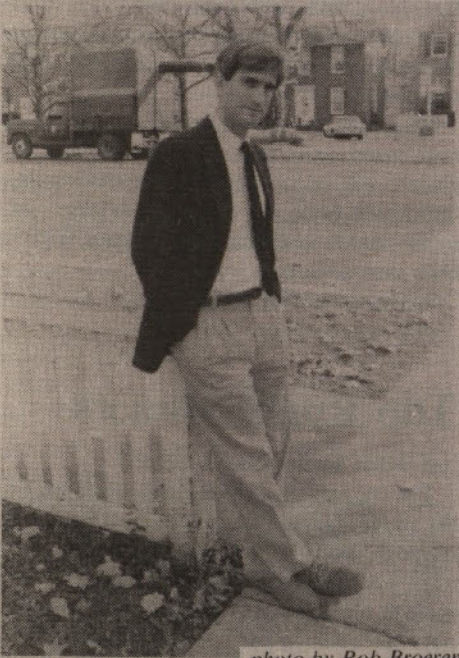


photo by Rob Broeren

Discriminating people, you Liberal Arts graduates

You've learned how to distinguish between Ulysses (highly intelligent, but devious) and Hercules (full of drive, but no gray matter). You can appreciate the differences between George Washington and Benedict Arnold. You've cast an eye on the strengths and weaknesses of Leo Tolstoy and Mark Twain.

In short, you have a solid understanding of Homo sapiens: You know what kind of animal he is, and whether he's likely to succeed or not. You know about square pegs in round holes.

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The Changing Faces of Kenyon

What do you like best about Kenyon?



photo by Katie Keating

Daryl Hultquist '91

"Paying such a modest tuition for the lucrative job which awaits me upon my graduation"

Sara Peabody '92

"Middle Path in the fall!"



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photo by Katie Keating

Dan Lerner '93

"The small college atmosphere - the opportunities for everyone to get involved with all kinds of activities"



All Quiet on the Western Front. Directed by Lewis Milestone, B&W, 1930

Based on the excellent novel by Erich Maria Remarque, which most of us read in high school, this is the story of a German soldier (Lew Ayres) during WWI and his experiences in basic training, camaraderie, and finally, the horror of war. Carefully il-

lustrated to show the destruction and waste of humankind's greatest evil, this was *Born on the Fourth of July* before its time; a classic film of particular value for those of you who may be wondering about our current jaunt in the Middle East. Received two Academy Awards for Best Picture and Best Director.

Sat. 8:00/Sun. 10:00

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