

9-25-1986

## Kenyon Collegian - September 25, 1986

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Forum explores  
Kenyon's dearth  
of minorities



Return to the  
Magic Mountain:  
Homecoming '86

Volume CXIV, Number 4

The Kenyon

Thursday, September 25, 1986

# Collegian

## Engineer designs glass restaurant for renovation of Inn

By Dave Algase

Plans are well in the works for a new restaurant to be added onto the Kenyon Inn. Though details are incomplete, a circular glass-walled addition to be built toward Chase Avenue would replace the current restaurant, which would then be converted to a meeting room.

According to Mr. Robert Kempton, general manager of the Inn, planning is just starting to regain momentum after the extended illness of the project's engineer. Recently, the group of trustees who owns the building, the engineer, and President Philip Jordan have been meeting to finalize the now-tentative plans.

Discussion centers around a glass-enclosed restaurant, with an outside terrace and seating capacity of about 80, in a style compatible with the existing two-year-old structure. Coined the "Glass Gazebo," the most prominent feature of the addition would be a

"bank of windows" enabling diners to enjoy a view of Gambier and the campus, explains Jordan.

Jordan expresses concern about the new structure "crowding" Chase Avenue, since the plans presently call for a portion of the restaurant to approach within six feet of the sidewalk. Jordan's concern, however, is not a major one, as he stresses the plan yet is "simply an idea [in its] exploratory stage."

The traditional Christmas tree on the Kenyon Inn's college-owned land will remain intact despite any current expansion proposal. The new restaurant "will not touch the pine tree," assured Kempton.

According to Jordan, the proposal will continue to be examined through the fall, with construction to commence sometime in 1987, barring delay. Any plan must be approved by the College, the Village of Gambier, and the trustees. Though the blueprints have been drawn, "None of that is set in granite," says Jordan.



The Kenyon Inn

## Thieves ransack Bolton sound booth

By Pete Armstrong

Late Sunday evening a stereo turntable and speakers, valued between \$2400 and \$2800, were stolen from the sound booth in Bolton Theatre. Additional property was stolen from other places in the theatre although Tom Davidson, Director of Security and Safety, Daniel Parr, Assistant Professor of Drama, and Robert Reading, Assistant Dean of Student Residences, would not say specifically what it included.

The burglar(s) entered Bolton through an open door sometime before midnight. (The theatre's entrances are locked after 12 a.m.) They then proceeded to the sound booth,

which was locked with a padlock; the sound proof window was smashed in order to gain entry into the booth. The speakers, bearing the words "Bolton Theatre," and the turntable, also etched with the name, were removed. The crime was discovered by the night maintenance crew on Monday at 1:33 a.m.

Although officials involved in the investigation of the incident claim that they "can not afford to speculate on who did it," some clues do exist. According to Parr, "Bolton is a maze. It is very confusing to move about when you are not familiar with the theatre." The sound booth is located high

see BOLTON THEATRE page two

## Man exposes self to Norton resident

By Kristen Murray

Two weekends ago a male 25 to 35 years of age approached a freshman resident of Norton and exposed himself to her twice in the same evening.

At about 2:00 a.m., while the girl was getting a soda from the soda machine, the man walked out of the men's washroom and exposed himself. About two hours later, the girl returned for another soda and saw him walking out of one of the wings only partially dressed. The girl claims she recognized the man as one she had seen earlier in the week at Sunset Point; she was suspicious of him then because he looked too old to be a Kenyon student.

Lisa Jacobs, a resident advisor in Norton,

says the man has been around the dorm previously and "even after the incident several other girls reported seeing the man. It's been four or five days since he was last seen, but the girls are still afraid to get up in the middle of the night."

Security could not be reached to comment, however Robert Reading, Assistant Dean of Student Residences, states that the incident is definitely one of concern and stresses that whatever steps needed are being taken to remedy the situation as soon as possible. He adds that it is an "elusive" case and therefore it may be difficult to apprehend the man.

Reading hopes that all students, not just the freshmen, will be alerted to the situation and will report any suspicious people seen around the campus.

By Todd Van Fossen

Some news is on the way after November's elections which could change the Kenyon social scene for years to come.

Expected to pass then is a law (House Bill No. 779) which is now in a state government committee. This law would raise the minimum age required for the purchase and consumption of alcohol to 21. For beer, this is a change from the current minimum age of 19.

Pressure to raise the age comes from Washington. New federal laws will impose a five percent cut in federal highway funds for all states not requiring a comprehensive drinking age of 21 by October 1, 1986. Further cuts of 10 percent per year will then follow for delinquent states.

Ohio voters recently turned down a proposal to raise the drinking age for all alcohol to 21. But, according to Governor Richard Celeste, Ohio now cannot afford to drag its feet and lose federal highway money.

So how will Kenyon be affected if the age is raised? This all depends upon when the new law would take effect.

If the law is passed with emergency status, according to Robert Reading, Assistant Dean of Student Residences, it would take effect immediately upon passage. More likely, however, the law will not take effect until the spring of 1987. This, says Reading, will not lead to any changes in college policy for the current academic year.

Any changes in the law will affect the 1987-88 year. No decision has yet been made concerning possible changes, but Reading

believes involvement may come from the deans' office, the Senate and campus alcohol and drug groups. He expects no major changes in college policy.

One significant change, however, will come for fraternity rush in 1987-88. If the age goes to 21 and subsequent changes follow, Reading believes that Rush will be without beer or alcohol, as it is aimed primarily freshmen and under-aged drinkers.

Don Dowd, President of the Interfraternity Council (IFC), seems to agree. According to Dowd, Rush changes must be made in accordance with a higher drinking age if passage occurs. He says, however, that no fraternity decisions have yet been made on this issue.

As for Frat parties at Kenyon, Dowd foresees no major changes. Dowd guesses that the current "invite only" policy of frat parties will not change and that alternative beverages and food will continue to be offered to frat party-goers.

As for the effects of a raised drinking age, Dowd speculates that such a law will be "unenforceable as a whole."

Along with Rush, emphasis will also be placed on enforcement of college policy as opposed to state law. The college will remain concerned with alcohol-related problems and behavioral excesses. Attention will also be focused on education of legal responsibilities and non-alcoholic alternatives, according to Reading.

College alcohol and drug policies can be found in the Student Handbook, or in the Kenyon College Alcohol Policy available at the Student Affairs Center.

## Drug and Alcohol Program Board revisions finally reach conclusion

By Mario Oliverio, II

One of the principle concerns of Kenyon is the amount of intake of alcohol and other drugs by students both below and above the drinking age.

Just recently Kenyon's policy on alcohol and other drugs has been revised. Most actively involved in the revision of the policy has been Assistant Professor of Drama Daniel Parr, who also chairs Kenyon's Drug and Alcohol Program Board. Parr called the revised policy "reasonable" and one of the "most enlightened ones" that he has worked on.

One of the changes in the policy is to include alcohol as a drug. Parr states that alcohol is "toxic," "addictive," and has "no physiological benefits."

Another staple of the policy is the term "unacceptable behavior." Parr explains that "unacceptable behavior," not the actual consumption of alcohol, will be grounds for punishment. For example, if a student has had too much to drink and damages the lounge in a dorm, it is his "unacceptable behavior," not his alcoholic intake that demands disciplinary action. Parr emphasizes that the main punitive action against

repeat offenders may well be treatment for the addiction of alcohol or any drugs.

Parr, who has put in "ten years of personal research and experiences" is also trying to increase students' knowledge of the Drug and Alcohol Program Board. The Board was created to bring a greater awareness about the problems of drug and alcohol abuse and to provide a forum for those concerned about the issues.

Professor William Klein, who chairs the Senate, called the policy a "very sensible and sane policy." Klein credits Parr for his work on the DAPB and on the revised policy.

The Drug and Alcohol Program Board (DAPB) wants to provide opportunities to any group who has questions about alcohol and other drugs. Parr claims that many people are unaware that the Athletic Department has a drug and alcohol program or that last year the DAPB brought in three speakers on the topic of alcohol and other drugs. Parr concludes that any time a student has any questions on alcohol or other drugs, that he or she should not hesitate to call the DAPB.

Jay Sears, sophomore Senate member calls the DAPB a "good idea" and feels that Kenyon's policy on alcohol is fair, as long as it doesn't infringe on a student's right to choose. Sears also voices his opinion on the drinking age: it "should be up to individual choice."

Dean of Students Thomas Edwards is author of the original policy and seems confident about the policy's appearance before the Board of Trustees next month.

When asked about the rumor of a possible closing down of the Village Deli due to the selling of alcoholic beverages, Edwards was quick to comment. According to Edwards, the College has no intention of closing down the Deli. The owner of the Deli, whose lease expires in 1988, has requested an immediate five-year extension. Kenyon, Edwards claims, hasn't been ready to say yes or no, as it is still too early to be considered. Edwards concludes by saying that there exists no ongoing "clamp down" of alcohol consumption. The students are free to "choose (to be alcohol)," but they are also "accountable (for their actions)."

## Student groups work for better relations with alumni, prospectives

By Jenny Namanworth

Two fairly new organizations on campus are working for better college relations with prospective students and Kenyon alumni. The Student Advisory Group on Admissions (SAGA) draws in sophomore, junior and senior members in order to help show high school students what Kenyon has to offer. The Student Alumni Association's (SAA) purpose, however, is to build better relationships with Kenyon alumni and to make better alumni out of current Kenyon students.

Started by Ellen Turner, former Associate Director of Admissions, SAGA was formed due to an increase in interest about Kenyon in the past two years. Peter McGarry, Assistant Director of Admissions, currently directs the group.

McGarry claims that there has been a 23% increase in interest about Kenyon in the past two years, displayed, for the most part, by phone inquiries and campus visits. Rather than asking Kenyon faculty and alumni to help spread the news, SAGA instead has tapped another rich resource—its students.

This past summer, the Admissions Office sent post cards to students, requesting their membership as SAGA members. SAGA seeks student members who are involved in a variety of activities which enable them to answer any questions that prospective students may have. Last year, SAGA had 160 students sign up which led to more student phoning and a greater increase in student contact. SAGA played a major role in attracting many of the 2100 applications received last year—the largest number of applications in Kenyon's history. Currently, 260 students have signed up to become SAGA members this year.

Four students have been chosen as student coordinators. McGarry claims that these students were chosen among the 260 because they are "visible on campus, involved in enough activities, and very responsible people." The four student coordinators are Katie Welsh ('87), Kristen Murray ('89), Amy Guy ('87), and Mike Streett ('87). These students meet weekly with McGarry and John Anderson, Dean of Admissions. "The four students act as a sounding board for recruiting techniques," explains McGarry.

SAGA's first big project this year is Fall Visit Day on September 27. At that time its members will be setting up question and answer panels and giving mini campus tours to prospective students. Other upcoming events include a phone-a-thon in October in which SAGA members will spend an evening calling up prospective students to discuss Kenyon. This year, SAGA also plans to contact prospective students from areas in the country with which Kenyon is not strongly affiliated, including South Carolina, Montana, and Wyoming. McGarry and the student coordinators are very enthusiastic about these upcoming events.

