3-5-1987

Kenyon Collegian - March 5, 1987
Off-campus options solve housing problems

By Therese Kelly

As spring approaches, students' thoughts inevitably turn to housing for the next school year. Especially since present campus suffers from a housing shortage due to the larger than average size of its sophomore class. Consequently, Robert Reading, Assistant Dean for Student Residences, has disclosed that in this year's housing lottery a limited number of students may choose to live off-campus in order to combat the housing problem. This past summer two "faculty houses," which are owned by the College and usually rented to faculty, were made available as student residences. Seniors were contacted by Reading's office over the summer and these houses are presently occupied by Kenyon students.

This year these faculty houses will be an additional category in the regular lottery. Seniors in groups of six may enter the housing lottery and choose to live in one of the two houses. A second addition to the regular housing lottery is the option to live off-campus. Sixteen seniors will be excused from room charg- ers and permitted to find housing off-campus; the seniors will be selected by participation in the lottery, just as in all other campus housing.

The Office of Student Residences is prepared to assist these students in finding housing by compiling a list of the addresses of area landlords and apartment units. Students may also be able to find faculty members willing to rent out an extra room. Although the Office of Student Residences will help these students find rooms, the College is not responsible for approving the housing; this responsibility rests with the student.

These new options were developed by Reading and the Student Housing Committee to relieve some of Kenyon's housing problems. Although Reading is "pleased that these options are available," he also emphasizes that they are an exception, only made possible because of the housing shortage.

Kenyon Inn addition plans changed

By Dave Algase

Plans for the addition of a restaurant to the Kenyon Inn are currently being structured, due to the objections expressed by some faculty members, administrators, and city officials that the design did not fit in so well with the surroundings and the existing inn building.

According to Robert Tomisch, general partner in the inn and a member of the Board of Trustees, the revised plans will call for a "scaled-down" wing which will better reflect the current architecture of the two-year-old inn. "We don't want a restaurant that's too much of focal point; we'd rather have it more low-key," he says. Besides the appearance of the new restaurant, building costs and market studies are also factors in the modification. The initial, more elaborate designs are more expensive, and market studies have shown that such structures do not necessarily attract more business, according to Tomisch.

The ground-breaking might take place in April, says Tomisch, but those involved "do not want to disrupt the inn" during the busy spring months, and construction will likely occur over summer vacation.

Tomisch stresses that, though the Kenyon Inn is a business venture, profit is not the primary concern in the operation or expansion of the hotel/restaurant. "The principal consideration is only for the benefit of Kenyon College and the Village of Gambier," he explains. Though the inn has proven a financial success, allowing improvements such as the new restaurant to be feasible, Tomisch is more concerned that Gambier has a quality restaurant and hotel where visitors, parents, area residents and those doing business in Mount Vernon can best be served and, thus, gain a favorable impression of both the College and Gambier.

Heating problems

To close library

The Olin Library's heating system is due to be repaired during spring break. The work, which will be done on March 10, is intended to repair two split systems that have been discovered in one of the overhead heating ducts on the third floor. The two fractures developed when the computer controlled heating system was forced too much air through the ducts.

Richard Ralston, Superintendent of Buildings & Grounds, says the cracks were caused by a computer malfunction which increased the air volume passing through the ducts. Ralston notes that the Honeywell Corporation, which is responsible for the system, is "95% done" with the reprogramming of the library's heating control system. The work on the sheet metal ducts, which is still under contract is expected to close the library for a day. However, Ralston adds that the work will not affect daily operational use of the library, and says, "(Students) will not notice the difference" when they return from spring break.

Ralston emphasizes that the heating problems incurred in the new library are nothing new and says the problems occurred in the Erin Center when it opened. Ralston also states that because of the high technology involved in the library's computer controlled heating system, that these problems are likely to occur. However, Ralston reaffirms that they are in a time of a "shakedown" and that events like these should not be considered as serious problems.
Ambiguous honesty policy

How often have you been in this situation: You study hard, from your own notes, for a midterm. Another student gets an old exam from friends and studies it. The exam you take is very similar to the previous year’s, and the other student receives a higher grade. What do you do? Is it fair that your classmate had an advantage over the rest of the class? Do his/her actions violate Kenyon’s academic honesty policy?

If you consult the Student Handbook (p. 64-67) you will find several paragraphs defining plagiarism and suggesting ways to avoid it. However, the specific case of borrowing old exams from friends is not discussed at all. It is our belief that the ambiguity regarding this situation should be confronted by the Academic Policy Committee and outlined more clearly so that we, as a student body, will know how to respond the next time our friends ask us for old exams. This type of policy decision would serve to strengthen our academic life by eliminating the inequality which results from certain students having an unfair advantage over others.

If the Academic Policy Committee believes this does not warrant an amendment to the present policy, then perhaps each faculty member should outline their views on this topic at the beginning of each semester. Furthermore, if the faculty member believes that it is permissible for students to study from old exams, then copies of old exams should be made available to the entire class.

It may be argued that this added responsibility for professors is unfair. We do not agree. If the faculty member accepts the responsibility for enlightening the students in his/her class and for evaluating the degree of such enlightenment (i.e., assigning a grade to the student), then that faculty member is also responsible for ensuring that no students are in a disadvantaged position when they sit down to take an exam.

The disadvantaged position created by the availability of review materials to only certain students could be eliminated in two ways. Professors must either collect all evaluative materials (tests, papers, etc.) each year or make such sample materials available to the entire class. Realizing that many students prefer to keep their written efforts, it seems that the most practical solution is the distribution of sample materials. This would enable students to keep their written work without creating a situation in which certain individuals have an advantage over the other students in their class.

The Kenyon Collegian

OPINION

THE READERS WRITE

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

Crozier Center controversy continues

To the Editors:

I was distressed to find, as the sole representative of community opinion in the February 9 edition of the Collegian, yet another in what I feel to have been a long series of increasingly pathetic reiterations of a theme I thought already rebuked: the “reactionary” (to quote Mr. Kleinfeld) policy which “closes the doors” of the Crozier Center to women. I feel that two simple points, obscure or omitted by those such as Mr. Kleinfeld who would paint the Crozier Center as anti-“progressive,” must be made briefly in reply.

First, the Crozier Center does not categorically deny men entrance and access to their facilities and activities. I have attended a number of functions there, ranging from faculty lectures to a discussion with Ursula LeGuin, and though these pertained intrinsically to women’s issues, I was certainly never prohibited, as a male Kenyon employee, from attending; in fact, I never felt unwelcome. The exclusion of men from other activities, such as rape discussion and all-female singing groups, can hardly be argued with.

Second, how Mr. Kleinfeld can attack the Crozier Center with such ferocity, while ignoring organizations on campus which more visibly deny full participation by one gender baffles me. Any argument that “co-ed” organizations redesign other discrimination organizations can be made for the Crozier Center as well, for example, the primary difference is that the Crozier Center tends to sponsor discussion groups, and lectures, rather than encourage the wholesale consumption of alcohol.

I find disheartening that arguments are made as Mr. Kleinfeld’s continued circulation. I express my appreciation to the organizers of the Crozier Center for “reactionary” and “exclusionary” so obvious in my eyes that I do not need any additional support. Mr. Kleinfeld that he finds the enjoyment of the environment, enlightenment and growth of my community so profoundly disturbing, then he might have been better off attending an all-male singalong or a “cruise of fairness,” Mr. Kleinfeld, as an institution that has begun to recognize and address the specific needs and concerns of the female half of its population.

Sincerely,

Ronald Henry
Gambier, OH

Folklore Society fosters cultural appreciation

As suggested in your editorial, appreciation for the richness of regional culture among students and others is not what it might be. It is important to point out to many students who are actively involved in the local culture. For example, the Gambier Folk Festival could not take place each year without the dedication and energy of many dozens of students and others in Gambier who plan and implement that event. Students are also frequent contributors to The Diamond Banner, the Gambier Folk Society’s quarterly publication of regional folklore, which is read by some 8000 people nationwide. For more information contact the Folklore page editor.

