Two reasons which Acting President Browning cites for nationwide increases in college tuitions are faculty compensation and an expansion in the services available to students.

There has been a move in the past decade by undergraduate professors into the field of graduate school teaching. Faculty salaries have therefore had to rise to keep professors in the schools. Also, college administrators have been trying to restore faculty salaries to the more competitive level they held in the 1970s, before they took a fall in the early 1980s.

Education has become much more technology oriented, says Browning. The provision of computers to match growing demand for them in the school system, is very expensive as is that of science equipment, increasingly an integral part of research and study at undergraduate levels.

Additional concerns for Kenyon have been the continued maintenance and modernization of the Career Development Center, the Health Center and the expansion of housing. Tuition, according to Vice-President of Finance at Kenyon, Joseph G. Nelson, is the only "unknown" in the College's budget. It is the only substantial, manageable source of income, by the very nature of the budget system, and it covers 80 percent of the costs at Kenyon.

The other sources of income are savings and investments and endowment; they account for the other 20 percent of costs. Unfortunately, because it takes care of such a large proportion of operating costs, tuition becomes the commodity price which is adjusted as expenses rise.

That is not, however, the way the college industry prefers to view itself. To the contrary, colleges differ radically from other free enterprises in that most of them try to perceive each other as friendly competitors.

Nelson says, "I don't wake up every morning and think, 'Well, how can I drive Oberlin out of business?'" He emphasizes the commodity of values among those involved in education, the sense that they are doing something good for society.

There is no reason, then, to keep secrets from each other. "Statistics have never been viewed as trade secrets," Nelson says, who also says that the sharing of information about tuition is typical but is almost always after the tuitions have been formally fixed.

The goal is to provide the best teaching and the best programs available at the most reasonable, possible tuition. Whatever they can do to help each other do their jobs better, they do, according to Nelson.

Arnold Weber, President of Northwestern University, feels that colleges keep their fees relatively even to avoid situations in which students choose schools on the basis of tuition. The sharing of information by school administrations regarding the establishment of tuitions, faculty salaries, and financial aid is routine and designed as an exchange of budget solutions.

The colleges do, however, certainly keep their fees even. Out of all eight Ivy's, the highest, Brown charged $19,510 for the year 1989-90, and Cornell, the lowest, charged $18,670; the others all ranged in the $19,000s.

Debate Surrounds Handicapped Facilities on Campus

By Todd Van Plassen

Citing Kenyon's good physical layout and responsive environment, Acting President and Browning said this week that the College is adequately accessible to handicapped students.

There's no question about it," Browning said when asked whether Kenyon provides adequate facilities for students with physical handicaps and other challenging conditions.

According to Browning, the College is required by law to have certain access facilities at all new buildings on campus, and to provide each facility in older buildings that is appropriate. Kenyon has been doing this," Browning said. We are in thorough compliance with the law, Browning cited handicapped access violations in the Olin Library, the newest building on campus, as an example of this compliance.

Additional efforts by the College to accommodate those with challenging physical conditions include providing a special room in the biology building for those with visual handicaps, and paving the tributaries to Middle Path. While the latter makes buildings adjacent to those paths more accessible, Browning insisted that there are currently no plans to pave Middle Path.

Browning, in saying the College has adequate facilities for the handicapped, cited a number of people who have handicapped members who use Kenyon during the summer. "They say it's a hospitable place for people with physical handicaps,"

But according to Royal Rhodes, professor of religion at Kenyon, this sentiment is not entirely widespread. "Kenyon is totally inaccessible to handicapped students," Rhodes said.

Rhodes added that the needs of handicapped students and faculty at Kenyon are often overlooked or not adequately addressed, saying that travel for the handicapped on campus can be a "nightmare." "Handicapped students are very aware of things we don't take much notice of," Rhodes said.

Despite wheelchair lifts installed in buildings like Rossie Hall and the Olin Library, Rhodes said available and convenient access to some classrooms, dining areas and essential campus locations is still very limited. For these reasons, Rhodes believes that many handicapped perspective students "just wouldn't consider Kenyon.

