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Maya Angelou to
Cancel Lecture

Ohio Poetry Circuit
Brings Brigit Peegan
Kelly to Campus

Swimmers Compete
Successfully Against
OWU, Oberlin,
Wright State

The Kenyon Collegian

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Thursday February 8, 1990

Profs Develop an American Studies Program for Kenyon

By Liza Hamm

Recently the Academic Policy Committee (APC) supported the concept of American Studies as a course of study to be taught at Kenyon. Professor John Ward, chairman of the APC stated that the committee unanimously approved of the idea. However, the idea of having a minor program at Kenyon in addition to one's major has yet to be put into effect. Ward mentioned that legislation is still needed in order for the work a student completes in American studies be put on his or her transcript.

The idea for American Studies began two years ago when several professors discussed the possibility of creating an interdisciplinary field which would encompass all aspects of American culture. The course description states that American Studies will "focus upon material culture" through the study of specific artifacts.

The faculty members who initiated discus-

sion concerning American Studies include Robert Bennett, a classicist; Melissa Dabakis, an art historian; Martin Hardeman, who teaches Afro-American history; Art Lecesse, an experimental psychologist; Kimberly McMullen, who teaches American literature; Micah Rubenstein, a music historian; Howard Sacks, a sociologist; William Scott, of the history department; Martin Garhart, an art teacher; and Peter Rutkoff, an American studies historian. Through a three year grant sponsored by a Kenyon-administered Mellon Grant for the faculty this group has successfully structured an American studies program.

Although American Studies is designed to be the first official minor, a supplement to a student's major, problems exist. Rutkoff mentioned that in order for the professors to teach a course in American Studies they will either have to take on an extra course or their particular department will have to find substitutes to teach regularly scheduled

courses. Therefore, the existence of minors at Kenyon is still being debated.

What is certain is that next year Kenyon will offer an introductory American Studies class. All students will be eligible to take this course and hopefully the upperclass students will receive recognition on their transcripts. The introductory course will investigate American artifacts ranging from the congregational church in Mount Vernon to the Brooklyn Bridge to LSD. Four faculty members from each of the four divisions of the college will share in a two week long discussion of each artifact including both faculty lecture and smaller discussion groups. This class is worth half a unit.

Following the introductory course, students will complete 1½ units in curricular options. These classes consist of the college's regularly scheduled classes. They are divided into four sections, arts and literature, ethnicity, history and society and politics and

economics. A student can select any one of these sections but can not apply courses taken for their major to complete the concentration in American Studies. Then students complete three semesters of work in their chosen section.

The final element of American Studies involves a year long senior seminar. The professors have designed this seminar to help students develop a project which connects with the local community. Although the topics may vary from year to year, the initial topic is traditional music and community life. The American Studies course plan describes this seminar as an exploration of "the contemporary character of sacred and secular music in Knox county, its place in local community life, and the historical continuities and dynamics in this music from pioneer settlement to the present."

The seminar's final goal is to produce an audio-visual exhibit for permanent installation. **STUDIES page eight**

Kenyon Finally Makes it to Network TV

By Beth Staples

Do you remember what it was like to apply to Kenyon? On April 12 or 18, ABC's *Primetime* will air a segment on the admissions process at Kenyon. The piece will follow a prospective student during a visit to Kenyon, an interview and a tour. The broadcast will also cover the selection meetings of the admissions staff in March and be at the applicants' homes when they receive the acceptance letters from Kenyon.

Kenyon was recommended to ABC by two employees of *Primetime*; Eugenia Harvey, who worked on Kenyon's promotional video, and Susan Adams, who is the sister of a Kenyon alumnus. Adams contacted the Admissions Office Monday, Jan. 29 with the idea for the segment. The crew of six, including Adams, arrived in Gambier on Wednesday Jan. 31. They taped the admission interviews, tours and other interviews on Thursday and Friday.

Three prospective students were chosen by the Admissions Office. They were contacted prior to their arrival at Kenyon, and asked if they would mind being taped during their interviews and followed around Gambier by the *Primetime* crew. All three agreed and all three were taped. *Primetime* will decide which prospective the segment will concentrate on at a later date.

see **PRIMETIME** page eight

Rumors of Required Withdrawal Prove Inaccurate

By Guy Tino

Rumors regarding required withdrawal of a large number of upperclass students have circulated through some circles of the Kenyon community in recent weeks.

Sources who spoke to the *Collegian* reported that approximately 32 juniors and seniors were asked to leave the college because their grade-point averages were below the 2.0 mark defined as satisfactory by the college. These students were notified of the college's decision on Friday, Jan. 12—just a day before the start of second semester classes. Furthermore, none of the students had at any time been warned of their academic standing prior to this notification. The students were also told they could appeal after two weeks and that the appeals would take a week to process.

Academic Dean Anne Ponder dismissed such information as "inaccurate." She said a number of freshman and upperclass students were informed they were in "some form" of academic difficulty, but only a few of those were advised or required to withdraw from Kenyon. All of those students had previously been on conditional enrollment. The decisions were made by the Subcommittee on Academic Standing between semesters. Dean Ponder was not aware of any appeals to the findings of the Subcommittee.

Dean for Academic Advising Richard Switzer said 28 students were on conditional

enrollment this semester, compared with 17 students last semester. Eleven students were removed from conditional enrollment because their grades showed improvement. Of the 28 students on conditional enrollment this semester, 19 were added who had previously been in good standing, four students were continued from last semester, and two were students who had left Kenyon for a period of time and wished to return. Dean Switzer confirmed that four students were required to withdraw this semester, and three were advised to withdraw. These three are still attending school here. Eight letters of general warning were sent out.

Dean Switzer explained the sequence of events leading to the notification of students advised or required to withdraw. Jan. 1 and 2 of this year were holidays, and grade reports were not due from faculty until Jan. 3. On Jan. 3 and 4 the Registrar's Office entered the grades into the computers; each report is entered twice to check for discrepancies. The grades were printed out on the night of Jan. 4, and the carbons were separated and delivered to the post office the next day. Report cards were in the mail that weekend.

About 300 students received one or more deficient grades last semester. A list of those students was delivered to Dean Switzer on Friday, Jan. 5. He narrowed the list down to a number around 60 over the weekend of Jan. 6 and 7. This process involved looking at each individual student's record and deciding

whether the deficient grade or grades affected the student's record as a whole or indicated something about the student's motivation to be at Kenyon. On Jan. 8 the grades of the 60 people, along with those of the 17 on conditional enrollment, were rerun by the Registrar through the computer, and their folders were made ready for review by the Subcommittee on Academic Advising with the addition of mid-term and final exam grades, and letters from advisors and professors.

On Jan. 9, the Subcommittee met. Their task was defined by Dean Switzer as "discussing, reviewing, reading, and deciding what is in the student's best interest." A list of the seven students who were judged by the Subcommittee to be incapable of continuing their education at the college was given to Dean Switzer, who made phone calls that night to the students' homes. Not all the students were reached that night and the next day, the nearly 17 different forms of warning or withdrawal letters were prepared by the Registrar's computers. Only the withdrawal letters were sent to the home address; the remaining letters were sent to the students' Gambier post office boxes. This process took a day to a day and a half to complete.

