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Rumors Regarding Slashing of Financial Aid Prove False

By Nanette Miller

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

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

Tutchings reported that, at present, 33 percent of Kenyon students are receiving some form of financial aid from the school and approximately 120 of those receiving aid are minority students. Extra money is not taken to lure minorities in by offering outstanding packages. Instead, there is a percentage of the budget pertaining explicitly to minority students.

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

There are many steps which must be undertaken to determine an individual's need. First, the family must fill out a Financial Aid Form (FAF) completely and accurately and submit it to the College Scholarship Service. The information is then analyzed according to a formula known as the Congressional Methodology. The outcome is a calculation of what the family can contribute—including both parental and student incomes. The difference between what the student's family can contribute and the tuition of the College (the total basic fees equaling $18,125) is the student's need. The financial aid package from the college provides for that need.

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

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

Smith Sits in

By Cindy Wittman

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

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

More Reserves to Gulf

By Nanette Miller

The Defense Department made public on Nov. 4 a plan to call up major combat units from the reserves to travel to the Persian Gulf within the next few months. The reservists would be among as many as 100,000 additional troops the Pentagon has stated it will send to combat the crisis within the coming weeks.

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

Baby Book Scandal

By Nanette Miller

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

Administrators upheld the complaint, and the football team consented to end this tradition and issue an apology after the college's president talked with the football coach. This apology was printed in a letter to the editor of The Carletonian. According to the letter, "The tradition was all a mockery and was not intended to be taken seriously by anyone."

Space Shuttle Delays

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

Village Market Deli Temporarily Shut

By Nanette Miller

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

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

Africa's Latest Rage

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

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

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

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

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

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

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

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

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

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

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

Written by Members of the Editorial Board

The Kenyon Collegian

Quote of the Week

“One of the nearest things I can think of to relate to the Kenyon Experience is something I read back in Psych. 11-12. When you isolate too many rats in too small a cage, they start bing each other's heads off. They drink too much water, they hoard food, they mate like crazy.”

Yearbook quote 1980

“The Readers Write

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

Campus Cries Racism too Easily

To the Editor:

I have noticed a dangerous trend materializing itself lately at Kenyon. It appears that the concept of racism has become less of an honest concern at here and more of a political pawn. Recently, I have found individuals appealing to the Kenyon community's disdain for racism in order to further their own political ideology. We can all recognize how easily certain beliefs and ideology could become taboo by identifying them with that which most of Kenyon's students and professors alike label logically reach a conclusion about the most

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

By Michael Rutter

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

Akbar stressed the lecture date due to flight trouble; he was going to San Francisco and missed the plane. He missed this connection with an analogy. He said that a caged lion depends on the zoo-keeper who feeds it. Not surprisingly, once it is removed from the zoo, the lion has to be learned to survive is almost impossible. But he noted emphatically, that even under these conditions the black race has survived.

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

He concluded that he was afraid that people said that blacks were not brave, not even militant, racist, but that was not the case at all. He was stressing was that in order for America to have unity, the black race must first assert themselves to understand themselves. The blacks have been in the ‘kitchen, the ‘balltips’ and now they are expected to fight in the same arena as everyone else. He does not wish the European-Americans to give them reparations, but rather to allow them to establish themselves as they have—in order to produce great accomplishments one must first know their own greatness.

PERSPECTIVE

Nov. 8, 1990

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Davis Compares Racism of Yesterday, Today in Academia

By April Garrett

Upon arriving at Kenyon, last Thursday, a traveled Angela Davis was in the Ujamaa Imani lounge surrounded by a group of extremely intrigued African-American women. They were intrigued by her appearance and demeanor. Davis’s contributions have helped in the advancement of their people. Davis’s warm presence illuminated a feeling of words that would not be forgotten. She would remain in a realm that one could understand and refer back to. As she spoke with this group of women, they could not help but hear years of experience, knowledge and education. When asked questions about how to deal with professors who influence unhealthy interaction in political thought, how to handle the problem of being African-American on a predominantly European-American campus, and the future of African-Americans in the United States, Davis responded in a tactful, insightful manner in which only years of experience, dedication and Dr. Davis recalled her educational experience at Brandeis University with a feeling of discomfort for the felt that the character of the school created a barrier separating her from the American student population. Davis compared the students’ perception of her to that received through a one-way mirror. She felt that they saw in her a black, foreign culture, not her own.

In her interaction with those students who had seen that the history and culture of her people was not something that they cared to see. Instead, they wanted to create a “white-people-only” atmosphere which basically rendered her, and her distinctiveness as an African-American woman, invisible.

She stood, three decades later, at predominantly European-American Kenyon College and asked, “Has progress really been made?” Her answer seemed to render an unfortunate state of affairs as she informed the audience that she found the progress made by her generation developed into new forms of the social disease called racism. In the sixties, she said, blacks were fighting the desire of this society into a nation that was not strong in the first place just seemed to weaken the progess political activists fought so hard to make. They fed on the solution to this problem of inequity was to create new institutions, not just increase access to the old ones. Davis attributes the problems in the work force well, as in education, to the integration of non-European-Americans into the set spheres of European-American without making any accommodations to the years of inequities that came before. This was a problem that warranted an overhaul of these institutions providing equal education to all non-European-Americans as well as working class Americans.