More letters on page seven
Kenyon and liberal arts education: modernity vs. tradition

By Paul Singer

"The mission of the College is largely the formation of its students, to teach and guide them to the life that is in its essence to serve and to be a／to be a force for good in the world as a whole. Kenyon is a small college and exemplifies deliberate life in small scale, with the naturalistic life here of special, what is excluded is not necessary for our purpose." —1987 Kenyon College Student Handbook, p. 9

Beginning with the class of '88, students may participate in Kenyon's International Studies Major. This inter-disciplinary major serves three main purposes: (a) to introduce students to the skills needed to analyze questions of international policy; (b) to expose students to diverse cultures; and (c) to enable students to make reflective evaluative judgments about a world filled with conflicting claims and demands.

Bld, p. 60

In October of 1984, the National Institute of Education (NIE) Special Group on Emerging American Higher Education published a report entitled "Involvement in Learning: Realizing the Potential of American Higher Education," which outlined a series of criteria of higher education based primarily on the poor performance of college graduates in certain areas. In the spring of the following year, a newly appointed Secretary of Education William Bennett launched a more ideological attack of American colleges for what he characterized as "a generation of malaise." His report, entitled "To Reclaim a Legacy," inspired much soul-searching on the part of liberal arts institutions across the nation.

The purpose of this article is to explore the mission of Kenyon College, as stated in the College literature and as expressed by administrators, faculty, and students, and to challenge the point raised by these critiques.

Unfortunately, owing to the nature of the liberal arts, it seems that the essence of the question to be raised, particularly questions of the value of a liberal arts education, can only be answered by each individual for himself/herself.

For, unlike a technical or vocational training, the liberal arts involves a process more than a professional preparation. As Acting Provost Reed Browning puts it, "Liberal arts is a preparation for life. . . . it aims less at formal good grades in a particular subject, or at "judgment." This seems not to be things that will be handed to the graduate with his/her diploma, but things that will ideally color the adult's perception of subject and perceive for the rest of his/her life.

The question then becomes: if liberal arts cannot be quantitatively defined, how can it be communicated to students? What is it? Is it the Bennett report and the NIE study group coming by reflecting on the content of higher education? (In Bennett's case, the humanities in higher education), they attempt to extrapolate the impact on students of various visions, or methods, or styles. A contentious science, but it does illuminate some interesting questions of priorities.

Perhaps the most engaging discussion is that alluded to by the quotes at the outset of this article. Kenyon students, with the help of liberal arts, tension must be acknowledged between the old and the new, the subject faculty, classroom procedures, or the curriculum itself.

On one side of this debate is the concern (often expressed by students) that a liberal arts education is an "unpractical" one, in that the chances of maintaining relevance for a modern world. Computer science is a good example of such an innovation. Surely the student who graduates from Kenyon a complete computer literate (like this author) will be at a pronounced disadvantage to cope and compete in America's "computer age." This is an area where a liberal arts education must keep to preserve its vitality.

The other side of the debate is exemplified by the statement that school is/should be oriented towards the humanities—history, literature, philosophy and the ideals and criticisms of the past that have shaped the society they enter. In other words, Browning's this time, liberal arts institutions are obliged to "transmit the values of our culture..." as stated by Bennett. Knowing that Bennett believes an education is "a computer age." This is an area that a liberal arts education must keep to preserve its vitality.

Throughout Bennett's critique of how the humanities are being taught, there are references to the importance of education as an entity, given to a student by a teacher. Teachers must "guide students through the landscape of human thought" (emphasis added) and not only teach the curriculum more "but also to raise points of significance so that the student does not wander aimlessly over the terrain, dependent upon the students to discover the marks of human achievement." American students, "as inheritors of Western civilization..." need an understanding of its origins and values, and the methodologies...[which shape] a group of the major trends in society, religion, art, literature and politics, as well as a knowledge of basic chronology."

Notice that while these statements seem innocuous enough, nowhere in this vision of education does there reference to preparation or participation in the learning process. Indeed, such an active role is mentioned but once or twice in Bennett's report.

The question, on the other hand, would have us believe that such involvement is a central necessity for excellence in higher education. According to this report, the "challenge of the future" is to "be relevant to the point of solving the "amount of time, energy and effort devoted to the learning process." They explicitly state that "learning is active rather than passive," and thus educators are beseeched to make greater use of active modes of teaching (i.e., discussion over lectures, seminar over large class etc.). Lastly, and perhaps most interestingly, the NIE makes a direct plea that "students and faculty intercure knowledge from various disciplines," and that at all times there be movement towards "critical thought and interdisciplinaryism."

The aspect of the educational debate is fascinating, particularly since it so often seems to go unissued or overlooked. While we would all assume that Kenyon is doing its best to make us "well-rounded," students, perhaps discussion of such matters demands more "front-burner" attention to ensure a complete understanding of the implications of various institutional demands and limitations.

Whatever the outcome of this debate, all of these findings seem to indicate that education education should be "the beginning of a lifetime education" then we should all be looking carefully into how such learning is best achieved. Stumbling through the darkness towards what may or may not be pertinent is not the way a liberal arts program should be conducted. If there is a sense, it is to Kenyon's credit that President Philip Jordan sees decisions here "made on a case-by-case basis" and "working for the output" from various affected constituencies on various issues. On the other hand, perhaps it is to the College's credit that its student body continues to read its words that wouldn't know the mission of this College if I fell over it."

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Technological literacy, more majors sought by sciences

By Laurie A. Cole

"As Kenyon we want to graduate, at least we say we do, well-rounded, literate individuals, and to do that individuals need to be literate in one of the most important literacies in this age—technological literacy," explains Associate Professor of Chemistry John Lutton, addressing one of the headlines of the day, the question of how to promote scientific literacy among the non-science population. The increasing awareness of the need for scientific literacy among the public is reflected in the number of undergraduate majors in science, yet another problem with which students and educators are concerned.

A 1983 report to the National Science Foundation board found that, "The nation that dramatically and boldly led the world into the age of technology is failing to provide its own children with the understanding for the 21st century." Joan Slonczewski, an Assistant Professor of Biology, voices a similar concern: "I think one of the major problems of society today is that of the majority of people, even educated people, do not understand what a scientific piece of knowledge is." She says there are two concerns of importance to all biology faculty: (1) educating biological scientists and (2) promoting, to the extent possible, scientific literacy among non-scientific readers.

As far as educating scientists, small liberal arts colleges like Kenyon are faring well. Fifty top liberal arts colleges in the nation, according to a survey by Science magazine last year which found that, in spite of the national decline, the output of basic science majors at these colleges grew slightly in 1986. The survey is conducted by the National Science Foundation Board.

"Kenyon is seen as an English school; that is its national reputation, and because of that students somehow think it's not a science school," she speculates. Psychology Professor Charles Rice, Faculty Liaison for Science Program Development agrees. He emphasizes that the sciences at Kenyon have always been strong, but have not received as much recognition as other departments. He points out, however, that many of the students who have obtained this established a great reputation. "It's clear that students, once they get here can get the education, but they don't know how to come here."(Professor Rice affirms.

Steps are underway to attract science students to Kenyon. The new Science Prize Scholar Program designed to "make the school more attractive to top applicants" has been in place for two years, according to Slonczewski. The program has been implemented in the sciences that have had the most success in attracting students in science. Slonczewski continues, "Science and engineering are the admission departments and the adoption of the admission process has been a group of the major trends in society, religion, art, literature and politics, as well as a knowledge of basic chronology." Notice that while these statements seem innocuous enough, nowhere in this vision of education does there reference to participation or preparation in the learning process. Indeed, such an active role is mentioned but once or twice in Bennett's report.