SAA started in 1984 by the Senior Class Committee under John Tazewell, now Assistant Director of Admissions. This committee had seen many other colleges across the nation with such an association and decided that there was a definite need for students and alumni to interact at Kenyon. David Rosenthal, a senior, is currently chair of SAA. He organizes activities in which students and alumni meet to discuss Kenyon's current and past events. SAA also meets to have lunch with the alumni, which Rosenthal states is always a good time for current Kenyon students to get to know the alumni.



Peter McGarry, Assistant Director of Admissions and Director of SAGA

The association's last meeting was attended by 50 or 60 students, though Rosenthal says there are officially only 45 student members. In order to become a member of SAA, one must express interest in the group and attend the events. Rosenthal also claims a very large group of alumni from all aspects of life enthusiastically attend SAA's social events in order to meet Kenyon students. As far as organization is concerned, Rosenthal feels that the group has really improved in the past year, and the graduates enjoy supporting the group.

## Bolton Theatre

continued from page one

above the theatre on one of the cat walks and is very difficult to find by chance, especially in the dark.

The thief was cut severely by jagged glass as he climbed through the broken window of the sound booth. As one investigator states, "There was a lot of blood all over the building." Although this is a helpful clue, those involved are quick to emphasize that, cut on the arm in no way demonstrates involvement in the crime.

Reading expresses concern over the incident, and cites it as yet another example of the vandalism and crime which have been on the rise at Kenyon over the last two years. Parr mirrors that concern: "It is a sad comment on the state of affairs at Kenyon when a person takes away property that is meant for the use of all students and is essential in the operation of theatre." He continues, "I cannot believe that a Kenyon student could be so deceitful and do such a cheap thing."

Parr, however, is very proud of the way the Maintenance Department and Security handled the affair. "They arrived on the scene quickly, assessed the situation, and dealt with it efficiently." The sound proof glass was replaced by 7:30 on Monday morning. Parr "expects the incident to be resolved relatively soon."



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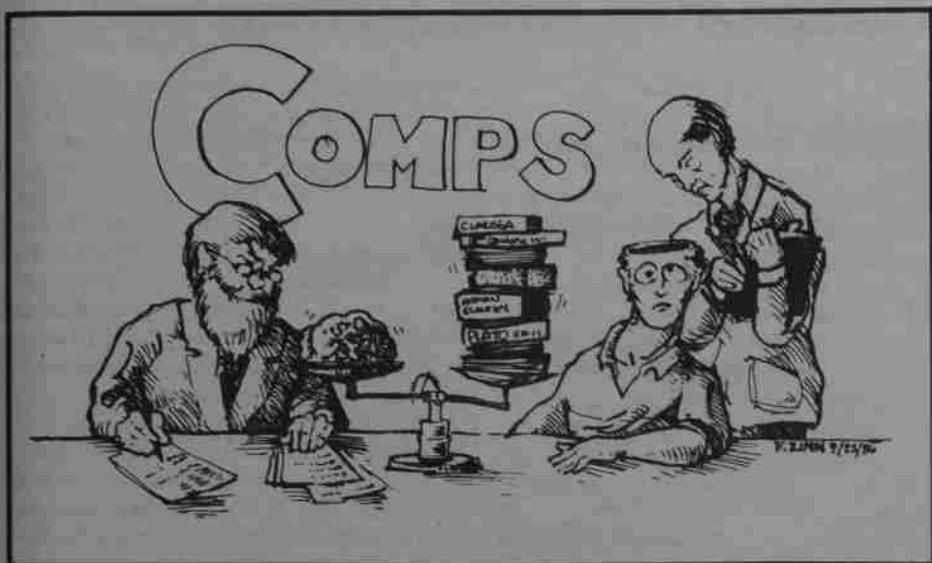
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## THE READERS WRITE

The *Kenyon Collegian* encourages letters to the Editor. All submissions must be signed and typed, double spaced. The Editor reserves the right to edit all material while maintaining the original intent of the submission.

## Kenyon's general problems remain

To the Editor:

It has been nine months since I was last resident at Kenyon—a year quite removed from all things Gambierian. Thus I expected to return this autumn to find some changes, but in a context of overall stability. Sure enough, the changes, both superficial and significant, reflect with impressive clarity the fact that nothing here has changed at all.

Apparently, for example, a magnificent set of totally coincidental frustrations and/or circumstances managed to chase three people of import from the administration's ranks. In Jerry Irish, Joan Straumanis and Kathryn Adkins, Kenyon has lost a significant amount of experience and excellence. Curiously, it lost three of its strongest advocates of feminist ideology as well. Perhaps Mr. Irish was suggesting more than we thought when he said his leaving "didn't grow out of a desire to leave Kenyon."

One begins to wonder how important decisions are made. Is the process similar to that which governed the moving of October break to Saturday-Tuesday from its traditional Thursday-Sunday? The change doesn't come as a great surprise; the student body was dead

set against it. Shall we assume that Student Council's deliberations on Grace Period will carry similar weight with the powers that be?

Indeed, nothing changes. Kenyon, as the *Collegian* noticed, continues to stress sports too much. While swimming wins us many accolades, we still wonder if the College should give it so much leeway. Perhaps Dean Edwards, the most influential person on campus, could shed some light on that. After all, he has been here for 35 years, and he *did* start here as a swimming coach.

Most importantly, it is good to see family ties maintained. Kenyon is excellent at that, particularly brotherhood. For example, this year's Student Council Treasurer is the fraternity "little brother" of last year's student council treasurer who was, in turn, the "little brother" to the treasurer before him.

So I return to Kenyon feeling I never left. I can be assured that things will be looked after in the way they always have been. I feel prepared to return, as we all do, to my marionette status; my smile will be painted on and I'll never ask who pulls the strings.

Paul Singer

## Seniors feel carrel selection unfair

To the Editors:

We are Senior Honors majors who are angered over the method of allocation of study carrels in the library. Tuesday's notice informed us that Senior Honors majors and senior double majors will be given no preference over Junior Honors majors in the distribution of study carrels. We feel cheated because there should be preference given to seniors over juniors in this case.

Why was there no lottery for study carrels? Why are juniors considered equal to seniors in the granting of study space, when seniors are justly given priority in registering for courses? There is a glaring inconsistency

here. Is it really that unreasonable for seniors to expect privileges of seniority in this case? We do not think so.

Equally infuriating is the fact that we have no time to respond to what has rudely been dropped in our laps. What recourse do we have to affect a change in the current situation? Another question: Have any seniors been denied carrels that have gone to juniors instead? This would be the worst injustice of all.

Signed,  
Lilly Goren, Chris Shea, Annie Cameron,  
Rachel Rawson, Charles Cowap, and Bob Rikhoff

## Aim of "Comps" ambiguous

Every year, seniors complain and suffer through the torture of "Comps." Each department has its own version of these exercises and has its majors take them some time during the course of the senior year. According to the Provost's Office, each department has "carte blanche" in the area of "Comps." There is no statement from the Provost's Office, or any other governing academic body as to the actual purpose of these exercises. More often than not, seniors merely complain about these exercises, and not question their purpose, usefulness or even comprehensiveness. It may be time to bring these questions to light, not simply complain and passively turn in a set of "Comps."

The most logical place to begin is the word itself. There is a movement away from the title "Comps," to that of "Senior Exercise." What is the point of this ambiguity? If these exercises are encompassing everything learned in one's major during the four years of its study, then they are certainly comprehensive in nature. But this does not seem to be the general consensus among the various departments. In a statement distributed to all senior English majors, the Department says: "... there is in fact little that is 'comprehensive' about either form of the Exercise (Essay or Exam)." Are seniors then to assume that the 20-page paper they must write second semester or the four-hour exam to be taken in the spring is nothing more than a source of worry, frustration and excess work in the midst of a year fraught with these, and so many other impending concerns, as *The Real World* hovers so very close? In their ideal, "Comps" may be beneficial. As they are now, with a different version in each department, for each separate major, there is hardly anything even near the "ideal," with the possible exception of Art and Drama. (To clarify the semantics, the term "Senior Exercise" will be used to refer to the subject of this editorial.)

If this practice is to be continued at Kenyon, there is a need for consistency, a statement of purpose and a serious investigation into the Exercise itself by the faculty and administration. There is no uniformity between the various departments at Kenyon in the area of Senior Exercises. There is a suggestion that a Senior Seminar be mandatory for senior majors, as now exists in the Religion department. A one-semester course, where a paper or project, equal in weight to present "Senior Exercises," must receive a grade of B- or better to complete the course and major. If such a grade is not attained, the senior will have the second semester to revise and rewrite or rework the project. This would be a much more comprehensive method of integrating the varied aspects that make up each major. Participation in such a seminar would also provide a means to demonstrate a proficiency in the major. If the Senior Exercise is, in fact, a means of demonstrating proficiency or competence in one's major, it is a rather unfortunate time to realize one is lacking in one's major, second semester senior year.

This proposed seminar would be greatly beneficial to the senior. Instead of all-nighters and falling behind in work, each senior would spend a semester pulling together the loose strings of his/her learning process, while moving on to even more complex questioning and thinking in a field already so familiar. For the larger departments, such as English, Political Science or History, the problem of a huge seminar is solved by breaking it into separate sections.

Senior year is a difficult year. Senior Exercises merely add to the strain. There is a better method of integrating the varied aspects of a major than any of the variety that exist at present. Kenyon prides itself on its open atmosphere to question and learn. The question of Senior Exercises has now been raised. Their purpose must be addressed, and re-evaluated. The method of their administration must also be taken into account and examined. All those who participate in the educational process at Kenyon must be involved in this query, students, faculty and administration.

## The Kenyon Collegian

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## Statement of Purpose

The Forum section of the *Kenyon Collegian* is new this year. It will appear every four weeks. The purpose of the Forum is to promote discussion of issues that are of local, national and worldwide importance. Throughout the year we will investigate these issues as they affect Kenyon life. We would appreciate suggestions for topics and we encourage replies to the Forum. The ideal situation is one in which all points of view are elicited and considered. For this project to realize its potential, the Kenyon community must respond to the issues raised. Feel free to send letters of response or even volunteer to write for the Forum. The more diverse the viewpoints of our writers, the more successful the Forum will be.

Lilly Goren  
Chris Shea  
Co-editors of the Forum

## Minorities or lack thereof

It is obvious to us that there is a dearth of minority students, faculty and administrators at Kenyon College. We find ourselves in 1986 at a coeducational, liberal arts college that professes to be egalitarian, yet diversity is clearly lacking. Official statistics reflect this fact. The situation requires action, by all concerned. This is not a problem to be directed only towards one part of the College. It is not merely a problem for Admissions; nor is it a problem to be dumped in Provost Browning's or President Jordan's lap. All of us who have anything to do with Kenyon College share a responsibility: first to acknowledge the problem and then go about rectifying it and bringing Kenyon into the 1980s. If Kenyon College is determined to give students a liberal arts education, diversity is at the heart of such an education. With so much homogeneity, we fall short of reaching the liberal arts goal.