If a student could not be reached on the phone the night of Jan. 9, and was not able to be notified by letter or phone before the start of classes, Dean Switzer said, it was not. **RUMORS page eight**

Comps Require Re-evaluation

Senior year presents most students with tremendous pressures—the pressure to find employment, the pressure of realizing one must come to terms with the “real world,” and the pressure of the senior exercise. There can be no avoidance of comps if one hopes to accept his/her diploma in May. There is considerable pressure and stress associated with the senior exercise, and one may eventually question the necessity or purpose of such an exercise.

It is necessary to look beyond the dread that comps inflict on seniors and examine the original goals and purposes of comps to determine whether or not these goals are being satisfied. The purposes of comps are two-fold. The senior exercise is designed to lend coherence to one's major study and bring greater meaning and understanding to the liberal arts experience. The *Student Handbook* explains the purpose of the senior exercise to be that of “promoting coherence in the major program of the student,” (p. 51).

But is this grand goal achieved through the current administration of the senior exercise? Many students do not find that the senior exercise promotes the desired coherence nor is it a comprehensive assessment of the knowledge they have gained during their years of study at Kenyon. Instead, the senior exercise is sometimes an excessive burden that does little except maximize anxiety levels. For many students, the senior exercise involves an exam, a paper, occasionally accompanied by an oral defense, or a presentation requiring the student to present a topic of study and answer questions from the audience. Most departments require a combination of these activities in order to fulfill departmental requirements for graduation. The variance in departmental requirements is explained in the *Student Handbook*, “the exact purpose of the senior exercise will vary somewhat from department to department,” (p. 51). This is understandable because the work a chemistry major does varies considerably from the work done by a studio art major. However, there should be established guidelines regulating the administration of the senior exercise. This would eliminate the great variance among departments that renders some senior exercises easier than others. It would also ensure that faculty members sufficiently prepared the students for the senior exercise.

Much of the debate surrounding the function of the senior exercise as it is currently structured centers on whether or not it does provide coherence. Many students feel the senior exercise does not promote cohesiveness because an exam or a paper is so limited that it cannot provide unification of one's major study. An exam or a paper may concentrate on some areas, while neglecting others. This does not promote cohesiveness in one's major. In its current state, the senior exercise cannot fulfill the goals set for it. One solution to this problem would be to make the senior exercise a required seminar. A seminar would offer the comprehensiveness and cohesion desired by allotting an entire semester for the studying, comparing, and contrasting of all facets of the major program. This would encourage coherence and make the senior exercise a comprehensive learning experience. This seminar may be offered for credit.

Another purpose of the senior exercise is to gauge the quality and effectiveness of a department's curricula. At one time this may have been a valid argument for the senior exercise, but it seems the senior exercise is now too content-based. The senior exercise should incorporate individual research and comprehensive work and it should be both content- and process-based. This balance would better achieve the goals of unifying four years of liberal arts study as well as bringing coherence and a broader understanding to the major. If the senior exercise is to act as a gauge of departmental quality, then they should involve more than one or two aspects of that department's major program.

The solution is not to eliminate the senior exercise. The solution is to re-evaluate the senior exercise and review the methods of its administration and determine how it can better achieve the goals it is designed to fulfill. It is necessary for the administration and the academic departments to critically review the purpose of the senior exercise and determine what are the best methods to achieve those goals.

Written by members of the Editorial Board.

The Kenyon Collegian

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THE READERS WRITE

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

“Personhood” Complicates Debate

To the Editors:

Events in the past year have brought to our nation, and to Kenyon, much debate and discussion on the abortion issue. It is an emotional and conflictual one. The language is often inflammatory and the issues get muddled. Before making a decision on an issue of this importance we are called to examine and re-examine both sides and all the gray in between.

Until a little over a year ago I sided very strongly with the Pro-Choice argument. I argued with peers the ideas of a woman's right to her own body, the dangers of illegal abortions, and countless other arguments that I still hear voiced by the Pro-Choice side. At the same time I grew in awareness of human rights and concern for human life. These two ways of thinking came into conflict. I kept coming up against one fact that I could not dismiss easily, the fact that the fetus is a human being.

Much of the Pro-Choice justification rests on the incorrect assumption of the opposite. The question of the humanity of the unborn child has been circumvented by calling it a “potential person,” a “parasite,” or simply a group of cells. However, the humanity of the fetus cannot be denied. The fetus has been created by a sperm and egg from two human beings and has 46 chromosomes, making it unique from all other species. It has its own genetic material which will help create an individual. Although the unborn fetus may not look like a child from the outset this does not diminish the fact that it is still a living human being.

The argument surrounding “personhood,” while interesting, is actually irrelevant. It is a discussion much better suited to philosophy and left to Aristotle, than as a justification for stopping human life. The infant outside the womb is as much a potential person as the infant inside the womb. The fact that we are

see “PERSONHOOD” page eight

Table Turning Disappoints Student

To the Editors:

Though it may seem trivial to some, I am disappointed over the moving of Peirce's tables to their present location, forcing students to walk down the sides of the hall. My complaints are two-fold: what is the justification behind it and what makes the Student Services Staff believe they are solving the problem?

In last week's *Collegian*, the Kenyon community learned that the Student Services Staff, presumably acting on its own, instructed Food Services director Kay Akey to move the tables closer together, making it all but impossible to walk down the center aisle, so that some students would not feel “intimidated walking through the center. It was stated this was done in response to recommendations in the *Commission on Student Life Report*.

I must have been in a time warp and not noticed. Since when has anything in the

Report gone through its proper channels to become school policy? These were recommendations the *Report* was stating, not law. Besides being recommendations, the *Report*, despite its official looking seal of the college, is entirely the opinion of the people on the Commission, not of the student body.

The people who use Peirce the most, the students, were not asked for opinion on the subject about moving the tables. It seems unlike Kenyon not to first consider the students' wants and needs first.

The Student Services Staff is deluding itself if it thinks people who are intimidated about walking down the center aisle will be heartened by the new changes made in Peirce: there are still as many people facing one's direction when one walks down the center as when one walks down the sides.

Consider this: imagine two tables on the left and right sides of the center aisle of 10 people apiece, five on each bench. If you walk

see TABLES page eight

5-Step Termination Angers Student

To the Editors:

Upon returning from Winter Break, I was informed that the college was not going to fund the 5-Step program out of its own pocket and that the office would be closed by the end of this academic year. For those of us presently enrolled in the program, there is still hope. We can still enroll in the teacher's colleges with Jane Rutkoff's inspiration, help and connections, or we can do it independently. The people at the greatest disadvantage are those students who do not yet know about 5-Step or those who have not yet spoken with Ms. Rutkoff and heard her words of wisdom, encouragement and support (not to mention discovering the network of connections she has in the field of education!).

I am strongly disappointed at the college's decision on this matter for I feel that not only

was the program a wonderful opportunity for Kenyon students to find a career, but it was an ingenious and successful way of recruiting talented and enthusiastic students into the vital and increasingly popular field of education; a concern that deeply affects our nation as we head into a new decade. I think it was one of Kenyon's strongest approaches to maintain its dedication to education, not only on our campus, but in the world at large.