The question, on the other hand, would have us believe that such involvement is a central necessity for excellence in higher education. According to this report, the "challenge of the future" is to "be relevant to the point of solving the "amount of time, energy and effort devoted to the learning process." They explicitly state that "learning is active rather than passive," and thus educators are beseeched to make greater use of active modes of teaching (i.e., discussion over lectures, seminar over large class etc.). Lastly, and perhaps most interestingly, the NIE makes a direct plea that "students and faculty intercure knowledge from various disciplines," and that at all times there be movement towards "critical thought and interdisciplinaryism."

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Whatever the outcome of this debate, all of these findings seem to indicate that education education should be "the beginning of a lifetime education" then we should all be looking carefully into how such learning is best achieved. Stumbling through the darkness towards what may or may not be pertinent is not the way a liberal arts program should be conducted. If there is a sense, it is to Kenyon's credit that President Philip Jordan sees decisions here "made on a case-by-case basis" and "working for the output" from various affected constituencies on various issues. On the other hand, perhaps it is to the College's credit that its student body continues to read its words that wouldn't know the mission of this College if I fell over it."
Alternatives to consider: core curriculum, Great Books

By Chris Shea and Lily Goren

As all of us at Kenyon know, the Kenyon liberal arts tradition is strong. We can be proud of it. It is a tradition of learning how to ques-
tion, when quick answers are rarely available. This is because we have learned that we should strive only to find answers to our ques-
tions, but that we should struggle to find the right questions. We grow to learn to ques-
tion many things, including the very educational process that exists here on the
Kenyon hill. At some point in our Kenyon education, each student
will arrive at the question, "Is
my education lacking in any respects? How can it be improved?" It is worth taking
the time out to think about this.

In searching for alternatives to the current
Kenyon system, one might consider any num-
ber of options. There are many different
styles of education on offer, ranging from
the purely theoretical to the purely practical.
Some have something to contribute to the
Kenyon philosophy, while others do not. We
must consider potential contributions, and
decide whether they can add to what we al-
ready have here. Two possible improvements
of the format of the Kenyon curriculum ex-
ist. The first is a closer implementation of
a core curriculum, and the second is a
greater emphasis on the "Great Books." Each
discussion will be looked at separately.

Core curricula in general are intended to
create for all students at a particular college or
university, in a carefully ordered manner,
a sound basis for a lifetime of learning.
The core curriculum is supposed to embody most
strictly the principles of liberal education.
Typically, a core curriculum requires the
student to take, during the first
year or two of study, a set of pre-selected
courses from each of the following disci-
plines: the humanities; the social sciences;
the natural sciences; and the arts. This sounds
much like what we have already at Kenyon.
There is an important difference, however.
Now, we only take one, rather than all,
from each of the four disciplines (or "divisions"
at Kenyon) to satisfy the distribution requirements
needed for graduation. Perhaps we should tighten
the requirements to put ourselves in line
with other schools that have a core curriculum.

There are reasons why a core curriculum may
be considered undesirable than our current
curriculum. Here is one example. Currently,
a student may fulfill the natural science
requirement by taking two social psychology
courses, which include no laboratory work, and
are to many peoples' minds not "hard
science" courses. Taking this path through
the distribution requirements is an attractive
alternative for the student who is afraid of
science and math in general. Many here are
skittish about taking a course in one division or
another, whether it be one of the sciences,
the humanities or the arts. Many take the
easiest way out.

Both of us have taken the easy road in at least
one way of our studies. We have taken a minimal
amount of natural science courses. There is
a hole in our education, and we regret not hav-
ing taken more natural science courses, in
retrospect. Not only are the skills learned in
these courses handy, but the questions raised in
them have a direct application in some instances
right to the questions we face in the humani-
ties, the social sciences and the arts. This
important lesson is the lesson of liberal
arts. In some sense, we have fallen into the short
of the liberal arts goal, as have others
who have similar holes in their education.
Others, I would say, as the humanities, the social
sciences or the arts for the same reasons we
avoided the natural sciences.

A core curriculum would have made it im-
possible for the holes to have ever opened
up. Haskell, it is difficult to fashion a liberal
aims, to take courses that look unpleasant, and
that seem to be too hard and not worth the
aggravation. As a senior, it is possible to
accept the regret choices made. On the other
hand, given the curricular freedom we have at
Kenyon, we are up against a particular core
 curriculum is not an easy task, as we have found
through discussion with various people
around campus. If a core curriculum includes
as many as five or six of these divisions, the
courses not included in it will be officially
categorized as "not essential," and their
chances for attracting majors will suffer, as
well. In effect, students would be encouraged
not to take courses in those departments.
Deciding which departments' courses are the
most essential to a liberal arts education is
messy, if not impossible. The five-or-six
core course curriculum will not be compre-
hehensible enough in the academic background
it gives to students. Other, important
disciplinary walls will be left out. A small core
 curriculum has obvious limitations, and if im-
plemented at Kenyon, it may not provide
the impetus in the liberal arts curriculum.

We wonder if the majority of students
reading this find the larger core curriculum,
as it is painted here, an attractive picture?
Probably not. It represents a step back from
the status quo, for one thing. There also may
be problems with it not mentioned in this
critique such as negative reactions of other
courses may have something to do with a general lack
of seriousness toward education. Some
students at Kenyon, we are telling to be,
do not want a comprehensive liberal education
simply because it is not an easy way out. It would
not be a "full" set of courses. Students would
have to study disciplines that look strange and
frightening on the surface. This fear may
be the greatest single obstacle to the im-
pementation of a comprehensive core
 curriculum at Kenyon.

Ask yourself, "How serious am I about my
education?" Then, if you find you are serious about it, ask yourself whether or not
the core curriculum is the best way of going about getting the best education
possible in four years at Kenyon. The
education would be a fuller one than most of us
have got here, it seems to us, the holes that have already been mentioned. The
comprehensive core curriculum is one serious
approach to the problem of liberal arts education. It may be the
best approach.

A greater emphasis on the Great Books
approach deserves some thought, too. This approach involves a combined
treatment of the humanities, the social sciences and the arts for the same reasons we
avoided the natural sciences.

"Universities are like the churches—
they're there, there's a lot of money in them,
but people don't really know what to do with
them." So says Allan Bloom, professor of
political philosophy at the University of Chicago.
The biggest crisis that liberal education is facing, according to Bloom, is one of iden-
tity. In his view, colleges are meant to pro-
duce individuals who will pursue the "good
and the beautiful." However, "We don't have
an idea about what is the good or how to
reach it," he says. "The most important
question of our life, i.e., "What is good?"
" is left unanswered. Bloom maintains
students know this before they attend school,
which compounds the problem.

Instead of confronting the problem and
seeking an agreement about what is impor-
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universities and the demands of the times.
Attempted solutions include distribution re-
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"rather hokey," according to Bloom. Disci-
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studies could be good, but should not be
formally included as a result of the demands of
the times, he maintained.

Bloom believes that the stance which
many politicians take, that improving educa-
tion involves the question of teaching
values, is an indication of the probe anything
worthwhile on college campuses. Bloom,
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offer a high study of values because they are
not concerned with offering relevant material
in order to ensure their own self-preservation.

In Bloom's view, liberal arts institutions
must ultimately address what liberal educa-
tion is. He believes that "the only answer is"
the "Great Books Education," the reading of
works that somehow encourage a concept of the
"good."

However, even if colleges could define
their aims, Bloom thinks their efforts will be
somewhat limited in regard to their aims to
to the quality of students. Liberal education
must begin in college, according to Bloom
and professors "have to hope they students
aren't completely wrecked for liberal
education by the time they get here."

While Bloom sees students today as "being
quicker," he says, "My impression is they don't
read any more than they did before."