We realize some may feel comfortable with the current situation. The situation is that there are few blacks, few Asians and even fewer Hispanics on campus. There is religious homogeneity as well, and there is little support for the religious minorities at Kenyon. The support systems for Muslims, Hindu, Jewish and other religious minorities and racial minorities are either lacking or non-existent. The reason is that there are so few of these minorities to warrant such support systems. Practically speaking, this creates a "Catch-22" situation for those involved in changing the situation. On the one hand, the Admissions Office and the Provost's Office are interested in attracting quality students, faculty and administrative personnel, respectively. On the other hand, when these people examine Kenyon, what they find is an uncomfortable and uninviting situation. A black student may look at Kenyon until he or she notices that there are few peers or mentors here who understand his or her specific situation. A black faculty member or administrator would encounter the same situation. This is the "Catch-22." It is difficult to change the situation until both the students and faculty become more diverse, which is impossible until they actually are more diverse.

Kenyon is slowly becoming conscious of this state of affairs and its possible solutions. The new addition of John Tazewell to the Admissions Department and his position as Coordinator of Minority Recruitment is a partial solution. The search for a new Provost is being advertised in minority education publications throughout the country, in hopes of attracting a more diverse applicant pool. These two steps taken by Admissions and the Provost's Office are encouraging, but together they are merely a start. The Kenyon community needs to see the low percentage of minorities enrolled and in teaching and administrative positions as a problem that must be addressed by everyone, not just by Admissions and the Administration. Student voices must be heard too, if the situation is to change.

It is no secret that, generally speaking, students at Kenyon are politically apathetic. What distinguishes this issue from many other, more geographically remote political issues is that the results of students' efforts will be felt at Kenyon almost immediately. If students really are after a liberal arts education, they must demand greater ethnic diversity in the student, faculty and administrative population, and in the courses offered at Kenyon. Power for change lies with the students, if only the students choose to take it. This is not an idealistic proposal. In fact, it is very realistic. The problem is that many students are unaccustomed to speaking out on such issues. We think the task is much easier once the first step is taken. Avenues for students to take action are many and diverse. The obvious and least effective choices are the different branches of student government. Other ways that may not be as obvious include talking with the President, the Provost or with the Deans and professors. We realize that many have no interest whatsoever in changing the current situation. We can only shake our heads in disgust and move on.

Increasing the presence of minorities at Kenyon does not necessarily entail an encouragement of quotas. The stated Admissions policy, in fact, is opposed to the quota system. The system is a questionable one at best, and has not been proved a successful method of integration. Everyone is interested in quality education. We have quality minority students, faculty and administrative personnel, but we need larger numbers of these quality people.

On the national level, the past six years have seen a shift away from emphasizing integration. The current presidential administration has put integration far down on its list of priorities, to the point at which one begins to think the official attitude is one of indifference, or worse. There is no reason for Kenyon to fall victim to this harmful trend. Indications from the Administration and the Admissions Office are encouraging, but as we have said, this is only one part of the answer. If complacency wins, we at Kenyon lose. We would then be forced to admit that some important ideals of a liberal arts education are out of reach for us at Kenyon College.

## The question of moderation

By Rick Kessler

To describe the psyche of minority/non-minority relations at Kenyon, the word "moderation" is of special significance. It is plausible that minority self-identification is moderate, and that this leads to moderate attitudes toward minorities at Kenyon. In the case of the Jewish population on campus, most tend not to go out of their way to identify themselves as members of a larger minority community, therefore anti-semitic incidents at Kenyon are isolated and few. To an extent, it may be this moderation of self-expression which is responsible for the state of the Kenyon community. The relative tranquility and sense of community which prevails here may in fact be due to this self-moderation. The question to be asked is whether or not this is a good thing. Are minority students at Kenyon moderating their identity as such out of an underlying fear that this may greatly separate them from the larger community? Are students at Kenyon subject to a homogenizing process? Is a community sense being preserved at the cost of suppression of individual identities?

increase in anti-semitic incidents at Kenyon? How can Jews and other minorities express their own cultures without being alienated?

The arrival of a rabbi on campus at this point in time raises further questions. Given the fact that the Jewish population has represented the largest non-Christian minority on campus for many years, with an approximate 7.5 percent representation throughout, why only now has a rabbi been given a position at Kenyon? Some of the people interviewed felt that the allowances made for Judaism thus far were merely token expressions. Should more of an effort be made to accommodate the specific needs of Jews and other minorities at Kenyon? Also, does the idea of "accommodation" imply a specific majority which shapes the structure of Kenyon society? In other words, is there a white, male, Protestant assumption at Kenyon, as some have suggested?

The object of this column has been to raise questions and provoke consideration of the status of minorities at Kenyon, specifically, the Jewish minority. Most people interviewed felt comfortable as Jews on the Kenyon cam-

"Does the idea of 'accommodation' imply a specific majority which shapes the structure of Kenyon society? In other words, is there a white, male, Protestant assumption at Kenyon, as some have suggested?"

These questions are currently very important in relation to the Jewish population on campus. The arrival of a spiritual leader for Kenyon's Jewish students inherently implies greater pressure for them to identify as a larger group, and thus be more evident as an entity apart from the whole. What will this mean for the Jewish students and for the rest of the Kenyon community? Will a more evident and active Jewish community mean an

pus, although they did feel some underlying pressure to downplay their Jewish identity. The questions raised above are, nevertheless, valid ones. They reflect the views of a culture which has a history of persecution and thus is concerned with its status in the community. There are still problems to be solved, and it is with these problems in mind that these questions have been voiced, and it is for these reasons that the questions must be discussed.

## The Invisible Minority

By Brad Koogler and Beth Miyashiro

For many reasons, writing this article was sheer hell. There are so many questions to answer and significant points to raise, all of which are so tightly interwoven that we aren't sure where or how to separate them. So, please bear with us while we attempt to share our understanding, perceptions, thoughts, opinions, and guesses about being part of the gay and lesbian minority at Kenyon.

First of all we do see ourselves as a minority simply because there are fewer of us. But, there are more important differences. As gay

will remain uninformed. Obviously, a black person does not have this option. Invisibility is not necessarily an asset. We can be more openly oppressed because others are not aware of our presence. (How often do you consider that the person sitting next to you in Philosophy 21 might be gay or lesbian?) But as soon as we decide to be visible, we are solely identified as either a gay or a lesbian. Although this is not the best reaction, we still feel being visible is the best option. Hopefully our visibility will force people to confront their misconceptions about gays and lesbians as well as allowing us to be ourselves.

"We are an invisible minority. Unless we decide to openly admit our differences, you will remain uninformed."

and lesbian individuals we have been forced to address aspects of ourselves that many of you have not. The primary issue is our sexual orientation. Issues concerning sex and sexuality are poorly dealt with; diversions from the norm are taboo (homosexuality, lesbianism, bisexuality). So what does this mean? That's a good question. Someday we hope to answer it. But for now, this will have to do. Because of this difference we experience the same reactions as other minorities—oppression, exclusion, harassment, etc. Although we have these things in common, there are significant differences that set us apart.

We are an invisible minority. Unless we decide to openly admit our differences, you

Another important factor is the lack of an external support system, e.g. family, religion, tradition. Most minorities have such a basis from which they draw pride and a sense of belonging. It is only recently that gays and lesbians have openly created a similar support system for themselves. As co-coordinators of the Gay Awareness Group we realize the importance of having a support group made up of gays, lesbians, bisexuals, and especially straights. Heterosexuals who are aware and accepting of our differences serve as liaisons into the straight world.

What's most frustrating about being a minority are the generalizations, stereotypes, and assumptions that society graciously

see **HOMOSEXUALS** page twelve



# The experiences of a black at Kenyon: an assessment

By Allison Joseph

When asked to write this article, I experienced an unsettling mixture of emotions, feelings that, though sometimes dormant, have shaped my entire life at Kenyon. At Kenyon, I am a black female student in an environment that appears overwhelmingly and threateningly white and male. The quandary I feel originates from this: if I identify myself, claim and make known my heritage, I run the risk of not being heard, of being ignored; if I meld myself into the woodwork of this academic society and deny my race in order to fit in, I run the risk of forgetting where I come from, and who I am. From here arises the mixture of emotions, from where the doubt and the questions can take hold.

I arrived at Kenyon in 1984, from a large, urban, racially mixed high school in New York City. I was one of few in my class who chose a small liberal arts college; most of my friends chose large state institutions or Ivy

made me unique among Kenyon students—my race being one of those things. I found friends who were sympathetic to my situation, who made my adjustment just a little easier with their comfort and advice. Right here and now, I would like to thank them.

But one day I realized that all my friends at Kenyon were white. I was appalled. In high school, my friends were Indian and Irish, Hispanic and Greek, black and white. What had happened? Was I so busy trying to adapt to white society that I could no longer maintain ties with other blacks? I felt guilty. I was not responsible for the dearth of blacks at Kenyon, but I felt responsible for the quality of their lives. Surely the cultural ties between me and other blacks at Kenyon would bring us together somehow, wouldn't they?

No, they wouldn't. My fears about initiating friendships with other blacks were grounded in the fact that not all blacks share the same cultural background. Not every

has profoundly shaped that history, but the history itself is unlike that of any other black.

I still needed to reach out to other blacks. Even as I insisted upon my own individuality, the difficult part about this reaching out is acknowledging what is shared among individual histories, and acting, if necessary,

black and white in this country. But opening such a dialogue will take courage, persistence, and (at least on my part, but I suspect on the parts of others also) a willingness to abandon prejudices that have been inherent within us (sometimes operating very deep within us) for many, many years. We

**"Remember when you meet a black student here at Kenyon that he or she is not a representative of a race, but an individual within it. Do not expect me to be like any other black you have known, for I am not any other black you have known. I have a personal history that is unique."**

upon that information. The Black Student Union (BSU) serves this function, though few nonwhite Kenyon students are aware of that fact. There are misconceptions about the nature of the group. Are we out "to get" white people? No. We are a forum where black people can do that reaching out I described before, an atmosphere where a shared wealth of information about being black at Kenyon can develop. That "shared wealth" should be available to every Kenyon student. But, as is, it isn't. That is the direction we need to grow in.

Less than one percent of this campus' student population is black. That does not mean our experiences here have been insignificant. In our case, strength does not exist in numbers, but in the varied experiences we bring to the Kenyon community. The BSU struggles to survive, but my friendships with both blacks and whites alike prosper. If the same joy I have experienced in my personal friendships can be brought into the relationships between blacks with the greater Kenyon community, then we have a starting point for a dialogue that can explore the history of

must examine ourselves, our thinking, and our actions. We are not responsible for our past. But we are responsible for the relationships between blacks and whites in the present, because we are blacks and whites in the present. We are making our present. Let this be an invitation to make the best present possible.