So what will become of 5-Step? It will become part of a “nifty”-named team of pre-professional advisors who counsel students interested in pre-Law, pre-Med, pre-Engineering and that little-known area of teaching. A faculty member will serve as advisor to students interested in teaching, just as we currently have advisors for other pre-professional areas. Yet my fundamental concern is that I cannot understand how a facul-

see 5-STEP page eight

Theologian Dispels Misconceptions

By Kelley Ragland

Those who attended Theologian Dr. Langdon Gilkey's lecture Monday night in hopes of witnessing the debate between religion and science, or any direct discussion of those issues were perhaps as misled as the media who covered the 1981 Arkansas creationism court case and branded it, as a manifestation of this controversial debate.

Gilkey, recently retired from the University of Chicago Divinity School, served as a theological witness for the plaintiffs, represented by the American Civil Liberties Union (ACLU), in a protest against Act 590. The law, passed in Arkansas in 1981, required that equal time be given in all schools to the only two scientific theories of origin, creationism science and evolutionary science.

The law then went on to define the two theories. The protest of the ACLU came because the state, by passing the law, advocated specific religions over others, thus "establishing" a religion. This in turn was, in their opinion, a violation of the First Amendment, which secures the separation of church and state.

Gilkey spoke to an unexpectedly large, rather enthusiastic audience to explain what his responsibilities were at a witness for the plaintiff. He needed to successfully prove that Creationism-science was, in fact, a religion. Their team intended to "keep the government from interfering [like this] with the life of the church."

He also emphasized the interaction, instead of the polarity, of science and religion. Gilkey succeeded, through clear arguments and humorous tales of his own experience in the court room and out, in drawing the focus away from the conflict of the two disciplines to their "strange, bizarre union."

Gilkey pointed out the unexpected links which religion seems to have with science, and even the ways in which the two fields seem to "breed each other."

"Every culture will be scientific if they can be," he said. "As a result conservative and seemingly anti-modern religions must accept and use science."

He described, thus persuading the audience in the same way, that he must have helped to convince Judge William R. Overton, the undeniable religious qualities of creation science.

"By definition, speech about God is not scientific speech," Gilkey said. "It may be philosophy or theology, but not science... All that is related to God is ipso facto religious, and Creation-science had to have religion in it. It's more religious than Christmas."

He commented on the lack of knowledge of the history and philosophy of religion of those who had so matter-of-factly put into the law its definition of creationism.

"The legislator who introduced the bill was a rather vacant character." The audience laughed at this label, but he explained. "He said that the law's definition of creationism encompassed all religions. I guess that's the Little Rock view of the history of religion."

In fact, Gilkey said that this basic view of all religions as monotheistic was held by much of the Western world, because they do not realize that there is no "religion-in-general."

"If you do like Ronnie says and bring God back into the schoolroom, you bring somebody's god. This is when you establish religion, a very particular type of religion, not religion in general."

Gilkey took the audience through his argument and the trial simultaneously, proving to spectators his input on the victorious outcome of the trial. Judge Overton decided in favor of the plaintiffs, and rendered Act 590 invalid on the grounds that because creation-science was indeed religion, its presence in the schoolroom violated the First Amendment.

He skillfully illuminated, too, some of the misconceptions of today's view of the relationship of religion to science, always stressing instead the interdependence of the two.

"It's often said that we need more science. It's not so often said that the more science you have, the more humanities you need. It's true."

Bullock Shakes the House Down

By Katy Lutzner

The Kenyon community was given a rare opportunity last Saturday to see a world renowned musician in its own Rosse Hall. The Hiram "Bullock Band," led by guitarist and singer Hiram Bullock, led the crowd of nearly 500 spectators to a frenzy of dancing and clapping during the very first song. Throughout the two hour concert, the aisles were filled with people dancing to the mixture of jazz and rock and laughing as Bullock fulfilled his reputation as a performer who leaps around onstage and actually leaves the stage to dance through the audience and swing from balconies during almost every show.

Saturday night was no exception. Bullock ran through the audience-packed aisles, up onto the balcony. There he perched on the banister and looked down at the frenzied crowd, all the while playing the guitar that has been with him longer than his bassist, Steve Logan.

As I headed down to the warm-up room before the concert, I was anxious about interviewing someone who has played backup for musicians such as David Sanborn, Paul Simon, Steely Dan, Billy Joel, James Taylor and Sting. Bullock was seated at the piano,

restringing his battered guitar.

His flashy, energetic stage presence contrasts with the laid-back man who hesitated about saying anything negative about David Letterman, with whom he worked for over a year. "He's a great center fielder. I like playing ball with him... he's okay, he's actually not a funny person." However Dave Delhomme, another band member, simply said, "You can quote me—he's an asshole."

Bullock is, however, just as funny in person as he is onstage. The audience laughed throughout the performance at his jokes, directed mainly at other band members. Despite his joviality, Bullock's love for his profession is altogether serious.

His favorite aspect of performing onstage is "the conduit of energy between the audience and performers." When this interaction does exist, he "feels warm—really happy—it gave meaning to my life. It makes me feel like there's a purpose to my being alive." And then Bullock makes a joke about using fancy words like "conduit" because he's at a competitive liberal arts college, and he's just a regular, funny guy once again.

Bullock's theory about college students proved true on Saturday night. "They work you guys so hard everyone's just dying to flip."

see BULLOCK page eight



An exhibition in Olin Gallery entitled "Shape Shifters: Seven Mediums by Mary Beth Edelson," encompasses her work of the last 15 years, including large scale paintings such as this one, photographic ritual performances, and bronze sculpture, among others.

Moliere's *La Malade Imaginaire* Cures Weekend Boredom

By Jennifer Sampson

Thomas Turgeon's translation/adaptation of Moliere's *La Malade Imaginaire* (aptly translated as *The Hypochondriac*) frees the play from the stodginess which can crop up in productions of earlier translations. Turgeon has captured the riotous sense of the comedy and made the humor delightfully off-color. Here is a translation that can make even an inveterate avoird of Moliere laugh, and perhaps groan, all in the name of good dirty fun. Moliere would have approved!

The translation was admirably brought to life in the Bolton production last week. An engaging and completely hummable score composed for the occasion by Micah Rubenstein added much to the evening, both as incidental music and as part of the final "graduation ceremony." This is original in more ways than one. He has probably composed the first score for harpsichord and bodily noises! Anne Means' costume designs were beautifully executed and, along with an attractively functional set designed by Madeleine Sobota, added visual gaiety to the play.

Before we are even introduced to the hypochondriac Argan, the company of actors take to the stage. Their use throughout the play was an interesting and effective convention, and Tom Klein's antics were particularly notable. Martin Dockery plays a surprisingly sympathetic Argan. He has taken what can appear to be a two dimensional stock character from Moliere's works, and bestowed him with a complex personality that includes more than crankiness. One of the most memorable scenes of the play involves the interaction between Argan and his daughter Louison, played impressively by the young Sean Anne Ward. This scene, though as humorous as the rest of the play, was also touching, perhaps even more so than the tears Angelique sheds for her father near the end of the play. Dockery's only questionable choice seems to be his variation of his vocal quality. However, by the end of the performance, I came to accept the gravelly voice because it was sustained throughout most of the play.