Therefore, much of the four years is spent
teaching sentence structure rather than
improving pursuit of the "good."

Yet, it is not simply the inadequacies of
high schools that limit students' capacities
to grasp philosophy. American culture itself
discourages its pursuit. According to Bloom,
U.S. education has always been this, because

FORUM
MAR. 5, 1987

LIMITING THE
LICAL ARS
A NEW CORE CURRICULUM

 Colleges must face identity crises
 By Ann Davies

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but people don't really know what to do with
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BLOOM page nine
Faculty strike balance between scholarship and teaching

By Robin Zagler

Ask a Kenyon student what the common denominator among the faculty here is, and the answer is practically unanimous: Kenyon College faculty is deeply committed to teaching and research.

However, while students may appreciate our teachers, we have a rather skeptical understanding of their academic lives. In speaking with two students who have different reactions to teaching, one who has recently received tenure, and another who has recently been named full professor, it has been made clear that there is a dynamic relationship between the act of teaching and the world of scholarship.

When a person with a Ph.D. and no other teaching experience comes to teach at Kenyon, she or he starts an assistant professor. After the sixth year of teaching, the person is reviewed by a combination of students and faculty members, and administrators on the basis of teaching, service to the College and general character. In addition to the review, an outside examiner evaluates the candidate's scholarly work.

If the teacher is granted tenure, he or she is given the title associate professor, he or she is another year or two still teaching, and if tenure is not granted, the professor teachs for an additional year and then leaves. In the last six years, the cases of faculty in more track positions not receiving tenure have been very few.

Peter Rutkoff, Professor of History, now on sabbatical, suggests that, while there is not a direct relationship between the academic life of a faculty member and quality of teaching, there is a tension between them. Karen Edwards, Associate Professor of English, puts it this way:

"Teaching doesn't mean I am not reading. The amount of time I spend on my research doesn't mean that I am not a good teacher. Kenyon faculty are required to hold a minimum of five office hours each week, above and over their regular teaching load. (3 classes each semester) which, compared to other schools, is rather high."

Creating continuity in education

By Suzanne Roze

This past November, Kenyon was host to "Partnerships in Education," a dual conference on Teaching and the School-College Articulation Program (SCAP) and 5-STEP (Student Teacher Education Program).

While the School-College Articulation Program offers Kenyon courses taught at participating independent and public schools in Ohio by qualified secondary school instructors for college credit, eight years ago, SCAP went through a massive change. Teacher candidates became college students, attending college courses for college credit, specifically, Partnerships in Education gave graduate students the opportunity to take two courses each year, to complete a secondary level and working on the colleges' degree level do not function independently of one another, and that all involved students to benefit if secondary/elementary and college faculty begin to communicate and collaborate. "Kenyon has been playing a leading role in terms of movement of education in the direction of collaborative partnerships," she says. Further addressing the benefits of 5-STEP and SCAP, Rutkoff adds, "Both programs make it very easy to take a tremendous opportunity to have a constructive impact on the quality of education that one encounters as a teacher and professor."

As the conference, Gene Maeroff, a senior fellow at the Carnegie Foundation for the Advancement of Teaching gave keynote address, "Teaching as a Collaborative Vocation."

"Maeroff is the author of the Carnegie Foundation Special Report School and College Partnerships in Education and was the New York Times." During the three-day conference, the program also included workshops for SCAP students and courses and center presentations with Kenyon and secondary faculty members. Universities, Teacher College, and teacher certification upon completion of the five-year program.

Advising and counseling, as well as independent studies, are also stressed at Kenyon, and to occupy a significant amount of faculty time.

So, when and why do professors find time and energy to research and write? When they are not easily answerable for the why. Both Edwards and Rutkoff note that a good teacher is most often a good scholar and vice versa. As Rutkoff points out, teachers need to keep their minds open to the latest and greatest yellow noodle signing add/drop forms. Edwards agrees, adding that her personal motivation to pursue her scholarly work was increased after she received tenure. Forging a workshop commitment to the College now, she regards her time as precious, and explains that her self-motivation to research and write has to do with her, and is, in fact, stronger, given the time constraints she faces.

The two professors seem satisfied with the College's system of support for faculty scholarship. Edwards indicates that the administration is "encouraging but not pressuring" when it comes to academic work outside of teaching. There is sufficient money available as well as adequate funding for trips to scholarly meetings and conferences. The College is the most reasonable, and most important, additions specifically that there is a "real commitment to the new library."

Over the centuries, the members of the Jewish faith have lived with these words, died for them and said dying them. They are a part of the Shmah, the most fundamental prayer of the Jewish faith. It was the Shmah that Rabbi Hillel pronounced while he was burning to death; it is also the prayer many Jews entered the gas chambers during the Second World War. All of this is a striking balance between teaching and scholarship, as far as time commitments go, is more difficult foromen faculty than for women.

Education necessary for free society

By Lilly Goren

"Hoor, O Israel! The Lord our God, the Lord is One. You shall love the Lord your God with all your heart, with all your soul, and with all your might. And these words which I command you today you shall keep and do. You shall teach them diligently to your children, speaking of them when you sit in your houses, when you walk by the way, when you lie down and when you rise up. Deuteronomy 6:4-7"

Over the centuries, the members of the Jewish faith have lived with these words, died for them and said dying them. They are a part of the Shmah, the most fundamental prayer of the Jewish faith. It was the Shmah that Rabbi Hillel pronounced while he was burning to death; it is also the prayer many Jews entered the gas chambers during the Second World War. All of this is a striking balance between teaching and scholarship, as far as time commitments go, is more difficult foromen faculty than for women.

If there is a shortage of female faculty at Kenyon, there is a glaring lack of minority faculty. Blacks and other racial minorities are most underrepresented in our teaching community, a gap that many students faculty, and administrators hope to bridge in coming years. Presently, a Task Force on Diversity was the first time that a faculty of diversity on all levels, one of the most important of which is recruitment of minority faculty.

Teachers who are serious about their teaching do not come to Kenyon to escape having to do research. Rather, they find a dual mission in the mix. What teachers learn through their research, if they are worth their academic robes, they bring into the classroom. And, what they learn in the classroom from their students often generates ideas for their research; it seems that in the final analysis it is the students who benefit.
Town Meeting investigates role of minorities at Kenyon

By Emily Heath

The first Town Meeting of the semester was held on Sunday night, on the subject of cultural diversity at Kenyon. At 7:55 there were seven attendees, and by 8:05 the number had increased, though barely, to about 35 or 40. Most people in attendance felt that a subject such as this one might be a bit bigoted, but the discussion was informative, thought-provoking, and in some cases, enlightening.

Robin Zapf, the moderator, opened the meeting with the question, "How do we define 'cultural diversity'?" One speaker responded that, in order to recognize diversity, we need to understand what non-diversity is. Non-diversity can be defined by the presence of one dominant group, which shadowed and suppressed other types of culture. Perhaps the ideal of "equality" isn't a realistic one at this point, the speaker admitted, because we are unlikely to be able to lessen the dominance of one particular group. Unfortunately, the dominant group is the one that has the most influence, but it is important to get all viewpoints, which will eventually lead to creating diversity.

Another question asked was, "What is the real problem here?" It is certain that Kenyon doesn't attract different types of people, or do we differ people when we come to Kenyon, and then all homogenize? One of the speculation offered is that we do not encourage diversity at Kenyon. It is imperative to prove our community to encourage multi-ethnic groups to come here, not only multi-racial and multi-racial groups. Another problem raised is that there is not enough financial support, and that we need more scholarships to encourage those people who might not be interested otherwise, or who might not have the means to come to Kenyon.

When Zapf asked what was being done about financial support, there was a long pause, although the audience included several members of the administration. President Jordan, who is the only person with increased aid and that the price of tuition then increases.