**"The quandary I feel originates from this: if I identify myself, claim and make known my heritage, I run the risk of not being heard, of being ignored; if I meld myself into the woodwork of this academic society and deny my race in order to fit in, I run the risk of forgetting where I come from, and who I am."**

League-type schools. At Kenyon, I found myself one of three black students in my class, the only black woman. For the next two years, I continually wondered whether I had made the right choice, whether I could survive in an atmosphere so totally estranged from what I had previously known.

Academically, Kenyon was a feast. Never had I so many options, so many choices. Socially, though, I felt isolated. Convocation was not just a sea of faces, but a sea of white faces. Never had I been so aware of my race, so defensive. In high school, I never felt the impact of my blackness because I never felt any challenge to it. Kenyon was that challenge.

How did I make the adjustment? Personally I felt I had to turn my hypersensitivity about my race into something positive, before defeat and paranoia got the best of me. I had to accept myself as a minority in the true sense of the word: one who is outnumbered. I learned to cherish the things that

black student feels threatened by a roomful of whites. The history of my people in this country is a diverse one. The common fact we share as a people is that we have been and still are targets of discrimination in this country. The way we experience life, the way we look at ourselves is shaped by race often only to the extent that we accept and act within the stereotypical images our society has created.

**"Convocation was not just a sea of faces, but a sea of white faces. Never had I been so aware of my race, so defensive."**

Remember when you meet a black student here at Kenyon that he or she is not a representative of a race, but an individual within it. Do not expect me to be like any other black you have known, for I am not any other black you have known. I have a personal history that is unique. Being black



Allison Joseph

## A voice in the crowd

By Sanjay Yathiraj

Minority, what is your conceptual framework for this word? The word in its barest level means simply "smaller number." Minority, in general usage, refers to the group in smaller numbers in terms of physical characteristics. These outer characteristics, biologically speaking, are the amount of melanin occurring in the skin, hair and the pigmented coat of the retina. Obviously, these three biological components do not complete the human being. Yet, we tend to heighten these biological and physical characteristics.

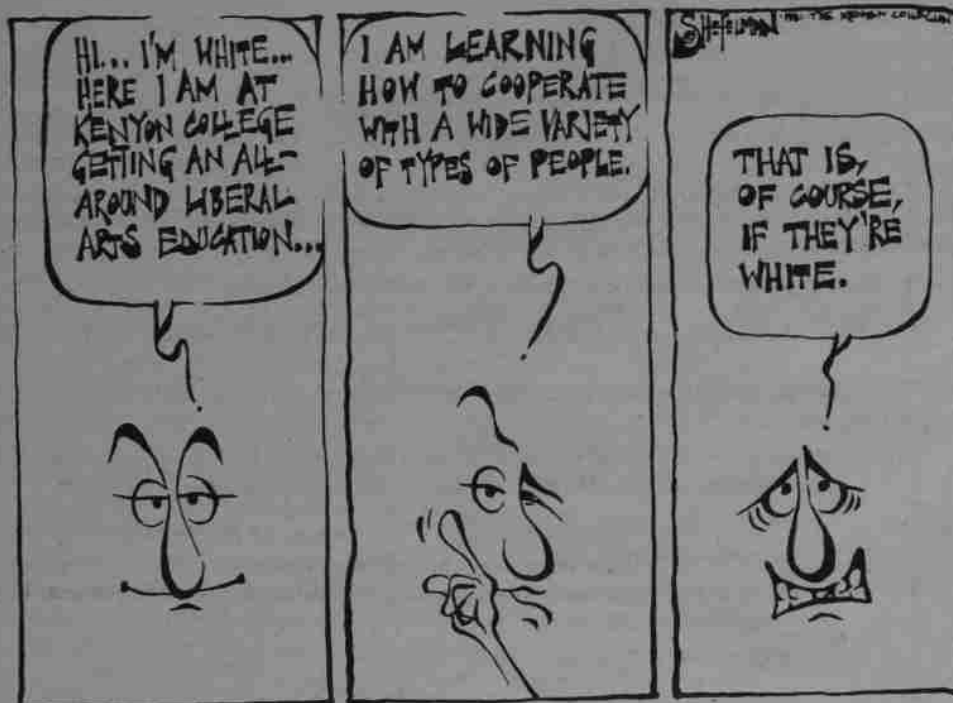
This is a very complex issue. This is by no means the final word, but my impressions on the issue. To come to a mature understanding of minorities at Kenyon, a personal decision is required. I will not decide the issue for you. You must observe the situation yourself and make your own decision. On a topic of this nature, generalities and disagreements will be abundant. I will express a point of view on the topic I feel most adept—my own experiences.

For many years, I had believed that I was a product of American and Indian cultures, a definite minority. Coming to Kenyon changed many of my views. Probing more deeply, I saw my ideas about myself were too simplistic and static. While geographically there is a clear separation between the two

cultures, there is no clear line of demarcation inside of me. I can only come to an understanding of myself without fragmenting into categories such as Kenyon student, Indian biologist or American. I am all of these, and it would be constricting to say I am more one of these persons than another. We all tend to use categories at times; it makes our lives easier, there is less to fear then. These categories give us what we think is insight. The next time you feel the urge to categorize a person, examine yourself very quietly. You may be surprised at what you might discover. I believe one cannot completely understand an individual by merely using a label. Every human is an individual unto himself, very special, unique. It is a wonder to me that humans communicate to each other; the might just be satisfied in themselves. Yet, we need each other.

In thinking of minorities, the racial component appears first. However, minorities representing religious, economic and geographic groups are represented on this campus. There are disadvantages and advantages in all of these categories. To an extent any Kenyon student might be "pigeon-holed" into any of these categories. Hypothetically speaking, if every Kenyon student fell into at least one category as being in the "smaller number," every student would be a "minority." The word has lost its meaning. **YATHIRAJ** page twelve

## Dan Shefelman cartoon from 1981



## Catch-22': recruiting a diverse faculty

By Paul Singer

A handbill from the Assistant to the President for Equal Opportunity (APEO) reads NOTICE: Kenyon College is committed to providing equal educational and employment opportunities for all individuals regardless of race, color, national origin, religion, sex, sexual preference or handicap." Yet according

Provost Reed Browning, in terms of minority student and faculty populations, Kenyon has consistently been "at or near the bottom of the ladder" among GLCA schools. In 1973 the Kenyon faculty issued a statement alluding to the need for the College to begin to redress this problem. The faculty acknowledged that "for many years the attitudes and practices of society have created *de facto* barriers to equal employment opportunity. For positions that require long periods of education and high standards of professional competence, the imbalances resulting from such barriers are especially severe in that they cannot be redressed without special effort." It is in this statement at the college has grounded its efforts to create a more racially balanced community. To this date, it must be noted, such efforts have met with little success. For the 1986-87 academic year, Kenyon's visiting, tenured, and tenure-track faculty is 92% white, 66% white male. While those figures are down from 96% and 73% respectively in 1985-86, it is clear that Kenyon is a long way from any form of racial parity.

Some of the reasons for this imbalance are quite familiar. According to President Philip Jordan, there is always the basic discomfort of a "small, rural, remote community" like ambient, which is less likely to be welcoming minorities than a big city. Indeed, APEO Donna Scott points out that Knox County is less than one per cent Black.

Jordan adds that the College is caught in the maw of a "Catch-22—prospective minority faculty will be discouraged by the small number of minority students, while prospective minority students will be discouraged by the small number of minority faculty."

Jordan also relates a deepening problem in minority recruiting. Quite simply, he sees "a problem of supply. There are dwindling numbers of blacks in academia hiring pools. It is becoming increasingly difficult to find minority candidates who fulfill the high academic standards" required of Kenyon faculty.

This problem is clearly reflected in a study done by the *Chronicle of Higher Education*. According to the *Chronicle*, in 1976 there were over 65,000 black graduate students in doctoral programs; by 1984 that number had dropped to less than 53,000, a decline of more than 19%. While the number of Asian and Hispanic graduate students has increased over the same time span, the overall number of minority graduate students taking jobs in academia is on a steady decline.

Despite these demographic problems and Kenyon's less than sterling track record, the college is undertaking some very positive steps to recruit minority faculty. The current faculty recruitment and hiring guidelines reflect Kenyon's overall efforts.

The basic procedure for hiring faculty is as follows: the department in question forms a search committee which advertises the position, interviews candidates, and submits their top ten choices to the provost. Candidates are brought to campus for further interviews and 'sample lectures,' after which a final recommendation is made by the Provost and the search committee. The final hiring decisions are made by the President.

This entire process is overseen by the APEO with specific guidelines included to maximize the number of minority applicants considered for the position. For example, every search committee must include at least one woman. (Ideally, says Scott, there would be a minority faculty included as well, but at this point, Kenyon's minority population is too small to make that mandatory.) Advertisements for the position must be sent to professional women's and minority caucuses. And interviewing teams are encouraged to include women and minority representatives.

While Kenyon has no specific Affirmative Action quotas to fill, the hiring guidelines do contain some specific requirements. If there are no women and/or minority candidates on the top ten list submitted to the Provost, the search committee Chair "will offer an explanation, and if there are women and/or minority applicants, supply their dossiers along with those of the top ten."

Similarly, while it is illegal to employ or deny a candidate on the basis of race, the guidelines state that "there may be cases in which two or more candidates are equally well qualified. In such cases, the College's need for a greater number of women and minority faculty members should not be overlooked."

Though, as Scott points out, it is illegal to ask that a candidate provide their race, religion, or other minority standing, making these provisions sometimes ineffective, the idea is to make as clear and active as possible the college's wish to hire minorities for faculty and administrative positions (the search for a new Provost is being conducted with the same consideration for minority candidates as a faculty search would be).

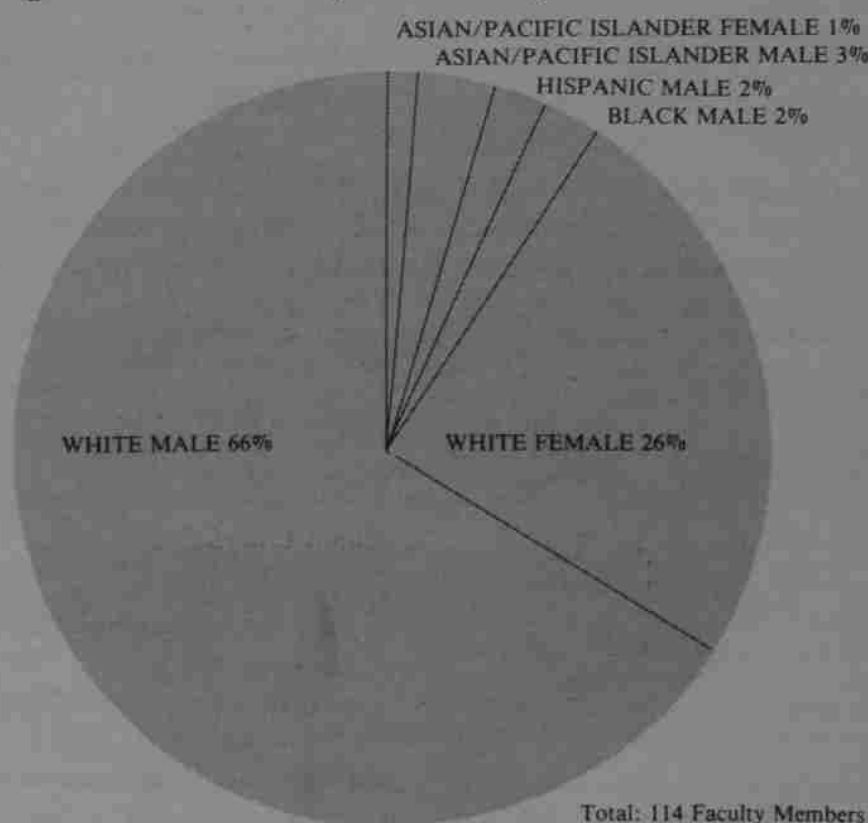
The College is also looking for new minority recruiting strategies. Kenyon is sending a delegation to a GLCA conference on minority faculty and student recruitment at Earlham College in late September. President Jordan also mentioned a possibility for cooperative recruiting with colleges sharing similar difficulties, as well as programs

creating special Kenyon ties to certain cities with large minority populations.