Argan's daughter Angelique is hopelessly in love with Cleante, but her father wants her to marry someone of his choosing and her stepmother wants her to be sent to the convent. Fortunately the trusty maid is able

to sort things out. Very Moliere. Nanette Miller is wonderfully dippy as the love-struck daughter, and her starry-eyed suitor is also deftly rendered daft by Mark Ax. The only fault in these two characters was the lack of any noticeable transformation. They both seem to be much the same at the end as they are at the beginning. This could very well be attributable, at least in part, to Moliere's script.

Brenda McElroy's Beline, the evil stepmother, was nothing short of delightful. This is a noticeably different role from the others she has played at Kenyon and she handles it beautifully. Beline's hypocrisy is hysterical and she makes wonderfully obvious transitions from adoring wife to scheming woman. Also impressive was Laura Porter-Jones' sarcastic but well-meaning maid, Toinette, who engineers the eventual happy ending.

Argan's chosen mate for his daughter was portrayed as a disgusting and childish slob by Christopher Cook. The antics of Cook's Thomas Diafoirus met with loud laughter from the audience, well-deserved but distracting in that it drowned out the lines spoken by Dr. Diafoirus. This was disappointing as the bits I was able to hear seemed to have been funny in their own right. Perhaps his antics could have been more carefully blocked in order to avoid obscuring the lines of Keith Harris' solidly acted Doctor.

The other doctor, Dr. Purgon, was shown as a fiendish and temperamental man, and David McMillan's fit in this role was a delight to watch. His slightly fruity assistant was also nicely played by Noah Reibel. Peter Meddick's Notary of the first act had convincingly slimy overtones that signalled Beline's true intentions. Many of his gestures and intonations sounded remarkably like those of an obnoxious used car salesman, a perfectly reasonable choice for the less than upright character. Finally, Argan's brother Beralde, played by Justin Richland, was able to impose some sort of peace in the household. Richland played this straightforward role with a simplicity that served well in the circumstances.

All in all, *The Hypochondriac* is a delightful and excellently presented evening at the theatre. Those of you who missed the opening weekend still have an opportunity to see it this Friday and Saturday at 8 p.m. in the Bolton Theatre. Your evening will be well spent.

Expensive Textbooks II: the Confessions of an Author

By John J. Macionis
Associate Professor of Sociology

Shax Riegler's feature, "Investigation Reveals Reasons for Expensive Text Books," is a welcome look at an issue that probably concerns many students and some faculty as well. As a textbook author, and someone who has studied the textbook industry for more than a decade, I have to challenge several statements made in the article and offer several additional facts not included in the article. My intention is to allow readers a more informed opinion.

First, whether text are viewed as expensive or not obviously depends on relative standards of judgment. As the article states, books represent only a few percent of total educational costs, probably no more than the typical student spends on a term's entertainment. For some, however, this is still a lot of money. I would only add that the educational contribution of books, in relation to their costs, is surely quite high. If they are expensive, then, they at least seem to represent good value.

Still, there is no question that book prices have steadily risen over the years. Some of the reasons are correctly identified in the article. Many books have become "glamorous," with lavish use of full-color photographs. But such features appear in books only because, across the market as a whole, they are quite popular.

Worth noting, too is that most of today's leading texts are far more carefully written, painstakingly reviewed, and meticulously designed than was the case 20 years ago. An interesting exercise in this regard is to compare one of today's crop of texts to those produced a generation ago. The reason for this improvement is that the market for most texts, contrary to the article's assertion of publisher monopoly, is highly competitive. There are, for example, some 75 texts currently published for the introductory course in sociology by several dozen companies. Professors have a choice of dozens of texts for most courses that differ in features, as well as focus, quality and price. This allows faculty to select whatever, in their judgment,

is best suited for their particular courses.

Second, the article all but names the culprits responsible for high book costs without providing any data as to where the money spent on books actually goes. Let me offer an answer, to the best of my knowledge, in the form of a typical case. For every dollar spent by a student on a new textbook, the largest share—about 66 percent—goes to the publisher. This money covers the costs of locating and signing an author, developing the manuscript, producing the actual book, marketing, warehousing, shipping orders, and so on, as well as profit for the company. The costs of producing textbooks for basic introductory markets today routinely reach \$500,000 before any money is made; the risks involved in such a venture, obviously, are significant. Averaged across their many books, return on investment for publishing corporations is no greater than that typical of American business.

The next largest share—about 20 percent—goes to the Bookstore. Contrary to what was reported, I do not believe that publishers set retail prices of books. Some sell their books at net prices, leaving the retail price completely up to the bookstore. Others provide suggested list prices (never indicated on the book) and sell at a discounted price to the bookstore. Actual list price is therefore decided by the local bookseller. The markup at any particular bookstore obviously reflects a host of factors, including overhead and so on, but averages roughly 25 percent. Kenyon's markup appears to be greater than that, but others are in a better position than I to comment on that.

The smallest share of the textbook dollar—about 12 percent—goes to authors. This comes from a royalty of about 15 percent on the net cost of a book, which is about 77 percent of the retail price. I don't doubt that a handful of authors out of thousands become rich writing texts, but this is hardly common. Students should also understand that the task of writing a text requires between 5,000 and 10,000 hours of work. This is many times the number of hours of study consumed by a four-year college program. As in all academic work, financial gain is not a primary motive

for writing texts, and I doubt that the usual financial return, on an hourly basis, is more than minimum wage.

Finally, as the article correctly claims, an important reason that publishers regularly revise textbooks is to neutralize the effect of used copies. (There are other reasons, in some cases even more important. For example, a book produced for hundreds of thousands of dollars may be revised quickly due to consumer reaction indicating the need for some significant revision, or to include some recent material that will increase its competitiveness.) Used-book dealers target the most profitable introductory course markets where, nationally, half of books currently sold are used. Authors and publishers earn nothing on repeated sales of used books; bookstores, however, typically earn more than they would selling a new book. This, aside from their expressed concern for the student, is why bookstores push used books so hard.

To illustrate, consider a text sold by the publisher at a net price of \$30. The bookstore marks it up 25 percent and turns it over to the student for \$37.50, making \$7.50 on the sale (gross return to publisher, \$25.50; author's royalty, \$4.50). If the same book is repurchased for \$18.75 at the end of the term (50 percent of new, retail cost), and then resold for \$28.12 (75 percent of retail), the bookstore earns an additional \$9.37, while

the publisher and author earn nothing. Such greater profits are the reason that not only the Kenyon Bookstore but various national used-book corporations are eager to repurchase books (often for far less than the example given here). Further, since cost-conscious students typically favor a used book even if it is only several dollars cheaper than a new one, the used-book price can remain quite high.

Recalculating the distribution of the student's textbook dollar to take account of the fact that half of all basic texts sold each term are used books results in the following: publisher's share, 66 percent divided by two, or about 33 percent; authors share, 12 per-

cent divided by two, or 6 percent. The bookstore's share of 20 percent roughly

doubles, however, to about 40 percent. Obviously, an important cause of the high cost of textbooks is that bookstores have generated an extremely lucrative system of recycling books: they earn more money than the publisher, have none of the massive costs of producing the book and take little of the risk, and pay the author no royalty on used-book sales.

If the used-book market did not dramatically reduce the profitability of publishing texts, certainly the price of new books would be lower, perhaps far lower. As it is now, during the third year of a book's edition, the author and publisher typically earn absolutely nothing on a book used by tens of thousands of students. Bookstores and used-book companies, of course, are happy to play the gallant role of "saving students money" as they reap the largest share of the pie for themselves.