Another member of the audience said that it was not the only problem, that the amount of recruitment that goes on. This was that there is not a lot of recruiting going on. Jonathan Tazewell, who is responsible for the minority recruitment that takes place, explained that admissions is looking for diversity in applicants in order to create a less homogenous student body. Tazewell emphasized that "the college is the students," and that they are the ones who have to demand diversity. At the same time, Tazewell admits that he is very honest with high school students who apply who do not have that. He possibly has limited success cannot just be attributed to the lack of diversity. The program is a good one, but there are all kinds of reasons why some of the students end up not applying to Kenyon. It is a step in the right direction that these students are even having the opportunity to get a look at Kenyon.

An important question was then raised: How can we expect to encourage others to come here, people who would improve our diversity, when we seem unable to accept the differences of those already here? The speaker mentioned Women's Week as an example, expressing disgust and disappointment at the "reactionary attitude" she saw expressed by many members of the community. Many of the presentations and presentations were not well-attended, but even more disturbing than that was the harassment taking place. For example, the "Men's Week" flyers were circulate). With such a negative attitude directed towards those people who try to celebrate differences in people, how can we expect to attract the people who need to learn to recognize what we already have, to look inward and appreciate. Otherwise, we will be unable to recommend our community to others.

Of course, no "conclusion" was reached. The issue is not as simple as it may seem, but the general consensus was that we need to "keep our mouths moving." Only through verbalizing these issues can we expect to reach a significant group of people. Awareness is the key. Patience is also essential. No matter what action we take now, it will take time.

Tazewell and Jay Tashoff, professor of Biology, both members of the Task Force on Cultural Diversity, encouraged ideas and suggestions. The Task Force consists of administrators, faculty, and students who work to address and solve the task force has been directed to address the needs of the campus to Kenyon's students, and to encourage and foster a more open and inclusive environment. The Task Force is made up of faculty members, and is open to all students.

Women's Week deemed success

By Tracy Brown

Last week the community joined the Women's Network and the Crouzer Center to celebrate Women's Week. The week was focused on women's accomplishments, creative energy, communal interactions and concerns which have grown, and the women's role in today's society. The week was planned to encourage discussion about women's participation in society, and to encourage attendance at several sessions given by Patou Sow, an African sociologist who spoke on women's issues. The week was successful, and the events were well attended.

Each day at noon people from the community gathered in the Crouzer Center to discuss a variety of topics. Geof Morgan, feminist folk artist who entertained a great crowd on Sunday evening with songs about the changing roles of men in society, led a discussion with Chaplain Foster on men and feminism. Jane and Charlie Wemhoener and Linda Smolak spoke with students about feminist perspectives on a society that has goals often running counter to an anti-sexist, anti-racist perspective. Black women and lesbian women from Gambler also met with students. Gambler was discussing the place of their respective populations in Gambler/Mount Vernon. One lunch was about a musical and provided a casual meeting around for people with similar concerns and backgrounds.

A celebration of women in history, especially those who were ignored by patriarchal society, was evident in films, such as "Right Out of History: The Making of Judy Chicago's 'The Dinner Party'," "Women of Summer," and in talks like "Fanny Mendelsohn, Composer and Pianist: Did Felix Approve?" Fanny Mendelsohn was an accomplish pianist who was encouraged, but her work was discouraged, until she died. On Saturday evening, Camilla Cai in her music department taught the story of Mendelsohn's life and struggles, and played her music. She told the story of Mendelsohn with passion, and was met with a standing ovation at the end.

Unfortunately, not all of the community approached the week with open minds and a desire to learn and join together, as was the goal and result of the week. Although many questions were asked in good spirit, stemming from real puzzlement and confusion as to the meaning of Women's Week, some of the questioning took on an angry tone. Aggressive harassment was as a surprise to the people involved in Women's Week.

Even sudden, however, was the ignoring or even boycotting of events which had broad-based appeal, offering chances for different segments of society to come together. The ignoring of the discussion on being a woman student at Kenyon, where surprisingly little discussion of the content of this was seen on campus, and housing problems for women, or, of the presentation made by Patou Sow on African issues, was disturbing. Discussion of these events by and large, turned out strong and supportive with a creative spirit which shaped the second annual Women's Week.

China trip to be unique exploration

By Amy L. Schriff

Most people who travel to the Orient bring back pictures of the Great Wall or the capital city of Peking or the ancient Buddha at the foot of Mount Everest. However, many travelers can boast of having seen the great place of Confucius, the remains of a Jewish temple, or the modern church in Beijing. Most people do not realize that there is a lot to see in China. "The Middle Path" is a trip to China that can be a unique experience for anyone, but Kenyon faculty member Diane Olenchak has organized a tour which promises to be the chance to see a lifetime. She explains, "It's a tour that takes you to places not always seen on one's first trip to China." Olenchak's extensive experience of living and travelling in Asia and the Middle East makes it easy to plan the trip, including such well-known places as Hong Kong, and more obscure sites, such as the Buddha-temple Yungang Grotesques in Datong. At each stop along the way, Olenchak will offer, "not set lectures, but background, historical perspective and practical information for understanding the Chinese culture.

Anyone interested in the Middle Path excursion should do two things: the first is to get in touch with Olenchak (Office: third floor of the Student Center). The second is to order the lamp brochure and travel information; the second is to start the process of getting a valid passport immediately. The tour will be leaving the County Courthouse in Mount Vernon. The deadline for reservations is April 1. Once these things are taken care of, your tour of China will be well underway. The trip will leave in a week and a half day woe and a half week stroll China's Middle Path.
York describes petroleum substitute

By Liz Jenkins

The popular view of organic chemistry is that it involves the use of a series of steps to produce a specific molecule. However, this is not always the case. In some cases, the process is more complex and involves the use of multiple steps.

In the case of petroleum, the process is even more complex. Petroleum is a complex mixture of hydrocarbons, which are molecules made up of hydrogen and carbon. These molecules are not produced by a single step, but rather by a series of reactions that occur over time.

The first step in the process of petroleum formation is the production of a gas called methane. Methane is a simple molecule that is produced by bacteria deep underground. This gas is then converted into a liquid called crude oil, which is then refined into the various fuels we use today.

Petroleum is a complex and valuable resource, and its production and use is a matter of great importance. The process of petroleum formation is complex, and its use is a matter of great concern.

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**The THE READERS WRITE**

**professor criticizes sexfly flyer**

In order to get students to imagine a scenario. You're not a fellow Kenyon student whose every day you enjoy. The jokes, conversa-
tional activities have all been pleasant. But when reading a couple of a story in the V.L, the two of you go back to your room. It's pretty quiet back at the few people on the phone in the room. You're talking together when

would you do? How would you feel?

Is it in addition to be a talk, of all the people in

women's issues. Think of the effects of this on

and the broader community.

Is it in the type of behavior that en-

an open discussion.

Ironically, these themes of disrespect and
disregard come at a time when a number of

people think that we don't need a Women's Center, a Women's Week or Gender Studies. I suggest to you that such episodes are glaring evidence of why we need all of them.

Sincerely,

Linda Sroka

Associate Professor of Psychology

Coordinator of Gender Studies

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**Archival Echo**

**Of Philander**

By Tom Klein

Of Frats, Initiations, and Torture

Oh, how rich in pleasant traditions is this college! How wonderful is this time, when the upper strata of time-honored melodies can be heard at night, waking across the campus, sung by the enthusiastic plegades of the various brotherhoods. How touching it is to observe these same pledges ever so patiently enduring the tasks that their more experienced fellows set upon them, and to realize that these activities have taken place ann-
ually for a good o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o.o time.