These problems, Rhodes said, become more apparent in the struggles of Terry Schupbach, a former member of the Kenyon art department faculty who suffered from a spinal disorder and was confined to a wheelchair.

To increase awareness, Rhodes noted the handicapped awareness committee and special awareness days which Kenyon established in the past. These events, in which students, faculty and administrators spent part of a day in wheelchairs or on crutches, "showed people just what it takes to maneuver around a place like Kenyon" and were well received, Rhodes said. "Many obstacles are just too invisible for most people."

But the question of making further physical improvements on campus confronts scarce financial resources, and Rhodes said financial aid allocations often win out over facilities for the handicapped. The emphasis, he added, is often placed on benefitting the most students possible with available funds.

see HANDICAP page sixteen
The academic structure at Kenyon is considerably different than everyone’s respective high schools. Many classes at Kenyon have one mid-term, maybe a paper and a final exam. These finals are comprehensive and carry the majority of the weight for your final grade. So when it comes to the end of the semester and your final report card, you might want to know if you have time to study? Sure professors say that you have had the whole semester to keep up, but it is hard to remember in December what you studied in early September.

Yet, many professors argue students have grace periods and reading days. What exactly are they? In the Student Handbook it states: “Grace Periods ensure that students have adequate time, free from extraordinary pressures...and does not require work of any scale beyond that necessary for normal, daily participation in classes, seminars and laboratories” (p. 54). This sounds reasonable enough; it allows one to review what has already been discussed in class as well as to keep up with what is being discussed before the final blow. However, there is a sentence thrown into this by-law. In summary, it says that if an instructor feels that he/she has not had adequate time over the course of a semester to cover what he/she needed then it is all right for them to schedule “ambitious” assignments during this time, as long as those assignments are mentioned at the beginning of the semester.

If grace period was meant to be set aside from the beginning, allowing students to have a pressure free period before their finals, then why allow professors to assign papers and exams during this week? After all, professors are aware that the semester is so many weeks long thus, they should be able to budget their time accordingly and make allowances during the course of the semester for unplanned events (i.e., emergencies, sickness and conferences).

Reading days are provided at the end of each semester when “classes shall not meet.” If one is to notice, these reading days are on weekends. Throughout the semester, classes do not regularly meet on these days. Nothing is being accomplished by giving weekends another name. Students look forward to weekends as a period to unwind, not to stress and to brood over upcoming finals. After finishing a long semester and having many professors assign papers and exams during grace period, one often finds him/herself frazzled knowing that their grades in certain courses depend on the exams next week. Where is the time to breathe?

Other institutions give their students up to three weeks where no “ambitious” work is assigned. This allows students to concentrate and give their best performance on these final tests. In the past years, reading days have been during the week and it has been in the last three years that Kenyon has changed these days to Saturday and Sunday. Looking at the academic calendar, vacations have become shorter, therefore providing more academic days to work. If this is so, why doesn’t the school provide students with a few more reading days on weekdays. Kenyon prides itself with being a strong academic institution, but if it does not give the students the time to give their best, then the College is failing in its job to develop intellectual standards.

Written by Members of the Editorial Board.

Kenyon Allows Access to Documents

TO THE KENYON COMMUNITY:

I want to take this opportunity to inform you that on Wednesday, Sept. 20, Kenyon was among at least 40 colleges and letter from the U.S. Department of Justice requesting access to documents about the College’s procedures in setting tuition, establishing salaries and awarding financial aid.

A similar, much-publicized group of letters was sent to a number of Eastern colleges and universities (including the members of the Ivy Group) several weeks ago. The media characterized those letters as seeking information that would reveal a price-fixing conspiracy among those institutions. I then learned that the so-called inquiries involves no accusation of wrongdoing. Instead, its purpose may be characterized as fact-finding. A reasonable conclusion is to be fully cooperative with the Justice Department in the investigation goes forward.