I should add that I do not believe that Kenyon's bookstore is as heavily involved in selling used books as the above figures indicate. My assertions reflect take-overs by national corporations, such as Follets and Barnes and Noble, who now control more than half of all college stores and efficiently purchase and ship used books as needed. Under these circumstances, no one should wonder why new editions appear in rapid succession; without this countervailing strategy, many publishers would simply disappear.

Finally, I am curious as to why—financial concerns aside—Kenyon's Bookstore would want to discourage students from owning books. I am distressed by how few students here seem to think that owning books is worthwhile. College stores that are content to supply students with clothing, records, ice cream, and even personal toiletries should surely not discourage them from owning books. Would anyone doubt that a student might benefit again and again (especially in later classes) from being able to turn to a personal library of books from courses taken in the past?

The Changing Faces of Kenyon

Eating Lunch in the Shoppes has been made so much more enjoyable by the televised news specials of KCTV. One is always bumping into someone with one's tray because people now just stop in the aisles when they see such familiar scenes as the library atrium and other areas of campus on television. Noting the obvious interest of students in this new medium at Kenyon, the *Collegian* hit the atrium of the library in order to find some articulate opinions of the television endeavor.



It's a really good idea. It does a good job of informing students. It's really professional-looking. —Alyssa Frank '90



It's extremely professional and well done. Since it's just once a week, it has more of an impact on the Kenyon community. It reaches a lot of resources otherwise untapped. —Buffy Branch '90



It's a great idea. I have a friend who is a reporter. It's a great opportunity. Also, it seems like a pretty advanced thing for a small college. —Janie Cohn '90

There are two places not to have a leaky radiator—the Mojave Desert and Gambier before vacation.

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For Information or Just to Talk . . .

FIRST STEP
5626

Ohio Poetry Circuit Brings Kelly

By Kate Brentzel

...ing about Kenyon is that almost any
...ants to come to Kenyon. They know
...y of the place... it's known as the
...ater of American Poetry," said Sheila
...director of the Ohio Poetry Circuit.
...ircuit is responsible for bringing three
...to Kenyon every year. These three
...also visit eight other colleges and uni-
...in Ohio. The nine participating
...help sponsor and run the circuit, each
...a representative at their school to help
...the visiting poets and organize their

poet Brigit Pegeen Kelly will read at
...on Sunday, Feb. 11 at 8:00 p.m. in
...Lounge. She has won many awards
...poetry, including the Yale Series of
...Poets Award in 1987. An anthology
...work, *To the Place of Trumpets*, was
...ed in 1988. Kelly is the second poet to
...to the Ohio Poetry Circuit this year.
...poet was Larry Levis, who read in
...The third poet, Yusef Komunyakaa,
...will read in April.

...a poet reads on this circuit, they
...reading at Kenyon (the school which
...ays directed the circuit) on a Sunday.
...They visit the other schools through-
...week, finishing up at the University
...nnati on the Friday of that week. The
...colleges and universities involved are:
...on, Miami University, Otterbein Col-
...Ohio Wesleyan University, Muskingum
...Wittenberg, Ohio State University,
...University of Cincinnati. The poet
...up doing about two readings a day, and
...Jordan feels this is "quite a strenuous
...readings."

Yet reading on a circuit is usually a good
thing for poets. They can familiarize more
people with their name and their work and
it's good for their voice and work to read to
an audience. Poets on the circuit come from
all over the country. The representatives
from each school help choose the poets, each
submitting nominations to be voted upon.
Mrs. Jordan said that, "If students have an
idea of a poet they would like to have they
should give me that name." Once the circuit
decides on the poets they would like to have
read, they then approach the poet. This year
they were lucky enough to arrange for all
their first choices to come. Mrs. Jordan
hopes for a good audience at Kenyon for the
poets. She said that it "fluctuates with stu-
dent interest... sometimes there is a sort of
renaissance of interest in poetry."



Poet Brigit Pegeen Kelly reads on Sunday

The Ohio Poetry Circuit has been running
for a long time, as have other circuits in other
states. "It's a good thing, and I'm pleased
we've been able to keep it going," said Mrs.
Jordan. The co-operation of poetry lovers at
all the nine schools and their help in the ad-
ministration has made this joint effort suc-
cessful. "It's something we wouldn't be able
to do by ourselves." But together, the Ohio
Poetry Circuit is working to bring poets to
many schools around Ohio.

Sharon Minor King to Lecture

By Kimberly Thompson

In observance of Black History Month,
Kenyon Visiting Instructor of Anthropology
Sharon Minor King will present a lecture en-
titled *An Analysis of Aesthetic Apartheid
Within American Educational Segments* on
Feb. 15 at 7:30 p.m. in the Bolton Theater.

Minor King's topic will focus on the
perspective of the Afro-American artist who
must often work within a kind of U.S. apar-
theid of customs and policies which en-
courage the separation of black art. Drawing
on her own experiences and convictions as a
visual and performing artist and musician
and choreographer, Minor King will provide
examples of this apartheid and suggest possi-
ble solutions and strategies for eliminating it.

At Kenyon, Minor King's experiences in
the classroom and as an artist make her
especially qualified to deliver an address in
celebration of Black History Month. Recent-
ly, as a consultant for Multicultural Affairs,
she has been able to use her broad interests as
a resource for proposed curriculum reforms.

Minor King has taught at Kenyon for
three years. She and her husband, who is also



Sharon Minor King to lecture on Aesthetic Apartheid this Thursday.

an artist, have two children. She attended
George Washington University, obtained a
master's degree in education from Wright
State University, and recently completed her
Ph.D. from Ohio State University.

Middle Path Happenings

On Monday, Feb. 12 at 8:00 p.m. in the Biology Auditorium, Pagie Dubois, professor
of Classics and Comparative Literature at the University of California at San Diego will
lecture. Sponsored by the classics department, her topic will be *Inscribing the Woman:
A Topos of Ancient Greek Literature*. Dubois is a leading scholar of feminism and
gender studies in the classics. She has written several books on this subject. A public
reception will follow the lecture.

The Knox County Symphony and the Community Choir will perform together on
Saturday, Feb. 10 at 8:00 p.m. in Rosse Hall.

The Kenyon College Drama Club will repeat its performance of *La Malade Imaginaire*
by Moliere, on both Friday and Saturday nights, Feb. 9 and 10 at 8:00 p.m. in Bolton
Theater.

Wook & Geo

OUR HEROES ARE RETURNING FROM
THEIR DAILY TRIP TO THE BOOKSTORE,
THEY MAKE A STARTLING DISCOVERY...



Swimmers Complete an Exciting Dual Meet Season

By Molly Roll

In their meets this past weekend, the Lords and Ladies completed a successful dual-meet season and look forward to an exciting conference meet at Oberlin the weekend of February 18th.

The Lords experienced a very busy weekend, swimming a total of three meets. They managed to win all three, defeating Ohio Wesleyan University on Friday, 60-28, and Oberlin College, 129-93, and Wright State University, 119-118 on Saturday.

Because they had such a heavy meet schedule, coach Jim Steen chose not to take the entire team to any one of the three meets. Instead, he took a select group to each.