As Provost Browning says, the College is working from an attitude of general agreement that "Kenyon would benefit from greater representation of minority students and faculty" on campus. But it is also possible that such an agreement co-exists with insensitivities that make minority faculty and students less than comfortable here. If that is so then it seems that minority recruitment becomes a community-wide problem and a community-wide responsibility.

In the meantime, it is a real possibility that Kenyon's minority recruitment problems will get worse far sooner than they will get better.

### Composition of Kenyon faculty



### How will a change in the minority population affect Kenyon?

"It will be more diverse, thus the student body will be more interesting—having students from more various backgrounds. The amount of prejudice would probably decrease. The way it is now, almost everyone is a rich white kid."

"Zip!"

"Add diversity."

"Make it a bit closer to reality."

"Maybe it will open up the eyes of the stuck up, too good for anyone else, rich whites."

"It will make Kenyon more diverse and representative of the 'real' world."

"It will bring in a wider range of opinions, thoughts, etc. . . . in general—culture. This school is too white."

### Do you feel a need to increase the minority population at Kenyon? If so, what should be done? If not, why not?

"As much as possible, without compromising our academic standards."

"If a minority increase is imposed . . . I believe the harmony at Kenyon would be disrupted."

"Yes, without a minority influence the entire idea of a liberal arts education is lost, or at least shoved aside."

"No . . . why should minorities be treated differently from anyone else? Why should they be recruited more than anyone else? Why should they be recruited at others' expense?"

"Yes . . . I do not feel that a 'quota system' is fair, but rather a strong presentation of Kenyon as a school open to everyone qualified."

"Kenyon is Kenyon because of the diversity that makes it up now. I like it. If people want diverse—go somewhere else. I'm serious."

"Yes! Admit more minority students."

"Yes . . . encourage more minorities to come by recruiting in areas that have a larger minority population."

### Sample responses from the recent Collegian Opinion Poll regarding the role of minorities at Kenyon:

#### In your opinion, what is a minority?

"Someone who is racially insecure."

"A small group in the face of a homogeneous group."

"Here at Kenyon, a minority is clearly any person who is not white, upperclass and Protestant."

"Minority? All humans are created equal. Minority means a few of one thing outnumbered by another."

"Ethnic groups, students of a low to middle class income."

"Necessary."

"Less than half."

"Anyone who is given the same rights or choices of the majority."

"In reference to this questionnaire, a Black, an Hispanic, a Jew."

"An unrepresented group."



## change in admissions strategy: recruiting minorities

By Chris Shea

ing a commitment to minority enrollment at Kenyon College, on the Admissions Department hired Tazewell, a 1984 graduate of Kenyon, a new position of Coordinator for Enrollment. He also serves as an Director for Admissions. Tazewell's o better Kenyon's standing in the kes Colleges Association with regard ity enrollment.

to the creation of the new Admissions, minority recruitment had tied out less formally by Tazewell's ors, Pam Pleasants and Eddie The presence of Tazewell reflects a y increase Kenyon's traditionally ority population. Tazewell plans to schools with large minority popula- ginning with schools in Ohio. Pri- these visits will be to major urban uch as Columbus and Cleveland, maller cities such as Canton and ecause of his previous employment, ing position in Philadelphia, Taze- also make use of his connections attract minority students to Gam- well, however, will not be the only if the Admissions staff to be invol- ority recruitment, though he will be ne to focus on it. He is also invol- School College Articulation Program. e the total number of applications n has increased significantly over two years, Admissions "no longer worry about getting a full class of" Tazewell said. So, the staff is able

to focus on other areas of admissions, such as minority recruitment.

In the 1985-86 academic year, Kenyon had 46 minority students, the lowest number of any school in the GLCA, and placed ahead of only Hope College in percentage of minority students enrolled. According to John Anderson, Dean of Admissions, this year's freshman class includes two Blacks, eight Asians, six Hispanics and four students categorized as "others," though they are not native Americans or Alaskan natives. He noted that there are 25 people who did not respond to the question concerning race in the information package collected from each student upon entering Kenyon. So, there may be more minority students than the figures indicate, Anderson said that in the GLCA, "all of us are dealing with fairly small numbers." Of the ten colleges at a recent GLCA conference, only three reported gains in minority enrollment, and seven reported losses for this year. When asked about Kenyon's recruiting year for minority students, Anderson said, "By any standards, this was a disappointing year for us."

Tazewell cited the need for greater support systems for minority students at Kenyon. It is more difficult to attract minority students, he said, when these systems are lacking. Specifically, Tazewell suggested that a minority awareness group be created on campus, an organization which would not diminish the responsibility of groups such as the Black Student Union. It would heighten awareness of the minority presence at Kenyon, "making our chances of recruiting . . . much better."

Tazewell also said that a greater minority

presence in the faculty and administration is necessary to attract a greater number of minority students, and that minority alumni contacts should be strengthened. Compared to other schools, he said, the number of minorities in teaching positions here is not impressive. Regarding this year's search for a new Provost, Tazewell says that there needs to be an effort to attract minority and female applicants. He stressed that it is extremely important for those at the College to indicate what they want in a new Provost, since that person will "affect the entire faculty picture." He said the students need to put pressure on Kenyon "to make it the way they want it." It is important to realize that low minority enrollment is "a whole college problem, and not just an Admissions problem." Of the students and faculty, he said, "If we don't all work together, it's not going to happen . . . if we do, we're going to see some changes."

Tazewell realizes that some in the Kenyon community do not want a change in the minority population, but that others do and are "waiting" to act. These students need to make their opinions known, he said.

Certain strides have been made, Tazewell acknowledged, for instance the additions of Lena Hall, a College Counselor, Jamaal Zayid in the Economics Department and Martin Hardeman in the History Department.

When asked about the relation between money and minority student enrollment, Tazewell said, "I don't think it's a financial situation." It is probably true that minority students have a greater financial need than other students, he said, but there is money set

aside for minority student aid, and "it's never been used up."

Anderson said Kenyon is planning joint efforts for minority recruitment with other schools that wish to increase their minority enrollment, such as Grinnell College and Bowdoin College. Their common interest is in broadening "the pool of quality minority students," he said. Anderson explained that Kenyon does not use quotas in recruiting, as some schools have done. Kenyon accepts only those students, minority or not, whom the Admissions staff feel will do well here. "Minority students come to Kenyon to be students," he said.

Pointing to a national decline in minority enrollment at colleges and universities, Anderson said that "we are eager to reverse what's been happening." But he cautioned against "the solutions of the 60's and 70's," which met with limited success. Many unprepared minority students ended up doing poorly in college. In the early 1980's, colleges started "to pull back" from minority recruitment. From these experiences, "there was a lot learned about what colleges can and can't do," Anderson said. Now colleges are becoming more interested in minority recruitment again." He echoed Tazewell's call for an increase in minority support systems at Kenyon. The "interrelationships" among different parts of the college (faculty, administration, students and alumni) are especially important for minority recruitment, he said. The College community needs "to look at every aspect of the College" and ask, "How do these things interrelate?"

GLCA ENROLLMENT 1985-86

	Kenyon	Albion	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Oberlin	O. Wesleyan	Wabash	Wooster
DERGRAD HEADCOUNT	1493	1557	492	2138	2319	1016	2522	1115	2731 *	1349	845	1683
Time Undergrad	1477	1568	776.7	2126	2307	1008	2288	1115	2694	1315	845	1709
of Minority Students	46	62	68	134	69	53	52	76	350	99	66	96
% Black	1.0	2.2	11	5.2	1.5	5.2	.0	2.2	6.7	5.4	4.3	4.4
% Spanish American	0.7	1.2	2	0.4	.5	-	.8	.7	1.7	.6	1.4	.2
% Asian	1.3	.3	1	0.6	1.0	-	.7	3.9	4.4	1.2	2.1	.9
% American Indian/other	-	.1	0	-	-	-	.2	-	0.1	.1	-	.3
% Non-resident Alien	1.1	.5	3	1.6	.4	4	1.7	5.2	1.4	8.3	1.3	9.6

## ool College Articulation Program opens doors to public schools

By Adam Smith

's efforts to attract minority o Gambier have recently begun to already existing program, altering the needs of prospective minority idents.

ool College Articulation Program in 1979 to make the transition be- e and high school smoother for hoolers, but in recent years a f Ohio public schools have also d to participate in the program. a for the SCAP came first from a fairly exclusive private schools in Ohio, who suggested that advanced il students could be taught college ith college credit by their own The proposal was brought before ors at Case Western, Kenyon, and ut only Kenyon was enthusiastic explore the possibility.

g numerous planning sessions on faculty and administrators and on six private schools, a consensus on what shape the program ke. A \$70,000 grant from the and Foundation then allowed the

program to commence in 1979 with six private schools participating—Hathaway Brown School, Hawken School, Laurel School, Maumee Valley Country Day School, University School and Western Reserve Academy.

The program is organized so that most of the responsibility rests with the classroom teachers at the member schools, rather than having Kenyon simply dictate implementation. A salaried director from one of the secondary schools oversees the program, and he or she is assisted by a steering committee, made up of representatives from Kenyon and all participating schools. These representatives coordinate the program within their respective institutions and serve as corporate advisors. Course committees are responsible for choosing courses, drawing up syllabi and approving teachers.

In order to ensure that the high academic standards of Kenyon are maintained, the process of selecting teachers and students is quite selective. Teachers, nominated by their school head, must have studied at graduate level and be approved by Kenyon. Once approved, they meet with Kenyon faculty, so together, they can plan the course. Students,

mainly seniors, must submit transcripts and teacher recommendations to Kenyon for approval, and at the conclusion of the course, local grades are converted into Kenyon grades, which can be forwarded to other colleges by the Kenyon registrar. Kenyon offers courses in virtually every discipline.