Yes, indeed, fraternities have existed ever since 1854, when the DKE lifted their veil of secrecy and became the first frat at Kenyon. Previously, fraternities had been out-
lined by the administration after a branch of the K&K had been removed, so original DKE meetings were held inconspicuously (although it has to be wondered how secret a gathering of one fifth of the college could be). Although DKE were regarded with suspicion when they came out of the closet (or hut, actually), other fraternities soon sprang up, along with lodges to house their meetings of fellowship. As the plaque outside their pre-
sent structure will attest, the original DKE lodge was the first in the country, although the A&D's house is now the oldest standing. With the frats came their initiations. Apparently the hazing that accompanied initiation was so bad as to people today imagine. There were only a few instances of pledges being seriously injured by the plegades that were applied to them; only one student was decapitated by a train, and it probably was not even the fraternity's fault. Stuart Pierson was a heavy sleeper, and on the night of October 28, 1965, when he was sent with a rope, a candle, and a mask to wait by the railroad tracks, he mostly likely did not realize that a train was coming when he awoke suddenly and ran in front of it.
Ireland’s folk music; focus of White’s Watson proposal

By Amy L. Sutcliff

During her Watson Fellowship interview, Kenyon senior Amy White was told that no one really deserves a Watson. She argues, “It’s true. We’re all comparatively well off. But it’s a wonderful opportunity, so you have to try.” Try she will, with a proposal to study Ireland’s traditional and revival folk music in its native context. The Watson candidate would like to spend a year in Ireland, mainly in the western and southern regions. As a “participant observer” she would explore folk music and the associated behavioral patterns.

White explains that Irish folk music has experienced a sort of renaissance in the last few decades, partly because of the ongoing political struggle with England. As a result, there are abundant opportunities for visitors to see and hear traditional music being performed. One cultural organization in particular, the Cumann Colleen Eireann, has taken the lead in sponsoring concerts, festivals and competitions for artists in various folk traditions. White would spend the summer visiting these cultural festivities. Having taken fiddle lessons since last summer, she was asked whether she would consider playing at any of the musical events. She said that there are literally thousands of Irish folk songs and that her knowledge of the repertoire is limited. White would go to Ireland primarily to observe. However, she would not refuse the chance to have a lesson or a music session with an Irish musician.

“A culture does not necessarily need someone else to come in and help it understand itself,” Amy affirms. “I’m just beginning to understand things about Irish culture, and I’d like to be able to come back here and interact with other people in it.”

The Kenyon senior has always liked Irish music, and fiddling lessons have only increased her enthusiasm. She heard about the Watson opportunity when she was a freshman. This, combined with her personal interest, resulted in her proposal for study in Ireland.

White should encounter few difficulties during the summer months. Folk music events often feature a large format, which can be found at impromptu contexts, ceilidh (Irish country dances) and local pubs. White stresses, “How a musician learns to play, and learns the significance and the rules of playing, is largely affected by his or her community’s values or customs.”

This Watson candidate would like to examine such values and customs in order to determine how the modern phenomena of renewed popularity and increased tourism have affected the traditional lore of Irish folk music.

Gambier Experimental College transforms traditional learning experience

By Rachel Rawson

Are your classes getting a little stale, a little boring, perhaps? Do you wish that you could come back from spring break and change all of your classes? Well, while you can’t do that, here are the steps that you can take in order to take advantage of one of the Gambier Experimental College’s course offerings this spring. The G.E.C. is aimed at bringing the Gambier community of members, students and faculty, under and upperclassmen, together in sharing knowledge of something fun and interesting.

Each year, a variety of classes are taught by students, faculty and administration, encompassing subjects that are different from “normal” college courses. This year, for instance, the G.E.C. will offer a class in “The Art of Pizza Making,” “The History of Champagne,” “Urban Street Games,” and “Sign Language.” Along with these, certain annual favorites, such as “Ice Cream Making” and “The History and Life of Kenyon and Gambier” will also be offered.

Coordinator James Sokol is very enthusiastic this year about both the number of classes being offered and the quality and diversity of the classes. Classes will run from April 6 through 26 this year, meeting as often as necessary during the three week period. Sometime during the week following break, you can anticipate a brochure which will describe the course offerings, times, and fees.

The G.E.C. charges a flat fee of $1 for each class you join, mainly to offset publicity and printing costs. Some classes may involve a fee to cover materials above the $1, but these fees are minimal, and certainly well below any charges that one would have to pay for similar classes in the “real world.” Registration for classes will take place from March 30-April 1 in Pierce and Gund dining halls, and the fees are required when you register.

The G.E.C. classes are a great way to meet both students and faculty. Joining the classes provides unique opportunities to meet people who have different interests than your own, as well as providing opportunities in one’s liberal education. The Experimental College’s offerings have been popular in the past, so Sokol encourages people to get in early, especially for those classes that are limited. Anyone who might be interested in teaching a class who hasn’t contacted anyone may call to him before 4 p.m. or leave a note in the G.E.C. box. S.A.C. In addition, anyone who might be interested in coordinating the program during the year should speak with either James or Vicky Bussinger. Take advantage of classes, and expand your horizons in the traditional sense.

Gay-Straight Alliance seeking to dispel myths about homosexuality

By Clara A. Porter

Contrary to the image that some may have of secret back room meetings, the first steps toward the founding of the Gay-Straight Alliance were made through an ad in the Newspaper. In April of 1982, Kenyon students Wilson and Kathryn Wilson initiated a lesbian support group by this means and received an “... amazing positive reaction.” The lack of a similar male co-ed and homosexual social group at this time was explained (in the April 22, 1982 issue of the Collegian) in a variety of ways. Some felt wome who ‘saint out’ experienced less public and self condemnation than men, while others saw little need for a men’s group due to their greater general visibility. Few went so far as one woman alumna who declared that “openly affirming one’s gayness here is slow social suicide...” yet it was agreed that isolation and silent repression were commonly experienced.

It wasn’t until the following semester that both the Gay Advocate Group (GAG) and the Gay/Lesbian Organization (GLO) came into being. Prefaced by a letter to the Collegian written by Jeremy Johnson and a film and dinner discussion entitled Homosexuals, Myths and Realities, the groups served two different purposes. They provided outlets for both the community (through GAG) and for homosexuals (through GLO) serious questioning their sexuality in GLO). GAG eventually became college affiliated whereas GLG, which continues to meet, has remained a separate student group.

The original officers of GAG, Jenny Dunning, Jeremy Johnson, Ian Lane and Dudley Lord, saw their primary purpose as providing support for members. This focus, as well as many other elements, has changed during the years that the group has been active. Today the emphasis lies more upon education of the public, as a base of support for members finally seems to have been established. In past years there have been a number of men in the group and a lack of continuity in leadership from year to year. This year, however, the group has balanced male/female membership, many of whom are straight, and will continue to be headed by 1987-88 by Beth Myashiro ’88 and Brad Koogler ’88.

The Gay-Straight Alliance has organized two all campus dances this year, the proceeds from the latter of which went to the APSO outreach program. Also on April 16-18, along with First Step and SMAC, the group will be sponsoring an AIDS Awareness Weekend through which the group hopes to dispel myths, inform, and raise awareness. The event which will include speakers, a movie and several discussion sessions, is open to the Gambier community. The group is planning a conference encompassing the GLCA and surrounding colleges to be held at Kenyon October 24-25, 1987.