The Wright State meet was a classic. With just two events remaining, Kenyon was behind 107-94, but senior Nate Llerandi helped to save the day by winning the 100 breaststroke. The 200 freestyle relay team of senior Jon Howell, Freshman Brent Ferguson, sophomore Patrick Kearney and senior Dave Wenz won to secure a victory for Kenyon. Llerandi also won the 500 freestyle with a best time, while Kearney swam to a victory in the 200 free.

Howell, sophomore Shawn Kelly, and junior Eric Chambers were also meet champs in their events: the 100 freestyle, the 400 individual medley, and the 100 backstroke respectively.

Senior Scott Spote, who swam a good 1000 freestyle himself against Wright State, said that it was an exciting meet, and that it definitely got the Lords psyched up for conference.

At Ohio Wesleyan and Oberlin, Freshmen Brian Dowdall, Andy Weiss, and Paul



Sophomore Ann Kelley performs a dive en route to winning the one-meter title against Oakland.

Lowengrub enjoyed great meets. Dowdall won a total of five events including the 50 freestyle twice, the 100 freestyle, and the 100 backstroke. Weiss won the 200 IM, and the 100 breaststroke at Ohio Wesleyan, and the 200 breaststroke at Oberlin. Lowengrub won the 1000 freestyle in both NCAC meets.

So far ten men have qualified for Nationals including Howell, Wenz, Llerandi, Tom Schinabeck, Kelly, Chambers, Marc Broudy, John Landreth, Kearney and Ferguson.

The Ladies had a less hectic meet schedule than the Lords last weekend swimming Ohio Wesleyan on Friday, and Wright State on Saturday. They defeated Ohio Wesleyan 70-38, but lost to Wright State, 146-91. Once again, Coach Steen did not take a full line-up

to either meet.

Sophomores Toby Connell and Kristi Stacy said that the competition against Ohio Wesleyan was generally "relaxed and fun," and Senior Beth Kremer and Jenni Kern commented on the "1920's style pool at OWU. Apparently they are grateful for Kenyon's great facilities.

Sophomore Carrie Nealon, who went to Wright State, said that there were a few good swims but for the most part "we swam slowly." She thinks that with taper and more rest the women will definitely swim well at conference and hopefully go on to win Nationals for the seventh time in March.

Senior Missi Nelson had the most impressive swims of the weekend winning both the 400 IM and the 1000 freestyle against Wright State. She was also victorious in the 200 backstroke against OWU. Freshman Jen-

nifer Carter also had a good meet against Wright State winning the 100 backstroke and qualifying for Nationals for the first time in the 400 IM. At the same meet, the freestyle relay team of Carter, Stacy, sophomore Traci Hockman, and freshman Carolyn Peticolas won.

Against Ohio Wesleyan, the Ladies were victorious in ten events. Senior Kim McMahon captured the 200 IM and the 200 breaststroke, and junior Becky Little won the 200 butterfly and the 100 breaststroke. Stacy was first in the 100 fly and the 500 freestyle, and Cronnel placed first in the 1650 freestyle. While sophomore diver Cathy Ware won on both boards.

Thus far, only five Ladies have qualified for Nationals making room for 13 more who will hopefully qualify at the Conference meet at Oberlin next weekend.

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NEWS FROM OFF-CAMPUS STUDIES

SOPHOMORES—If you are considering studying off-campus for all or part of your JUNIOR YEAR and you haven't yet begun the research/approval process, call the OCS office, pbx 5637, NOW for an appointment. DEADLINES ARE FAST APPROACHING so delay no more.

KENYON/EXETER PROGRAM—The deadline for COMPLETED applications is Feb. 15. Call OCS to check on the status of yours.

SENIORS—"Working Abroad: Jobs, Careers and How to Find Them"—a joint CDC/OCS presentation in Acland Seminar Room, Common Hour, Thursday, Feb. 15.

EASTERN EUROPE—Find out more about two unique study abroad opportunities this coming Monday at 4:15 in Acland Seminar Room. Professors Evans and Schoenhals will discuss the European Urban Term and the Yugoslavia Program.

Tennis Squads Ranked in Top 20

In the pre-season NCAA Division III rankings, both of Kenyon's tennis teams are in the top twenty. The Ladies, who have finished second in the nation the last two years, hold down the number nine spot. The Lords, with a lot of young talent, are ranked eighteenth.

"Pre-season rankings don't really mean a lot," said Paul Wardlaw, head coach for both teams. This is Wardlaw's first year at Kenyon, as he replaces Scott Thielke, who was hired by a Division I school.

Losing three of its top six players from last year accounts for the Ladies relatively low ranking. Senior Tia Tartaglione has the most NCAA experience, and should play in a top singles slot. Sophomores Kathryn Lane and Stacy Bear played key roles as freshmen and will probably join Tartaglione as the top three singles players. Lane teamed with Julia Kipka '89 to capture second place in the national doubles tournament last year. The two earned All-America status for their success. Senior Cindy Smith also has NCAA experience and owns a career winning percentage of 75 percent.

"We have five freshmen who can step in right away, too," said Wardlaw. "It's hard to say which ones, though, because they're all even so far."

These five include Sara Fousekis, Sandy Gonzalez, Barbara and Lily Harbin, and Lisa Weisman.

The Ladies will be tested early, as they play at Emory and at Sewanee University on

their spring trip. Both these teams enjoy top ten rankings. UC-San Diego, the team which beat Kenyon for the NCAA championship last year, garners the top spot in this early poll.

As NCAC co-champions last year, the men had only one senior. A young but experienced team should compete for the title once again.

"We're going to surprise people," noted Wardlaw. "This team is working real hard." Senior captain Adam Wadsworth says, bluntly, "We're good!" The effervescent redhead was beset by injuries last year, but is quite healthy now and will anchor the team.

Junior Dave Register and sophomores Greg Gantner, Bill Jonas, and Devin Stauffer are also among the team's elite. Both Jonas and Stauffer earned first-team All-NCAC last year in singles competition at third and fourth singles, respectively.

In addition, pointed out Wardlaw, a strong freshman class will make the team only better. Ravi Kapoor heads the frosh, and could play in one of the top singles positions by the end of the season, while Jon Mannion and John Forster help make this one of the deepest teams Kenyon has had.

Like the Ladies, the men will be tested early. They face top ten powers Emory and Washington College on their trip.

"It's a pleasure to watch both of these teams," said Wardlaw. "We train six days a week. Most of these kids are in the best shape of their lives."



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Men Stun Allegheny; Ladies Struggle in NCAC Play

By Russell Brightman

What a weekend for the Alcorn family! In Allegheny, Pa., little Matt Alcorn helped lead the team to a startling 66-65 win over a strong Allegheny squad last Saturday. Hours later, his little sister, a sophomore at Allegheny, led her team to a big win over the Denison Ladies in Gambier. For their efforts, the Alcorns were named NCAC players of the week.

"We love to play in that gym," said Matt. "This year was probably more exciting, but last year was great, too."

But Matt was referring to last year's thriller in which he hit the game-winning basket after the team trailed by twenty-one. This time, the team had a big first half and barely held on.

"We couldn't miss in the first half," said Matt. "We hit like our first six or seven shots."

Strong inside play from B.J. Kenyon and Matt Kutz was the difference in the first half. Alcorn led the team with eight points at halftime, but the guard attributed the early lead to the big guys. The 41-36 halftime score seemed to indicate a high-scoring affair.