Reed S. Browning
Provost and Acting President

The Kenyon Collegian

Opinion

Oct. 12, 1989

An “Open Letter to President Jordan”

For more than 150 years, Kenyon College has been in possession of a secret known to only a few select institutions: the secret of how to provide an outstanding education on a consistent basis. Year after year, Kenyon has turned out young men and women well versed in the rudiments of Western knowledge and capable of conducting themselves honorably in society. It is my opinion that the key to this consistency of excellence was the promotional literature referred to as “The Kenyon Experience.” It is also my opinion, based on what I have read and heard over the past several years, that, under your administration, the Kenyon Experience is in danger of being irrevocably changed for the worse.

The Kenyon Experience, as I came to know and love it, had two facets. Academically, it consisted of a demanding and rigorous journey through the core ideas of Western civilization. There was no fooling around, there were no classes on “Winning, Language, and Reality,” or any such nonsense. Regardless of motivation, if a student managed to stick it out for four years and graduate, that student was guaranteed that he would understand the basic tenets of our culture, and would be able to write and talk about them intelligently. There was a deep understanding at Kenyon of the true value of a liberal arts education. It was no business, law or medical school mill. It was remarkable the variety of fields that Kenyon grads find themselves in, equally remarkable the level of success they attain. Kenyon academically prepared its students for anything they might face.

The social perspective of The Kenyon Experience was of equal importance. Being a residential college in the middle of the farm country, social arrangements were visibly of some importance. What I remember most clearly about Kenyon’s need for a change was that there was remarkably little administrative interference in student’s non-academic life. Stuck together in the boons with no one to call mommy, the students worked to learn how to live together in a community of vastly different types of people. By sophomore year, if students had more or less found the social groups with whom they felt most comfortable. Whether this was through fraternities or the less formalized, but no less exclusive, independent social groups, most students found a buffer to place between themselves and the administration, the town and the outside world in general. We were all doing this hidden riffwhirl with no choice but to figure out how to get along. It seemed the administration got involved only when the civil order was threatened, and then left us enough room to work it out. This worked well.

After four years of the Kenyon and the ALUMNUS page four

Alumnus Criticizes Administration

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 its original intent of the submission.

Kennedy is a long-time resident of the Kenyon area. His family helped to establish the college in 1891. He has been a strong supporter of the institution and has donated generously to its cause. His letter expresses concern about the direction the college is taking under the current administration.

Kennedy, who is a retired professor of history, writes: "I have watched with great concern the changes that have occurred at Kenyon in recent years. The institution has become increasingly focused on raising money for its endowment, at the expense of the educational mission. I believe that this is a mistake and that Kenyon should focus on providing a quality education for its students."
Levis Shares Poetic Words and Origins

By Julie Emig

The Ohio Poetry Circuit brings poet Larry Levis to Kenyon last Sunday, Oct. 1. The first poetry reading of the academic year, the event was organized by Barbara A. Bensenberg, a member of Kenyon’s English department. Jared Lyon, also a member of the English department, serves as Levis’s literary advisor. The 1990 edition of The Kenyon Review will include three of Levis’ poems as well as a short story which Lyon described as “masterful.”

Levis primarily teaches creative writing, or what he called “exclusivism for freshmen,” at the University of Chicago. When asked what he thought about his best-known book, he replied with a smile, “well, there’s great ski. It’s kind of a downhill do it, though, for a city.”

Levis’s words were imbued with life, shaped with their actual maker, and passed without reservation to the audience.

One of the poems I remember above all others, although all had striking elements, was one which Levis fashioned from his first childhood memory. His parents, farmers in California, were listening intently to the McCarthy hearings on the radio. Obviously, Levis listened to the radio, and the result was that three words on the radio were conveyed, but he did record the anxiety his parents expressed at the time. The allusions to this reaction to this sense of tension touched on his childhood sense of displacement, about how he used to imagine his parents were not his real parents. He discovered the European roots would make him take him back to his actual home. He would rebel against the California landscapes and refuse to eat, as he did that night his parents were listening to the radio. As they leaned over the tablecloth, concerned and bewildered at the transmitted news, Levis watched them, recognized them as his own, and began to eat.

Levis has a remarkable ability to capture and utilize the material world surrounding him. He works especially well with symbols of American culture. He got out and searched for things.

One of the students at the reading then asked Levis how he gathers his material for his poems. Levis stood up, took off his jacket and rambled on about “how many of you are here today?” and “how many of you don’t have any life?”