Although many students feel that there has been an increase in the general awareness at Kenyon of the issue, much of the change may still be at a surface level. A survey conducted by the then Gay Advocate Group in 1984 tabulated the responses of 302 students to a number of questions concerning views of homophobia and bisexuality at Kenyon. When asked whether homosexuals and/or bisexuals should have the same social status as heterosexuals, 31% said “no” to the issue of raising children, 11% said “no” to the issue of being in public, 11% said “no” to teaching any level in the educational system, and 11% thought that the homophobia the homosexuals. When asked why they thought so some people expressed concerns that homosexuals were or not well educated. Of course many who have answered these questions have not and if we would respond any different day.
The Acting Company’s brilliant in Shakespearean play

By Carolyn Harper

Both "Add Nothing," performed by The Acting Company, was extremely well received Saturday night; and so it should have been. The acting was lively yet well restrained; the set designs and costumes were especially for an on-the-road production, but a novel idea to set the play in Cuba rather than the more common Shakespearean context, for this gave the play an air of currency and an atmosphere of exoticism. In any case, there was never any doubt that the show would work out for the best in the venue created as two plots unfold the one to create a marriage, the other to destroy the marriage. Even for those who read or seen the play before, the impact of the acting in this case created much stronger reception to this, however, was

Michael McKenzi, who was not only exiting or entirely believable as Claudio. This was partially due to the fact that he portrayed his character as feeling no remorse for having doubted his true love, Hero; in fact, McKenzie generated very little emotion towards Melissa Gal- kin, who played the role of Hero. McKenzi's overall performance seemed to lack both spirit and dimension, especially when compared to that of Philip Goodwin.

Goodwin was wonderful as the dour Benedick, mocking marriage and love because he was a bachelor. Having been seen on the road with the company for five years now, Goodwin is quite experienced and thus is able to give his part a great deal of depth. His interactions with Beatrice, played by Aliyen Neet, proved to be some of the highpoints of the play, for Neet was also exceptional as the vivacious and outspoken Beatrice.

Much of the comedy in the play stemmed from the love-hate relationship between the two; yet this would not have been so had the actors brought lesser enthusiasm in their performance. The farces that occurred in Bea- trice and Benedick were believable because they were more of a coming to terms with the first act scene’s personality changes. Both characters hid their real feelings for each other and for the opposite sex in general, behind facades of pride and strength. Yet, Goodwin and Neet were able to show the audience that their characters were acting behind a facade. Every expression and gesture came off as being completely natural and real; they had no identity save that which was theirs in the play, and they absorbed these identities completely.

Some other very humorous scenes involved Dogberry, the master constable. Joel Miller and the dim-witted police officer, he was this man. His underlings, the

Music

Big Star rediscovered from drab 70s

By Moses and Jason

The middle 1970s are generally remembered as a time characterized by hot tubs, bell bottoms, high gas prices and bad music. However, the culture responsible for such gross audacity did manage to have some redeeming attributes. Examples of these rarities include punk rock, Spiral Agnew, Jonathan Richman and the Modern Lovers, and Big Star. Who or what, you might ask, is Big Star? Is it animal, vegetable or mineral? TISK QUESTION—It’s none of the above! You see, we chuckle to ourselves, Big Star was the name of a concept, an attitude, a way of thinking and behaving. Big Star is a creative rock band led by singer, guitarist and songwriter Alex Chilton.

Who is Alex Chilton, you may ask? Well, do you remember way back in the hippie scene of 1968 when a song called "The Letter" came out? You know the one that goes... "I’ve got a ticket on a one-way plane, ain’t no catch to catch a fast train..." Well, a six- year-old boy named Alex sang that song... yes, Knox County, we are talking about the same Alex! Yes, it’s the same Alex that formed Big Star, the same Alex that replaced the Cramps and the Replacements, the same Alex that became a pacificist much like New York City, and the same Alex that has since cleaned up his act and is making a comeback even as we commit these words to paper.

Anyway, Big Star’s recently reissued LP Radio City, originally released in January of 1978, is a surprisingly good album of pop music. As might be expected from its release date, its music is vastly different from current pop trends. This is not meant as an insult, but rather a compliment, Radio City realizes the possibilities most musicians often promised in their earlier efforts. In the tradition of some of the best music of that era, the album features some inspired instrumental work by the band. Chilton’s guitar playing throughout is superb. His clever, "scat-ish" fills, many of which are overdubbed, give the songs a structure and cohesiveness missing from much of today’s music. Similarly, Judy Lynn’s drumming on Radio City is steady and powerful without being excessive. His use of harmonies adds excitement and energy to the songs. The instrumental prowess, coupled with Alex Chilton’s considerable talents as a songwriter, adds up to an album of fine, complex, hook-filled music that grows on the listener. Some of the highlights of the album are "That’s for the Birds," "Having Something to Do," and "Open Up and Say Ahhh!!"

WCKO’s top 10 albums played

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<th>ARTIST</th>
<th>ALBUM</th>
<th>LABEL</th>
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<td>1. The Who</td>
<td>Fans</td>
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<td>2. The Psychedelic Furs</td>
<td>Pretty in Pink</td>
<td>Decca</td>
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<td>3. Blue Oyster Cult</td>
<td>Love &amp; Rockits</td>
<td>EMI/Atlantic</td>
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<td>4. Iggy Pop</td>
<td>Never Marry an Englishman</td>
<td>Running Wild</td>
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<td>5. Gene Loves Jezebel</td>
<td>Love and Rockets</td>
<td>Geffen</td>
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<td>6. R.E.M.</td>
<td>Losing My Religion</td>
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<td>7. Better Boys</td>
<td>Head</td>
<td>Epic</td>
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<td>8. Paul Simon</td>
<td>Under the Volcano</td>
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<td>9. Love and Rockets</td>
<td>Tin Box</td>
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<td>10. Siouxsie &amp; the Banshees</td>
<td>Dazzle</td>
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Not surprisingly, in achieving both these goals, educating scientists and promoting scientific literacy, the bottom line is money. The most important conclusion from the study is that universities are turning to the liberal arts colleges in the nation must, over the next decade, invest a total of one billion dollars above their current commitments to maintain and enhance their present position in basic science.

Rutkoff continued from page five

included representatives from Bank Street College of Education and Columbia University Teachers College. Every student partici- pant and practical workshops on the funding, planning and administration of these programs. Conference participants were enthusiastic about the STEP and SCAP in the hopes that these programs would serve as models for the implementing of similar programs in their given institutions. Rutkoff is optimistic that similar programs will evolve in other places and that he has already heard from several schools that have begun to meet locally to discuss creating programs that increase school-college collaboration in the manner that STEP and SCAP do. Reflecting the success of the conference at fulfilling its aims, one school in Massachusetts wrote Rutkoff saying, "You have truly opened our eyes to new dimensions concerning secondary school-college cooperation."

One of the key issues of the dual conference was the reciprocal effect that secondary school-college collaboration has on improving the quality of education on the elementary/secondary level, by attracting more liberally educated students to teaching careers and offering college courses to competent high school students, the overall caliber of the future pool of college students is positively affected. Thus, the benefits of SCAP, 5-STEP or similar programs will inevitably reflect back on the college. In addition, at the conference, Kenyon faculty and high school students both provided an increased understanding of secondary school teaching which helped them understand their students here better.
Alleghehe thwarts Lady hoopsters' championship bid

By Darryl Shumsky

Kenyon’s 1986-87 women’s basketball team will go down in the school’s sports history as the best team ever. Proof of this fact are the many team records that were broken. The team recorded 15 wins, the most ever in one season. Other team season records include scoring the most points, 1,388; making the most field goals, 566; attempting the most shots, 1,450; making the most free throws, 256; having the highest free throw percentage, 66.5%; and grabbing the most rebounds, 981. Kenyon also played in its first ever conference tournament championship game.

In the last week of the season, the Ladies traveled to the North Coast Athletic Conference’s tournament championship game. In the quarterfinal round of the tournament, Kenyon easily dispatched Oberlin College for the fourth time this season, 74-38. Then, in a very exciting semifinal game against Ohio Wesleyan University, the Ladies pulled out a victory in overtime, 57-55. In the championship game, Kenyon took the runner-up trophy after being defeated by the nationally-ranked Alleghehe Lady Gators for the third time this year, 61-42.