This, though, did not come to pass, as each team was a bit cold in the second half. Kenyon was dragging midway through the half, but fell behind by four points. It was then Alcorn took over.

The pint-sized junior hit a three-point shot, and was fouled after he shot the ball. Free throws ensued, and Kenyon led by 10.

Thirty seconds later, Alcorn let another shot fly. Boom! Kenyon was up by four and the look back. Alcorn finished the game with 22 points, while Kutz had 14.

"It was real exciting," noted assistant Jack Alcorn. "The guys were just relaxed."

A bit of fear must have surfaced towards the end of the game, though. Sloppy play and Allegheny shooting closed an eight-point lead quickly. Two B.J. Kenyon free throws in the last minute sealed the win, as the Lords just watched Allegheny score at the buzzer, not daring to foul.

This win does wonders for the team. Tuesday's warm-up to practice was a lively and enjoyable as any all year.

"We're finally having fun," said assistant Craig Meese. "I just wonder what the last four games would have been like had we won the Ohio Wesleyan game. We have a lot of optimism going into the rest of the season, though."

Leading up to this game was another road conference test, at Wittenberg. The Tigers had just come off their only loss of the season, a heartbreaker at Allegheny, and were in no mood to let the Lords off easy. Kenyon scored just 17 points in the first half, and were swamped, 63-46.

"What can you do?" asked a helpless-looking Meese. "They were ranked number one and they just got beat. It was bad timing."



Freshman Angie Kenney drives the lane in the Ladies' valiant, but losing effort against the Gators of Allegheny. Kenney led the Ladies in rebounds with eight.

Going into Saturday's home game with Earlham, the Lords hold a 2-7 NCAC record. A win over the Quakers, and then one over Denison would get the team back to respectability.

"We're hitting our peak, I think," said Meese. "We still need to improve, but we're more excited about the future than we have been."

The Earlham game starts at 2 p.m. this Saturday and a large crowd couldn't hurt. The Denison game is next Wednesday and is also at home.

Women's Basketball

By Scott Jarrett

The Ladies basketball squad played one of its best first halves of the season last Saturday against Allegheny but struggled in the second frame losing the contest 81-63.

Overall, the game proved to be the Ladies' finest team performance in the last five games. Remarkable head coach Gretchen Weitbrecht, "The thing that probably pleased me the most was that when we were down 14-19 in the first half instead of giving up we came back to take the lead at half time."

Junior guard Shelley Webb seemed to agree that though the team lost it was a good team showing. "Our mental attitude was incredible and our shooting was confident. At least we felt good about the first twenty minutes," said Webb.

A major reason for the Ladies' confident shooting was freshman Vicki Rammel who contributed a season-high 18 points in addition to pulling down three rebounds.

Sophomore Nicole Dunn scored 12 points in her best performance since she an ankle injury sustained over Christmas break.

Also contributing for the Ladies was senior Leslie Douglas, 14 points and eight rebounds, Webb, nine points and six rebounds, freshman Angie Kenney, seven points and eight rebounds, senior Nancy Rochat, two points and two rebounds, and sophomore Diane Rochat, one point and one rebound.



Sophomore Nicole Dunn protects the ball as she looks for an open teammate.

The Ladies now travel the road for three games before one more home game before the NCAC tournament. Tonight the team will be looking for revenge against Cedarville College, who beat the Ladies in early December by nine points.

Then the team will be looking for two more victories against Earlham College this Saturday in Richmond, Indiana and Denison next Wednesday in Granville, Ohio. In earlier meetings the Ladies beat both Earlham and Denison.

Co-captain Nancy Rochat and Webb feel optimistic about the remainder of the team's schedule. "We have three away games and it's important that we go into them with a good mental attitude."

Concluded Webb, "If we play like we did Saturday we should be able to win them."

Come to Hockey Game Friday!

By Dickie Dunn

This time, it's for real. The Kenyon Chiefs are playing Baldwin-Wallace in hockey this weekend, and the game will not be cancelled, as it was last week.

This is the perfect opportunity to get away from campus this weekend, because Gambier is getting some of you down. Ok, so southern suburbs of Cleveland are not much better, but at least it's a road trip.

"We're gonna take it to 'em," said Steve Gerstler, the team's high-dipping left wing. "It's no sense thinking about the things you can't control over, cuz you ain't got no control over 'em. But you got control over this one, come on out!"

The Chiefs garner an inauspicious 1-2 record going into the league, but are feared nationwide for their rough tactics and speedy play. Revered veteran Dawson Driscoll leads the Federal League in points and should be in rare form, seeing the game will be on a Friday night. That's right, Friday at 10:30 in Cleveland. There will be maps distributed, and there might even be a fan-van. It's in the shop because we were trying to

make it look mean," noted rugged defender John Totaro. "But I guess we hit it too hard, because it don't run too good."

Rumor has it that Jim Studford, team coach and vandriller, will make his first appearance behind the bench. Studford, who has never seen a real hockey game, thinks this will be no problem.

"I play the Chexx game all the time," he said. "Ex-Chief Pete Bowman told me all about hockey one night at Club Downtown. I'll be fine."

Also suiting up for this game will be Bill Gerstler, who has been lifting weights for three weeks straight to prepare for the game.

"I only stop for meals," said Gerstler. "I'm a little sore, but I'm more sore at those B-W 3 guys. They're going down!"

Gerstler has played just one game, but he managed to check three guys out of the game. His is a style from the old days. Rough, tough, and mean.

This team has it all. High-scorers, hard-hitters, rebels, dippers, has-beens, dead-heads, laxheads, even sensitive guys. So show up, there should be directions in Peirce by tomorrow afternoon. Go Chiefs.

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Kings Island

Studies

Continued from page one

tion in the Knox County Historical Society Museum. Rutkoff explained that this course will hopefully bring together the notions of thinking and experience. The senior seminar will not be taught until the 1991-92 academic year.

In their statement of purpose the professors involved also hope that the existence of such an interdisciplinary program will contribute to the study of specific areas "including Black Studies, Gender Studies, and Native Americans Studies, encouraging the consideration of issues of cultural diversity within a coherent, intellectual framework."

Rumors

Continued from page one

through any negligence on the part of the college that the student returned to school on Jan. 15 to find he or she had been asked to withdraw: "We make every effort to notify them the instant we can."

The total number of students on conditional enrollment has declined in recent years. In January of 1985 there were 51 students conditionally enrolled at the college; that number was up to 58 a year later. In 1987 the number dropped to 49 students, falling again in 1988 to 44; at this time last year, 31 students were on conditional enrollment.

Primetime

Continued from page one

The crew will return to Kenyon in March to tape the selection process the Admissions Office goes through when deciding which applicants to accept. The crew will then go to one of the prospectives' homes to tape the end of the admissions process, receiving the acceptance letter from Kenyon.

Primetime also spoke with the Director of Admissions, John Anderson, several current Kenyon students, tour guides, and the parents of the applicants about the admission process at Kenyon.

The Admissions Office is in contact with Adams, and will be informed of the dates of the taping in March and of the eventual air time in April.

"Personhood"

Continued from page two

all always changing and growing as experiences affect us makes us all in some sense "potential people."