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

She said that she feels that the term should be expelled from our language usage, as well as any other that may be harmful or racist in nature. She then went on to explain how to utilize in teaching and produced in the ‘academy’ which reflects and perpetuates a racist society.” Davis detects that such techniques are used to rear the new American supremacy while at the same time fostering non-European-American internal self-hate. Instead, she suggests that educators stop using these techniques and provide a picture of the varied universal cultures which include the teachings of all ethnic cultures; for racism begins with the lack of ethnicity.

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

Hopefully, people tried to understand the ramifications behind Davis’s “radical” see DVAVI page eight

OCS Sponsors Student Art Show

By Suzanne Lyon

The recently opened Off-Campus Studies is now sponsoring a show of art work by year-round students who spent last year abroad. Hanging in Ailand House are the paintings of Tiel Arnot, Tom Dlleshier, Dina Hilberg, and Brian Yates.

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

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

Yates, a studio art major, spent last year in Italy. There he painted several abstract works. His painting entitled "A Separation" is one of the few paintings by an artist who have come to see the exhibit. Yates considers his year abroad to have been invaluable in helping him to develop his own style. Similarly, Dlleshier, another art major who spent his year in Florida, speaks highly of the opportunity to get away from class and experience the independence from instruction that is unique to off-campus study. His painting "Cartena" tells the story of his first coming to Italy. Explains Dlleshier, "The ocean at the bottom of the piano reflects my confusion upon my arrival, with my first Italian culture shock. Rising above that is the island, my mind standing before me. Finally, above that is the sky, with a map starting to form in it. This represents my finding my way and becoming comfortable."

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

By Peter T.O. Meddick

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

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

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

Research Council to Award Grants

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

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

Awards are made for one or two years, renewable to a maximum of three years; senior applicants who have held the doctorate at least five years may request a shorter period. Annual stipends for recent Ph.D's for the 1991 program year range from $27,150 to $42,000, depending upon the sponsoring laboratory, and will be appropriately higher for senior Associates.

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

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

Information on specific research opportunities and participating federal laboratories, as well as application materials, may be obtained from the: Associateship Programs (OR430/D1) Office of Scientific and Engineering Personnel National Research Council 2101 Constitution Avenue, N.W. Washington, D.C. 20418 Fax: (202) 334-2759

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Matros Arrives in PR Office

By Kate Brentzel

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

As news director, Matros is a liaison with the press and the outside world. "There is a lot of news that an institution like this generates. A lot of the news is predictable things so they can take advantage of them and so that we can really become part of the community." Matros often supplies the Mount Vernon News with stories about Kenyon and events that are happening here. He also works on the Forbernightly and the Alumni Bulletin.

News about Kenyon extends further than just Mount Vernon. Columbus and northeastern papers are also interested in Kenyon. Reporters may call and ask about current events at Kenyon, such as the Kenyon Review’s rejection of their NEA grant.

Matros, "And sometimes reporters call, just fishing for something."

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

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

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

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

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The Changing Faces of Kenyon

What do you like best about Kenyon?

Daryl Hultquist ’91

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

Sara Peabody ’92

"Middle Path in the fall"

Dan Lerner ’93

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

Films

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

Based on the excellent novel by Erich Maria Remarque, which most of us read in high school, this is the story of a German soldier (Lew Ayres) during WWI and his experiences in basic training, camaraderie, and, finally, the horror of war. Carefully illustrated to show the destruction and waste of humankind’s greatest evil, this was Born on the Fourth of July before its time; a classic film of particular value for those of you who may be wondering about our current jaunt in the Middle East. Received two Academy Awards for Best Picture and Best Director.

Sat. 8:00/Sun. 10:00

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The Kenyon Collegian
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Racism
Continued from page two

Affective way of dealing with an issue. If, at worst, Mr. Smith was completely wrong regarding his statements about Black Americans, he is no more a racist than you or me. Nowhere did Mr. Short mention the inferiority or superiority of a race of culture but simply made certain conjectures about the relationship between a race and its culture. However, to label him as a racist makes him look less appealing and harder to identify with, and it does not add to the ideas, but after all, that is exactly what Criss was trying to do.

Perhaps where the problem lies is with Kenyon's definition of racism. There seems to be some confusion between racism, stereotypes, discrimination, and other difficult concepts surrounding racial, ethnic, and cultural issues. This year at a R.A.P. meeting, I attended, an attempt was made. Apparently the definition in Webster's did not coincide with certain people's preconception of what racism is about, and why not redefine it within your own definition if it allows only whites to be racist thereby eliminating the concept of racist blacks? Although no set definition was reached, certain discussion occurred which may help.

What really troubled me was that in their definitions I was being labeled a racist. Why? Because I have no interest in African, Latino, and other ethnic cultures. Yes, because I choose to be ignorant about another's culture, I am being labeled a racist. If that does make me a racist, I would like to apologize to all of my friends of different ethnic backgrounds for being such a bigot.

Apparently, Kenyon has two alternatives. We either establish another committee to redefine racism for our use, in this community, or simply adopt Modern English's definition and work from there. Personally, I think Kenyon already has enough committees.

Jeffrey K. Mann '92

Davis
Continued from page three

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Jeffrey K. Mann '92

Sports

Friday Night Football in the Shoppee

The Shoppee will offer all you can eat Buffalo wings, nachos, hot dogs, and pizza on Monday, Nov. 12 from 9 p.m. to 12 a.m. for only $2.75 per person including drinks.