At home against Oberlin, the Ladies easily outmatched the winless Yeowomen. Paving the way to victory were sophomore guard Heather Spencer, junior forward Susan Lind, and senior guard Tara Griffin. Spencer led all scores with 16, made five assists, and snared seven rebounds. Lind connected on six of 10 field goals for 12 points, and also brought down six boards. Griffin also made double figures with 10. Senior guard and co-captain Chris Fathey generated the offense with her adept passing and accounted for seven assists.

Kenyon provided more of a challenge. The Ladies had to overcome a six-point deficit in the first half, and an eight-point deficit in the second. Then, with 5:42 remaining in regulation, the Ladies found themselves in their biggest hole of the night, 47-39.

Tracksters show individual improvement at NCAC championships

By Stasha Wyskiel

In the Indoor Track Conference Championship Meet held last Friday and Saturday, the Kenyon Ladies finished fifth, and the Lords sixth. This meet followed the trend set by the Kenyon track team, winning every throw or run became a personal or season’s best for the individual Kenyon athletes.

The shot put event won sixth place points for both the men and women. Ray Gill came through for the Lords with a throw of 40’7”.

In a personal best of 29’5”, Anne Powell won her first conference point for the Ladies. Perry Palma-Gil also placed sixth with a personal best of 20’0” in the long jump. Other field event points came with Mark Speer’s personal best high jump effort. Clearing 6’7”, Speer won the event and qualified for the indoor national championships.

Spear was equally successful in his running event, the 60 hurdles. After qualifying for nationals in the preliminary run with a time of 7.80, he went on to win the overall event in 7.79.

The men’s team also qualified a number of swimmers for the NCAA national championships. Amsden Barlow came in second with an impressive performance in the two-mile run. Her time of 11:50.98 was a personal best. The men’s Paul Worland also gave himself a new best in the three mile, though he was unable to place in the event as his Sutcliff finished the mile in 5:51, a best, but, like Worland, did not do so for effort. Similar performances by the 880 and 1,500-meter men’s and women’s teams, as well as the 4x400 relay, brought the Lady Kenyon Ladies to a second place finish in the women’s 880 relay and a third place finish in the men’s 880. The same was true for most of the men’s relay events, the 4x100 and 4x400.

For the Kenyon Ladies, Terry Milner and Erin Glassfield both finished in personal bests in their respective events.

Classic 'serves purpose' for men

By Ben Strauss

The men’s swim team hosted the Kenyon Classic Sunday afternoon in the Ernie Natatorium. While the teams were not competing against each other for points, the meet did serve as a last chance for swimmers to qualify for the NCAA nationals.

“After two great meets, it’s time to get a good start to the final,” said Kenyon head coach Jim Stein. “We are able to qualify a few more swimmers and round out the team for nationals.”

For Kenyon, senior Paul Barnett qualified in both the 50-yard, and 200-yard freestyle. Sophomore Dave Greenlee swam Kenyon’s best 50 freestyle of the year to better the
Ladies qualify 19

for nationals

By Melissa Miller

Ten Kenyon Classic last Sunday, there were miles for many, tears for some, and cheers for each other. Given this classic "opportunity," many of the runners, while others were disappointed. Kenyon qualified three more individuals for NCAAs, bringing the team total 19 (one over the maximum allowed), the largest number of women's division teams ever.

The senior Annette Laursen and Barbara Tichy broke the number of miles for 18 by making the 100 percent. A third "dark horse" qualifier Sunday was the freshman Tawny Stecker, who did "an outstanding job," making the 50 free in 24.98 on her second try. Junior Teresa Zanick and Ari Hammad, who had qualified in other events previously, also made the 50 free cut in 25.01 and 24.81 seconds, respectively.

There were few disqualifications in the meet, notably senior Wendy McKinnon's 200 breaststroke, in which she missed the NCAA cut by .24 seconds. Freshman Lama Richard was close in the 100 breaststroke, missing the qualifying time by less than a half second. Also, Meg Carey, who has already qualified in the 400 IM, missed the 200 Backstroke cut, which she had qualified for in previous seasons.

Coach Jim Stern is looking forward to a very good nationals meet in Canton over spring break. The facilities at Canton are excellent, and it will be nice to go back there again," he says. When asked to comment on the competition, Stern said that Kenyon's biggest threat will come from the California schools of Pomona and the University of California at San Diego (UCSD), but that Denison and Wooster both have a very good chance at making the top 15. Kenyon alumus and assistant coach Joe Wilson is extremely excited to see the ladies swim fast at nationals, and he is happy that so many seniors and alumni will be able to attend the meet. He stresses, "It always means a lot to have community support."

Lords and Ladies of the Week

Men's Basketball

Nelson Morris scored the game-winning point in the first round of the NCAAC tournament at Wooster. He scored 16 points in that game, and the Lords won in overtime. He also scored 17 points in the second-round loss in Ohio Wesleyan.

Women's Basketball

Jill Tichy ended another record-setting season with a strong game against the Allegheny Gators in the finals of the NCAAC Championship Tournament. She was named to the first team NCAAC team to cap off her season for the Kenyon Classic.

Men's Swimming

Joe Howell made the 50-yard freestyle cut at the Kenyon Classic last weekend. This was his only opportunity to qualify for nationals because he has suffered from mono all season.

Paul Barnett qualified in the 50- and 200-yard freestyle races in his last chance at the Kenyon Classic.

Women's Swimming

Tawny Stecker qualified for nationals in the 50 free with a time of 24.98 in her second attempt at the Kenyon Classic.

Women's Track

Marcia Humes also ran in the 880- and mile relay races and in the finals of the 440- and 300-yard dash races at the NCAAC Indoor Championships at Ohio Wesleyan last weekend.
Folklore
continued from page ten

wide. The efforts of these and other students are to be applauded for the contribution they make to overcoming "internal snobbery."

The exploration and appreciation of the diversity that is so central to the human condition can only enhance the quality of the liberal arts experience at Kenyon. The growing opportunities to explore and contribute to the local community will help to distinguish Kenyon as a liberal arts institution which offers unique opportunities to those who choose to reside here.

Sincerely,
Howard Sacks
associate Professor of Sociology

Track
continued from page ten

best in 2:36.70, and Melville won fifth-place points and a personal best of 2:38.7. To end the meet and the indoor season, the Ladies' relay teams placed fourth in both the 880 relay and the mile relay. The mile relay finished in a personal best time and, more importantly, finished ahead of the Denison team, assuring that the final standings would place the Ladies in front of the Big Red. The men's mile relay also finished fourth.

Scholarships
continued from page one

chief executive officer.

"Adequate scholarship endowment is an essential part of any healthy college or university," said Jordan in announcing the fund. "The McCos all provide helpful assistance to students who may be experiencing a difficult time," said John B. McCoy. "We are especially interested in ensuring that students who are admitted to the College can gain the benefits of a Kenyon education." He is a member of the College's Board of Trustees and chair of its Committee on Public Affairs.

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Myerhoff showing continues cultural film series

"Number Our Days" and "In Time," film documentaries based on the life anthropology Myerhoff, will be screened at the Thursday, March 5, in Rose Hill.

Myerhoff was one of a group of anthropologists who, instead of going to remote or exotic cultures, chose to study elderly European Jews living in California. "Number Our Days" portrays a group of Jews in a Southern California who sustain a culture in the face of poverty, loneliness, and old age. The work also conveys the art, wisdom, and affection for one's past. In 1977 the film, which was produced and directed by Lynne Littman, won an Academy Award for Best Documentary Subject.

In 1981, Myerhoff began a study of a Fairfa neighborhood in Los Angeles, California, where Jews from all over the world have settled. In 1983, she began making a film documentary of the same year she had completed by Vikram Javanti and Lina directed by Linnman. "In Her Own He explores Myerhoff's evolving position with the government in the face of." The film is a part of a series of titled "America's Cultural Traditions," sponsored by the Gambler Folklore and the College. They are open to the public without charge.

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