An internal evaluation of SCAP was conducted in 1982 by Kenyon faculty members, who concluded that the program should be extended for at least four more years. It was also at this time that the college began exploring the possibility of incorporating public schools into the program. Following a successful trial period, Mount Vernon High School, which has only a small percentage of minorities, was made an official SCAP member in 1984.

Kenyon's Peter Rutkoff was instrumental in this effort to find public schools, and because of his enthusiasm, he was made Associate Director of SCAP in 1984. Today four of the ten SCAP schools are public—Mount Vernon High School, Fredericktown High School, John Hay High School, and John Adams High School, though only Mount Vernon is a full member; the rest are required to have a three year trial period.

Two of these schools have predominately black student populations, and Rutkoff says that their inclusion in SCAP is definitely part of Kenyon's new efforts to recruit minorities.

Not surprisingly, students from these schools are expected to have more difficulty in adapting to the rigors of college courses than private schoolers, so added steps are being taken to prepare them for the demanding program. This summer eighteen students from Cleveland's inner city spent three weeks in Gambier to take part in Kenyon's new Summer Scholars Program. The program was headed by Rutkoff, who says he anticipates more students next summer. John Tazewell will head the program starting next year.

The program introduces these students to the more advanced course work, and Rutkoff said the students responded very well. Most were quite unused to the demanding workload, but he says they adapted well and enjoyed the more intimate and relaxed atmosphere with an emphasis on participation. Both Tazewell and Rutkoff said they hope the Summer Scholars Program will encourage these students to pursue a college education—preferably at Kenyon. Tazewell said

see SCAP page twelve



# Student activities planned for this weekend's Homecoming

By David Seed

In case you haven't heard, Homecoming begins tomorrow. This year's Homecoming promises to be an all campus event, involving students, faculty, staff and alumni.

The Alumni office expects more than two hundred alumni for this three day event. Most of the alumni coming back to the hill are younger graduates who live in Ohio and in surrounding states.

According to Lisa Schott and Jane Kindbom of the Alumni Office, "There will be more activities that involve students." The goal of this year's Homecoming is creating an "all campus event."

Some of the highlights include the traditional sporting events and pre and post game activities. From 12:00 noon-1:15 p.m. on Saturday, there will be a pre-game picnic on Ransom Green. At 1:30 p.m., the football Lords will tangle with NCAC powerhouse, Case Western Reserve. The women's soccer team

will host the CWRU Spartans at 2:30 p.m. and will face Allegheny at 3:00 p.m. on Sunday. Also, the field hockey team will play against Wittenberg at 3:00 p.m.

The student-Alumni Association (SAA) is sponsoring a Kenyon fan balloon release at the kick-off of the football game. The SAA will be releasing 500 purple and white balloons. This will certainly be a surprise to the opponent. The second annual Kenyon Homecoming Banner Contest will take place at half-time. Co-sponsored by Vicki Bausinger, Director of Student Activities, and the Alumni office, student-designed spirit banners will be judged at half-time by faculty and administrators. Cash prizes of \$50 for first place, \$30 for second place, and \$20 for third place are offered.

Student organizations and fraternities will hold receptions following the game. From 9:00 p.m.-1:00 a.m., there will be a dance in the Gund Commons Lounge featuring the

Country Electras. They are a local band which plays the blues, rock, and country and western hits. The expert calling of Paul Mills will lead the square dancing.

Additionally, alumni returning to Kenyon will have the opportunity to tour the new library, look at the alumni invitational art exhibit, see the film, *Kenyon College: A World of Difference*, and participate in other activities.

Student participation is the Schott and Jane Kindbom in "try a tradition" of the all campus Homecoming. This involves many opportunities for students and alumni. In the future, Homecoming will be a planned event. The Alumni office through the SAA it will be able to bring more graduates back to the mag at this time each year.

## S. African to speak on Apartheid

By Margot Greenlee

Monday, September 29, Dumisani Kumalo will present "Apartheid and the Struggle for Freedom in South Africa" in the Biology Auditorium at 8 p.m. He will also meet for conversation during Common Hour the following day in Peirce Lounge.

As a journalist in South Africa since 1965 and chief reporter for the Johannesburg *Sunday Times Extra* (Black edition), he exposed conditions of black migrant workers in the mines, use of child labor on farms, abuses of police power and deaths in detention. Kumalo founded the Union of Black Journalists, an organization active in the Black Consciousness Movement (banned by the SA government in 1977). Following police harassment, he fled South Africa in June of 1977.

Soon after his arrival in the United States, Kumalo was offered the position of director of projects for the American Committee on Africa. As such, he began the U.S. disinvestment campaign in 1978. He has educated

people about South Africa and tried to get the United States to work for policies supporting freedom instead of apartheid. By lobbying and forming coalitions all over the nation, the disinvestment movement created enough waves to make U.S. involvement in apartheid unacceptable.

Making corporations and banks sensitive to public opinion on South Africa, Kumalo says, is not an end in itself. Several states have now adopted legislation which make it illegal to do business with companies with investments in South Africa. Others have divested pension funds and channeled them into "hometown" projects which help local communities, often showing better yields than the South African investment did. Trade union leaders, students "from Columbia to Kalamazoo," church officials, ordinary citizens and politicians have lobbied for a change in U.S. policy towards South Africa.

As Kumalo puts it; "We got Americans to take up the issue of U.S. involvement in South Africa."

## Tune in to WKCO for "Radio Collegian"

Tonight at 8:30.

This week's topic will be the role of minorities at Kenyon.

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## Homecoming Happenin

### Saturday, September 27, 1986

9:00 a.m.

Historical tour of South Campus by College Archivist Thomas B. Green. Meet at the north door of the chapel.

9:00 a.m.

Farmer's Market on Middle Path. Local merchants and townspeople will offer their freshest home-grown produce.

9:30 a.m.

Open tennis tournament. Come one, come all! Play will continue through the weekend—bring a racquet and compete with fellow alumni and current students. Tennis Courts.

9:30 a.m. (men) 10:00 a.m. (women)

Inaugural Alumni-Varsity Swimming Team Triathlon. Check in at 8:30 a.m. Ernst Center Meeting Room. 1000-yard swim at the Ernst Center Natatorium, bike ride, 3-mile run. Alumni-varsity tailgate party will follow. All are invited to show their athletic prowess against Kenyon's renowned varsity swim teams.

10:30 a.m.

Alumni College seminars. Here is your chance to teach in Ascension Hall the role of a Kenyon professor for one hour! Alumni are invited to share a topic of interest with students and alumni.

11:00 a.m.

Showing of the film, "Kenyon College: A World of Difference." Biology Auditorium.

11:00 a.m.

Field hockey vs. Oberlin. Waite Field.

12:00 noon-1:15 p.m.

All-campus pre-game picnic. Join Kenyon students and faculty and staff members on Ransom Green as we prepare to tangle with the Case Western Reserve University Spartans.

1:30 p.m.

Football vs. Case Western Reserve University. The Lords host the rivalry game before a capacity crowd. Kick-off will be highlighted by a Kenyon fan balloon release sponsored by the Student-Alumni Association. The second annual Kenyon Homecoming Banner Contest will take place at halftime. McBride Field.

2:30 p.m.

Women's soccer vs. Case Western Reserve University. Mavec Field.

3:00 p.m.

Field hockey vs. Wittenberg University. Waite Field.

4:00-5:30 p.m.

All faculty-staff reception. Your best opportunity of the year to renew acquaintances with members of the faculty and administration and to meet our newest members. Commons Lounge.

4:30 p.m.

Showing of the film, "Kenyon College: A World of Difference." Biology Auditorium.

4:30 p.m.

Post-game receptions. Student organizations and fraternities will hold receptions following the game.

9:00 p.m.-1:00 a.m.

Country Electras. Come hear this versatile local band play the blue, rock and western hits. Swing your partner to the expert calling of Paul Mills. Commons Lounge.

### Sunday, September 28, 1986

1:00 p.m.

Women's soccer vs. Allegheny College. Mavec Field. 1:00 p.m.

1:00 p.m.

Alumni soccer game. All alumni are welcome to participate in the annual alumni soccer game. A social gathering will follow.

## Films



# THE ADVENTURES OF BUCKAROO BANZAI ACROSS THE 8TH DIMENSION

*The Adventures of Buckaroo Banzai Across the 8th Dimension.* Directed by W.D. Richter. Starring Peter Weller and John Lithgow. 100 minutes. 1984.

Writer Earl MacRauch remembers mentioning to W.D. Richter, "I wanted to write a pulp adventure inspired by serials and 'kung fu' movies." It took nearly a decade to create from this idea, *The Adventures of Buckaroo Banzai Across the 8th Dimension*, a bizarre and imaginative sci-fi adventure that fulfilled all their expectations. Peter Weller stars as Buckaroo Banzai, the leader of the Rock 'n Roll/commando Hong Kong Cavaliers, a neurosurgeon, physicist, comic book hero and advisor to the presi-

dent. While testing a government jet car and his own oscillation over-thruster, Banzai drives through a mountain opening the door connecting the mysterious 8th dimension and earth. By doing this he unknowingly creates an escape route for the earth-captive villainous alien creatures, led by John Lithgow and Christopher Lloyd back to their old home, the now peaceful Planet 10. Banzai, with the help of the Cavaliers, girlfriend Penny Priddy (played by Ellen Barkin), an Asian scientist and a Rastafarian Lectroid from Planet 10 named John Parker, tries to prevent the escape of the evil aliens. This is an ingenious film filled with energy, humor and a wonderful cast. It should not be missed.

—Rachel deGuzman

## Ohio Poetry Circuit presents Arthur Smith on October 5

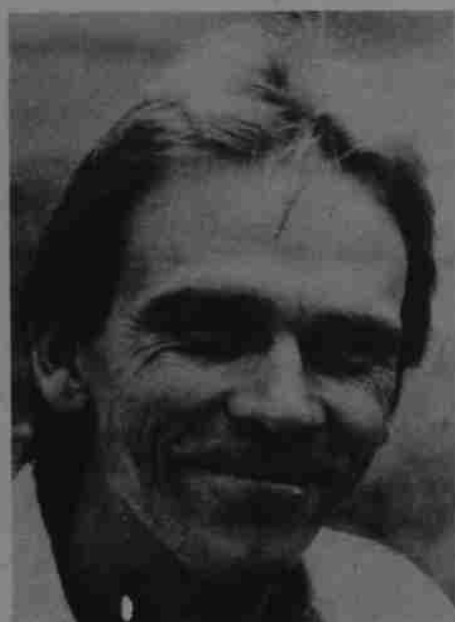
By Amy Sutcliff

Kenyon poetry fans are soon to be rewarded with a visit from the first of three artists sponsored by the Ohio Poetry Circuit. A favorite of Ohioans, both for his circuit readings and for the classes he offered while a teaching fellow at Ohio University, Arthur Smith will be here in Gambier on Sunday, October 5. He brings with him an impressive collection of degrees, awards and affiliations with a number of colleges and universities. He is a recipient of the PEN Southwest Discovery Prize in Poetry, and the Agnes Lynch Starrett Prize. Upon its publication, his dissertation *Elegy on Independence Day* is the co-winner of the 1985 Norma Farber First Book Award from the Poetry Society of America. Copies of his book are available in the bookstore.