One of the most persuasive arguments of the Pro-Choice side is that every child should be a wanted child. Therefore, they argue, it is better to terminate the life of an unborn infant not wanted by the mother than to continue with the pregnancy. Not one of us wants to bring a child into a world of poverty, child abuse or neglect. We want to be merciful and protect any child from pain but by giving the opportunity for a better life—encouraging adoption of all children regardless of age or background and economic and emotional support of troubled families. By asserting the humanity of the unborn we reaffirm our commitment to the living. We take a stance to touch the untouchables and reach out to the needy instead of searching for a Band-aid to heal a deep wound. I do not deny that we have a long way to go before achieving these goals, but I for one am ready for the journey.

The fetus is a human being, he or she is more than a potential person, and is deserving of basic human rights, namely the right to

life. It has become a common understanding in our judicial system that one human being's right ends where it infringes on another's right. This, in the case of abortion, is that the mother's right to choose ends where it infringes on the child's right to live. An unborn infant, as a human being, has the same right to life as any other human being.

Sincerely,
Melissa L. Earley '90

Tables

Continued from page two

down the center, 10 people are facing you. If you walk down the left side, 10 people are still facing you. Same for the right. Now, is that solving any problem?

Furthermore one of the worst consequences of the new table arrangement is that the middle aisles are too narrow to cross, especially with people standing in the aisles, coats, bookbags, etc. in your way. What makes the situation even more perilous is trying to balance a tray filled with food during busy mealtimes. Does ARA expect us not to sit at the middle tables? I don't think so.

What was wrong with the previous arrangement, where people can walk down whatever aisle they chose? Even people who are intimidated could walk down the side aisles if they felt more comfortable with doing so. What happened to freedom of choice? Students should not be forced into walking to either the left or the right of the Great Hall. The Students Services Staff should live up to its name and serve the Kenyon students with sensible positive changes to life at Kenyon, and not a knee-jerk reaction to some group's opinion.

I believe the negative reaction of some of the community to the rearrangement is justified and I, for one, would like to see the tables back to where they were.

Sincerely,
Greg Aharonian '90

5-Step

Continued from page two

ty member, already loaded with teaching and research responsibilities, could possibly have the time to dedicate to students curious about education. And just how accessible will this busy faculty member be? To my knowledge, no one has had the experience or has the dedication to this program that Ms. Rutkoff has. She has spent the past six years building a rapport with a network of teachers, educators, externship sponsors, graduates, current Kenyon students and volunteers as well as compiling and distributing scrapbooks, articles and words of advice that would be threatened and reduced if she and her office were disbanded. However, the principal loss we face is the time and effort Ms. Rutkoff dedicates to discussing, counselling, probing and reflecting on the process and progress of teaching with the students. In putting the onus on a full-time professor, we will be losing the emphasis and time commitment currently allocated to the program. I think this loss would be a disgrace to Kenyon and a dreadful drawback to a community committed to education.

Another detrimental sacrifice would be in visibility. The harsh fact in our society is that the field of teaching is not the first thing on a young college graduate's mind. In a society as consumed by money and money-making as ours, people do not readily think of teaching (the "poor" profession) as a career choice. Pre-Med and pre-Law need no incentives. While I in no way make any judgments on these other professional choices, I stress the need for incentives for teaching. It is an at-

tractive, growing, ever-necessary and soon to be better-paid profession that is personally satisfying as well as beneficial to humankind. But it needs to be visible. 5-Step caught one's eye; it provided an active appeal to help solicit interested liberal arts students into this very needy field as well as providing information for students unsure of their goals. One would think that an institution dedicated to education, such as Kenyon, would see this and realize the need to help fill the huge deficit of elementary and secondary teachers that faces our country. Somehow, however, Kenyon has not. In refusing to fund this program and decentralizing it, Kenyon will be losing the focus that is essential to a career area of this nature.

Despite all their attempts to "reassure" us that this is in no way a change in Kenyon's commitment to education and that the same resources would still be available to us, I feel the administration's sudden and silent overnight decision to forfeit a successful and necessary program is despicable. The college seems to be trying to get something for nothing in its new plan for this program rather than truly trying to solve a problem. And despite the supposed unanimity of the "powers that be" that this is a sound decision and that decentralizing it will in no way jeopardize the resources, time and effort available to Kenyon students, I think there are many on this campus—faculty and students alike—that agree with me and think otherwise.

Faithfully submitted,
Megan Lewis '91

Bullock

continued from page three

out." When asked how he feels about playing for college audiences, he replied, "I love it—it's the best thing since sliced bread."

Logan, who has been with Bullock for over three years, agrees. "College students are great to play for—they're more conducive for like wiggling out." When he played his jazzy bass solos, the crowd did just that.

Logan especially appreciates this bond music creates with an audience. "Music enables you to communicate on a non-verbal level and reach and touch a lot of people that would be inaccessible otherwise."

When they played their rendition of the Jimmi Hendrix classic "Little Wing" after returning onstage for a final two songs, "the flow of energy" that Bullock enjoys most about performing, the connection that Logan feels with an audience was undeniably there. Judging from the response of the hundreds of dancing, singing, clapping audience members, who were in the aisles more than in their seats for much of the concert, the Hiram Bullock Band created the famed musical sensation they are known for from New York City to Japan to Gambier, Ohio.

Student Assaulted in Old Kenyon

On Friday, Jan. 19 at approximately 5:00 a.m., junior Keith Harris was assaulted in a room in Old Kenyon. Harris was asleep when someone opened his door and flung a bottle into the room. The bottle either hit the wall or Harris' bedpost and shattered, cutting his cheek and ear. Security is investigating the incident although there are no suspects. The incident was supposedly random and Harris does not believe that the attack was directed against him personally. Harris said, "I understand because if I had a full black cherry cooler I would have thrown it at someone also." Tom Woosley, assistant to the Director of Security and Safety, explained that there were no witnesses and the incident had been shared with the local police department.

Bloodmobile to Visit Kenyon

Wednesday, Feb. 14, the Inter-Fraternity Council (IFC) will sponsor an American Red Cross Valentine's Day bloodmobile. Hours are between 10:00 a.m. and 4:00 p.m. in Lower Dempsey. The IFC will be assisting with donor recruitment and will be signing up donors in the dining hall beginning Feb. 8. The student coordinator for this effort is senior John Totaro, a Psi-U and vice president of IFC.

Some of the information you will need to know when you come in to donate are your social security number, any medication you may be taking and what dosage, and when and where you may have traveled outside of the United States recently. You should weigh at least 110 pounds and be in general good health. If you have any donor criteria questions please call the Red Cross office at 397-6300.

This mobile is open to the entire community. We welcome and encourage students, faculty, staff and area residents to come in.

Valentine's Day is the perfect time to show those you love how much you care. But you can also show those you don't know how much you care—by giving blood.

**Give a hoot.
Don't pollute.**

Forest Service, U.S.D.A.

Back by Popular Demand!

GOSPEL

William Henry Curry, conductor
featuring the Columbus Symphony Orchestra's
Community Gospel Choir
Thommy Adams and Philip Locke, directors

Sunday, February 18
Palace Theatre, 6:30 p.m.

Tickets: \$10 & \$12; children 12 and under \$5 & \$6

For ticket information, call (614) 224-3291 or contact Cindy Wallace (5217) by Feb. 12 for information about reduced rate student tickets.