Megan Macomber, member of the English Department and 1986-87 director of the Ohio Poetry Circuit, stresses that his weighty credentials belie the Arthur Smith who, as poet and as person, has a "really approachable personality, and is really accessible even to the people who feel they don't know poetry." The same easily approachable personality characterizes his work, which tends to be of a down-to-earth and storytelling nature. Many of his poems are based on personal experience, such as "The Light of the Wind" published in the June 16th issue of the *New Yorker* in which he writes

... So I find myself sitting  
slump-shouldered  
On the bed's edge. Toward forty,  
I more like my father  
than I thought  
I could survive.

An entertaining and informative evening is sure. Poetry enthusiasts should find Arthur Smith's personality a refreshing



Arthur Smith

change, and first timers may be surprised at how easily they respond to such unaffected and arresting work. The poet will present a selection of his work at 8:30 p.m. on October 5. A reminder of the time and place should appear in *Newscope*.

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## The Apu Trilogy, Part Three: The World of Apu

*The Apu Trilogy, Part Three: The World of Apu.* Directed by Satyajit Ray. Starring Soumitra Chatterjee and Shapan Mukerjee. 106 minutes. 1958. B & W. Bengali with English subtitles.

The third of the three movies in *The Apu Trilogy*, *The World of Apu* offers a touching look at the turbulent adult life of Apu (Soumitra Chatterjee). Although he had returned to the university upon the death of his mother in *Aparajito*, Apu leaves the university at the beginning of *The World of Apu* and, although poor, tries to write for a living. One day, Pulu (Shapan Mukerjee), his old friend, invites him to the marriage of his cousin Aparna. Before the wedding, however, the bridegroom becomes angry, and Apu, following tradition, marries Aparna. Although they are surprisingly happy for a while, Aparna dies during childbirth. Apu is devastated by the loss of his wife, and does not wish to see his newborn son Kajole. Grief-stricken, he wanders the country for five years, when his friend Pulu finally finds

him and convinces him to talk to his son. What follows is both surprising and heartwarming, and is a fitting climax to this trilogy. For those who have seen the first two films in the trilogy, *The World of Apu* is a touching ending to the story of the life of an Indian family. For those who haven't, a virtually new cast makes it easy to enjoy without having seen the first two. It is also a movie that offers a revealing look at life after college, even though it is through the eyes of a man from another country. He faces joys and troubles we all may face in life, such as marriage, financial difficulties, and presenthood. But the experiences of Apu are sure to touch you whether you have undergone the same problems or not. —Dan McGuire

## True Confessions

*True Confessions.* Directed by Ulu Grobard; starring Robert DeNiro and Robert Duvall; 1981; 110 minutes.

Los Angeles, 1948: A pastor from a local parish has died of heart failure while copulating with a hooker. Enter Homicide Detective Tom Spellacy (Duvall) and his brother, the Reverend Monsignor Desmond Spellacy (DeNiro). Together, the brothers, either knowingly or unknowingly, stumble over clues and startling facts that point to police corruption and even stranger incidents happening within the hierarchy of the Catholic Church. The friendship and brotherhood of the Spellacys are tested when each man is adamant on directing the blame elsewhere concerning the consequences of the dead priest. Only through total honesty with each other can both detective and priest find the truth behind the case that has arrested the meteoric rise of each sibling.

*True Confessions* is a little known film despite boasting the Oscar-winning talents of actors DeNiro (Raging Bull) and Duvall (Tender Mercies). The movie uses an arsenal of cinema gimmicks which will enthrall the viewer almost immediately. Complete with flashbacks, a deliberate ambiguous ending, and a superb supporting cast, this film deserved more recognition than received. Granted, DeNiro seems miscast as a priest, let alone an Irish priest, but his acting is never disappointing or unreal. *True Confessions* is vintage "character development" and should not be missed. —Mario Oliverio, II

## FUNNY GIRL

*Funny Girl.* Directed by William Wyler. Starring Barbara Streisand and Omar Sharif. 151 minutes. 1968.

Barbara Streisand won an Academy Award for Best Actress for her portrayal of Fanny Brice in *Funny Girl*. This film is the story of Fanny Brice's life. In case you are unfamiliar with Fanny Brice, she was a singer-comedienne who made it to the top with the Flo Ziegfeld Follies.

Based on the Broadway musical of the same name, *Funny Girl* follows Brice's life from when she was a struggling teenager to being a star. Streisand gives a superb performance as she sings some of her best songs ever. Omar Sharif plays Nick Armstein, the playboy-gambler who married Fanny Brice.

This is the film that established Barbara Streisand as a true superstar. Musical numbers include "People" and "Don't Rain on My Parade." —Brian Theil

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# Lords lose momentum, suffer heartbreaking defeat at hands of COW

By Lawrence Paolucci

Last Saturday the Kenyon Lords football team lost a hard-fought 17-15 decision at the hands of the Fighting Scots of Wooster. This evens the Lords' record at 1-1, but more importantly, leaves them 0-1 in conference play. This game was a disappointing loss for the Lords. First, they statistically out-played the Scots in terms of total offense, but came up short in terms of the most important statistic, the score. Secondly, and more importantly, the momentum which the Lords had early in the game seemed to disappear suddenly with a crucial blocked punt early in the third quarter. This blocked punt was recovered in the endzone and gave Wooster their first lead in the contest, one which they would never relinquish.

The Lords started strong in the game taking their initial offensive possession 96 yards for a touchdown. This 14-play drive was capped by a 7-yard run by sophomore tailback Talal Al-Sowayel for the touchdown. The keys to this drive were the running of Al-Sowayel and two big receptions by tight-end Dan Waldeck from quarterback Kevin Martin. Wooster came right back, however, on their next possession with a 34-yard field goal, making the score 7-3. This is the way the score remained until the third quarter. At this point the game started to change. With 9:05 remaining in the quarter, a Pete



Dan Waldeck in action

Mogyordy punt was blocked by Wooster's William Penn and recovered in the endzone to give the Scots the lead, 10-7. To add insult to injury, early in the fourth quarter Wooster

added another touchdown making the score 17-7. The Lords did not give up, however, for with 3:28 remaining, Dan Waldeck made a 13-yard touchdown reception, and after a two-point conversion, the Lords were back in it, 17-15. But that was as close as the Lords

would come, as the Scots held them in the rest of the way to preserve the victory.

Offensively, the Lords were paced again by the pass offense. Two hundred thirty-seven yards of their 267 yard total offense came through the air. Starter Kevin Martin was 10 of 16 for 88 yards and Dahlquist was 14-26 for 136 yards and a touchdown. The quarterbacks' three full receivers were fullback Scott Hinkley, receivers Dan Waldeck and Barry G. Hinkley made eight receptions, Waldeck and Gisser each had five. Waldeck's catches resulted in a Kenyon touchdown. Talal Al-Sowayel also had a game, rushing the ball twenty times for 100 yards.

Defensively, the Lords were led by the efforts of four men in particular. Linebacker Murphy, the Kenyon answer to Chris Barnes, was involved in an outstanding 11 tackles, while his two linebacker partner good games as well. Senior Tim Rogers was in on 10 tackles and freshman Steve B. was in on 7. Lastly the fourth member of the quartet of Lord defenders is cornerback Wellington. Playing in only his second game as a collegian in front of his hometown, Wellington played extremely well, being involved in 10 tackles and grabbing an interception.

The Lords will try to bounce back Saturday at home in the annual homecoming game versus the Spartans of Case Western Reserve University at 1:30. Come support the Lords! Wear purple!

## Lords and Ladies of the Week

### Cross Country

#### Women's:

**Mandy Barlow** cut two minutes off of her personal best. At last year's GLCA meet, she finished third from last. This year she improved to 19th place with a time of 20:13.

#### Men's:

**Alex Hetherington** finished 24th at the GLCA meet with a time of 26:51. He is the first Lord harrier to break the 27 minute mark since Bob Standard did in 1981.

### Field Hockey

#### Defense:

**Chris Fahey**, senior co-captain, "played an outstanding game against Wooster, and played exceptionally well this weekend", according to Coach Sandy Moore.

#### Offense:

**Betsy Jennings**, a freshman link, enabled her team to score seven goals at GLCA's because of her excellent play at midfield.

### Football

#### Defense:

**Pete Murphy** once again led the Lords' defense. This weekend against Wooster, Murphy had 15 solo tackles, six assists, and two pass break-ups.

#### Offense:

**Brian Conkle** directed the Lords' offensive line this weekend with 89.5 percent blocking efficiency against Wooster.

### Men's Soccer

**John Wallace**, left fullback, was cited by Coach Vennell for his "outstanding play against Wooster" last weekend.

### Women's Soccer

#### Defense:

**Mea Fichelis**, goalie, played extremely well this past week. She had 41 saves in two games and also had a shutout against Denison.

#### Offense:

**Stasha Wyskiel** spurred the Ladies' offense by scoring four goals in two games.

### Volleyball

**Kirsten Holzheimer** had a .353 kill percentage against John Carroll and Marietta, along with three solo blocks and four assists. At the GLCA's she led the team with 13 solo blocks and seven assists. She also contributed 16 kills and a kill percentage of .229.

## Injuries plague Lords' soccer

By Darryl Shankle

Head coach Jeff Vennell's soccer Lords have gotten off to a "rough and tumble" start this season. This was evident from last weekend's NCAC opener against the College of Wooster. Almost half of Kenyon's first team (5 of the 11 starters) were on the sidelines injured, or playing hurt. Junior David Bowser, sophomore Rich Ginsburg and senior Pat Flood were all unable to play due to various injuries. Sophomore Jeff Alpaugh was able to run, but he was not 100% healthy. Finally, freshman Mario Del Cid was hurt in the second half of the Scots' game, which Wooster won, 2-1.

Alpaugh punched in a goal on an assist by John Brown. Two Wooster scores, and a penalty kick by the Lords late in the second half, sealed Kenyon's fate in the home game of 1986. Offensively, the Lords were outshot 18-11. Defensively, goalie Chris Barnes stopped seven Scots' scoring attempts.

To sum up the Lords' first five games, young season, Vennell notes, "I don't see a 1-3-1 record is indicative of our team's ability, although it is true we need to prove ourselves."

The Lords will get two more chances to "prove themselves" when they travel



Mario Del Cid tries to steal ball from Wooster

"Considering the fact that we played without three starters, one starter being injured and still another getting hurt in the game, I was pleased (with how the Lords performed)," comments Coach Vennell. Kenyon played Wooster to a 0-0 stalemate at the half and finally got on the scoreboard when

Cleveland on Saturday to battle the Spartans of Case Western Reserve. On Wednesday, October 1, Kenyon plays host to a Cleveland area team, John Carroll University. The Knox County Champions played in Gambier against Mount Nazarene College on Tuesday.

## Lady harriers snag third at GLCA meet, defy pre-season predictions

By John Welchli

After last week's surprise at Wooster when the Lady Harriers finished second only to the host team, the women came back again to surprise Coach Gomez with another outstanding race at the GLCA meet. "They surprised me again this week, and I don't think I can be surprised anymore because I'm ready for them," Coach Gomez says about the team's third place finish in the GLCA. Once again the women are creeping ever closer to Wooster and now that they have finished just behind them for the second straight week, it appears that the Ladies are going to be much stronger than Gomez had previously thought. Hope finished in first place with 23 points and Wooster came in second with 62. The Ladies crept into third with 75. Kalamazoo took fourth with 104, Denison came in fifth with 125, and Earlham and Albion rounded out the eight teams with 144 and 179, respectively.

The top five runners for the Ladies all ended up among the top twenty finishers. Karen O'Brien took eighth place with a time of 19:08, Priscilla Perotti came in 15th overall with a time of 19:44. Sue Melville finished in 16th position with a time of 19:58, Suzanne Aronoff took 18th in a time of 20:02, and

### 'Shutout binge' leads to 2nd

By Ann Davies

The Lady spikers didn't fare as well at the GLCA tournament as they had hoped, but they still managed to pull off a second place finish.

"I think we were still in the van," says Coach Gretchen Weitbrecht, trying to explain her team's first match in the tourney. The Ladies lost their first contest of the season to DePauw, 12-15, 7-15. "We might have taken them too lightly. . . . We didn't take control of the situation," Weitbrecht admitted.

In the second match the spikers regained their confidence by trampling Albion, 15-2, 15-9.

The Yeowomen from Oberlin fell next, as the Ladies took them in two, 15-4, 15-4.

### Hetherington breaks 27-minutes

By John Welchli

The final team position is not always the most important statistic in an early season cross country meet. This was especially true last Saturday at the GLCA meet. The men's team finished sixth out of eight teams, but more important were the individual performances by the Kenyon runners. Of the Lords' top five runners, the top four had personal best times, and all five ran the race in under 30 minutes. The order of finish for the eight teams was as follows: Wooster won the meet with 49 points, Hope had 52, Denison finished with 72, Wabash with 73, Kalamazoo finished with 146, Kenyon finished sixth with 165, Allegheny took seventh with 186, and Earlham took eighth with 233.

It was the best GLCA meet for the men since they began running in it four years ago. This race was also their best of this young season. The top four men ranged from twenty-fourth to thirty-sixth place and left a gap of eight places between fourth and fifth. Gomez sees a problem with this gap and says, "We need to find a fifth runner to move up to the top four. There were two minutes between the fourth and fifth runners and that really hurt us."

Alex Hetherington led the Lords, finishing

Mandy Barlow captured the 19th spot with a time of 20:13.

This meet was especially good for the top five runners. All five got personal best times. Karen O'Brien and Priscilla Perotti ran one minute faster than their previous best times, and Sue Melville, Suzanne Aronoff and Mandy Barlow each dropped two minutes off their best times.

The Ladies cut 51 points off of last year's total score of 126. Last year's score would put them just behind Denison who scored 125. "That shows just how far ahead of last season they are right now," Coach Gomez remarks.

Gomez says about the team's performance, "They're a lot better than I thought they would be at this point, and they're doing better against teams like Wooster than I expected. They are responding well to training, much better than I thought they would. Regionals are now looking like a strong possibility." At the beginning of the season, Gomez figured the Ladies would be running with the middle teams in the conference, but now they are vying with Wooster for the top spot. They were actually ahead of Wooster in the first two miles of the race but fell back by the end. "I think it's time for them to stop looking back at the other teams in the conference and start looking ahead at teams like

Against Kalamazoo, Kenyon faltered, dropping the first game, 8-15. They consoled themselves by blanking the Hornets in the second, 15-0, and coasting to victory, 15-10, in the third.

In the semi-finals Kenyon dispatched Denison, 15-4, 15-0. Remarks Weitbrecht, "We were on a shutout binge."

After a disappointing start the Ladies then found themselves in the finals, pitted against the host team from Hope. A hundred-fifty hometown fans can't be wrong, and they boosted Hope to the victory. "I thought we played well, but they were up so high, we just couldn't beat them," Weitbrecht says. The final scores were, 7-15, 15-7, 11-15.

On Tuesday the Ladies faced Malone, Heidelberg and Knox County rival, Mount Vernon Nazarene.

24th overall in 26:51. Paul Worland finished 27th in 27:05, while Charles Cowap was 35th overall with a time of 27:48. Terry Milner followed him across the finish line in a time of 27:56. Justin Lee finished fifth for the Lords, 44th overall, with a time of 29:06. The winning time in the race was 25:40, run by Jeff Bleuthman of Wabash College. Although Alex Hetherington and Paul Worland were more than one minute off the winning time, both runners were within thirty seconds of the top ten in the race.

Coach Gomez was pleased with the team's performance last week as the men accomplished what they had not the previous week, which was being more aggressive and running as a team. "It was a fine effort, and they all ran very well. They have the ability to run with everyone else and they are starting to come around," comments Gomez on their performance. This year's team has really improved from this time last year. Their point total of a year ago was 250 compared to this year's total of 165.

This race was a good lead in for this week's race, the Malone Invitational. It will be a very competitive race matching Kenyon and Allegheny as the only two Division III schools against mostly Division I teams.

Wooster," Gomez states.

By finishing with a time of 19:08 Karen O'Brien has put herself among the elite harriers. She is now the third fastest women's cross country runner in Kenyon history

## Field hockey ends scoring drought

By Liddy Smith

The Kenyon field hockey Ladies finished an intense week of competition by defeating Marion College at the GLCA Tournament at Oberlin. This evened the Ladies record to 3-3 for the season.

The Ladies began their week with a game against Wooster at home. The Ladies came on strong in the first half. Thanks to a goal by Tracy Hummer the Ladies led, 1-0, at half time. Wooster's offense proved too strong for the Ladies in the second half as they came back to tie the game and then scored one more goal for a 2-1 win. Despite a concentrated effort by the Ladies to score, they came up empty. The Ladies will get a second chance against Wooster in October.

At the GLCA tournament, this past weekend the Ladies faced three teams from outside of the conference. They played well in all three games, winning two of them. Their first opponent was Houghton College from New York. The surprised Ladies were scored upon in the first seven minutes. The

behind Catalina Girona and Renee Pannebaker.

This weekend the women travel to the Malone Invitational where they will compete mostly against Division I teams.

Ladies were motivated into action, dominating the rest of the game, but were unable to score.

This scoring drought ended when the team faced Hope College. Scoring a goal each for the Ladies were Hummer, Harriet Stern, Amy Bowser and Carrie Jelsma. The final score was Kenyon 4, Hope 0.

Kenyon finished off the tournament with a 3-0 victory over Marion College. The Ladies were ignited into action by a goal from freshman Beth Waldner in the last few minutes of the first half. The second half brought goals from Stern and freshmen Danni Davis.

The Ladies played well both offensively and defensively at the GLCA tournament. Most importantly to the Ladies was their ability to score, which has proven to be a problem. The team showed extreme promise, and the rest of the season should bring some exciting games.

The Ladies face two opponents this Homecoming Weekend. They play Oberlin at 11:00 and Wittenburg at 3:00 on Saturday.



Kenyon Ladies soccer enjoyed another successful week defeating two conference foes. On Wednesday the Ladies defeated arch-rival Denison, ranked fifth in the state, 2-0. The credit for both goals goes to Stasha Wyskiel. The defense, also, is due credit. Led by Maggie Jones at sweeper and Mea Fischelis in the goal, the Ladies shut out a tough Denison offense.

On Saturday, the ladies travelled to Delaware to take on the Battling Bishops of Ohio Wesleyan University. The Ladies scored first on a goal by Wyskiel in the first half. However, OWU reciprocated quickly putting the evening score at 1-1. A second goal by Wyskiel, the result of a penalty kick put Kenyon ahead, 2-1, just before the end of the first half.

The Ladies are now 4-0-1 overall and 4-0-0 in the conference. The Ladies take on Case Western Reserve and Allegheny, both at home, this homecoming weekend.



## SCAP

continued from page seven

many minority students simply are not familiar with colleges and do not have the resources to investigate them. This program at least will familiarize them with Kenyon, and in a more general sense, it will give them some exposure to what college is like.

Rutkoff says that the public and private school teachers learn from each other through their SCAP work, and private school students do not necessarily fare much better academically. He added that it was unfortunate that only students from the very best public schools are given this opportunity. "You can only do so much with what you've got. There's a tension between serving

needs and maintaining standards."

He says that SCAP, with ten high schools participating, is now at its peak size, but efforts are being made to convince other colleges to implement such programs.

## Homosexuals

continued from page four

bestows upon us. The frustration comes from the limitations imposed by the stereotypes. We are already cast in a negative light. Because it is so difficult to break out of these stereotypes, many gays and lesbians assume these roles. The stereotype is more socially acceptable than a non-conforming persona. Regardless of all this, individuals need to be more open about their sexuality and society needs to be more accepting of these differences in order to discredit these stereotypes.

So here at last we come to the conclusion. In wanting to say so much (for there is so much more to say) we hope we have not said too little. All we ask is for people to think, to be aware, and we realize that this is difficult to do—it takes a conscious effort. (So take a gay to lunch.) What does this mean in terms of Kenyon? We should be striving towards a more open, more diverse community (and one more representative of the real world) where people who are different can feel comfortable. At the present time, Kenyon is not "a world of difference."

## Yathiraj

continued from page five

ing. To an extent, we are inhibited by the language we use in examining this issue. There are no simple answers. There are no simple questions to ask. To solve this dilemma, individual initiative is required on the part of every Kenyon student, every Kenyon administrator and every Kenyon professor. Please do not take this issue merely as idle dialogue or intellectual rhetoric. Observe and feel the situation to its fullest.



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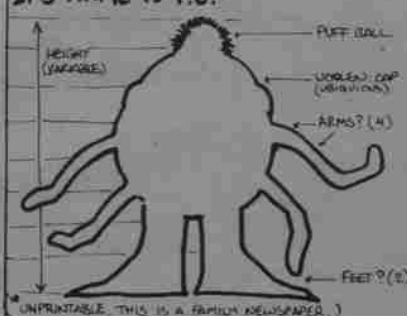
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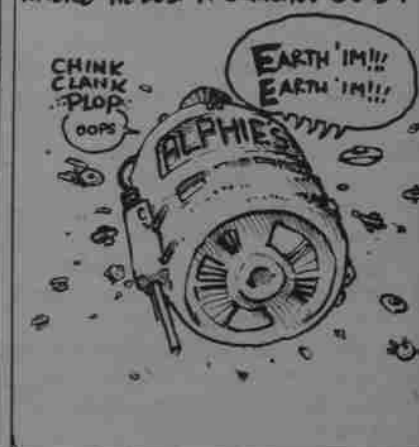
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