Levis concluded that a poem is an artifact. If it’s any good, it will live on as a work of art, even if the life it represents is short. Levis concluded that a poem is an artifact. If it’s any good, it will live on as a work of art, even if the life it represents is short. Levis concluded that a poem is an artifact. If it’s any good, it will live on as a work of art, even if the life it represents is short.
Laura X Heads Panel Discussion on Date Rape

By Kathy Lutzeer

With the mixture of attacks on fraternity members, women attempting to comprehend and overcome vulnerability, and a few well intentioned defenses offered by the administration, the discussion on marital and acquaintance rape could have been another review of the Commission on Student Life. But this wasn’t just a proposal for the betterment of student life at a small college in rural Ohio; this was a matter of integrity, strength and humanity which concerns women across the world as well as at Kenyon. On Wed., Sept. 27, the men and women who sat for nearly three hours in Gund Commons to take part in the panel discussion headed by Laura X, director of the National Clearinghouse on Marital and Date Rape, witnessed the pain, the confusion, the reality of rape.

The presentation began with a film documented for a special segment of "60 Minutes," an experiment which proved too radical for TV viewers of 1981 because it brought into question just how many women should go in their own lives. Women were not recognized as independent and responsible individuals, and only in the past five years has marital rape become illegal in all states—before that, the title of "husband" gave a man the right to force his wife to have sex with him. But this so-called "sexual act" is not sex at all; it is an act of violence and brutality during which women lose the right to protect their bodies and is therefore rape. Laura X has appeared on "60 Minutes" and "Geraldo," but the discussion at Kenyon was very much oriented to the problem of date rape on this campus, not on college campuses in general or in the world at large. After several audience members voiced complaints that incidents of abuse are not well publicized at Kenyon, Laura pointed out that the administration acts in response to the demands of students. Two hours of voiced complaints once a month is not going to enact change. We, as individuals, must ensure that we are being informed; we can’t wait passively for the "Administration" to inform us on the very matters we are forcing us to confront ourselves, our peers and the environment in which we live.

When a member of the audience shared her personal experience of having been raped, the discussion moved from the hypothetical to the very real. The rape victim, a student at Mount Vernon, described how it feels to be the victim of rape, how hard it is to concentrate on the triviality of daily life when your whole world is suddenly turned upside down every waking minute. She stressed the reality of reporting the assault: "You might as well give them [the authorities] his name—why let that happen to somebody else?" Tom Davidson, head of Kenyon Security, emphasized that students need to report incidents in order for the communication necessary for protection and awareness to happen.

The most critical message that the discussion was trying to get across to both men and women was that it is within their power to protect their own bodies. Any violation of this right is rape and is against the law, whether the woman said "no" to the man, "fine," or even nothing at all. Anyone who asks questions of morals and beliefs, it is a question of basic human rights. Another audience member addressed a concern that Kenyon students are so protected and nurtured, but here at school and before, during the entire course of their lives, that they don’t feel threatened by such things as rape, lust and crime. She said that Kenyon is referred to as "Magic Mountain" by Mount Ve- non residents, the kingdom on the hill where nothing bad can happen. But Kenyon students, "magic mountain," and sexual assault and a quid pro quo are occurring at a astonishing rate at Kenyon and at colleges everywhere. We, as both men and women, need to open our eyes to the realities around us and face this horrible reality: it is our order to arm and educate ourselves against.

Jaggar Explicates Feminist Theory

By Elise McMillin

On Oct. 2 Alison Jaggar, an ethics and philosophy professor from the University of Cincinnati, gave a lecture on the current issues of feminism. She comfortably qualified to speak on this subject, having received her B.A. from the University of London, her M.A. from the University of Edinburgh and her Ph.D. from the State University of New York at Buffalo. Also, she has published several works on the subject including Feminist Frameworks, Feminist Politics and Human Nature and a work in progress to be titled Feminism and Moral Philosophy. Professor Jaggar managed to present an objective perspective of the two main viewpoints developing in feminism today.

Jaggar explained that there are two concepts of equality at the root of the debate within feminist circles. One group approaches the problem of establishing equality by advocating blindness to sexual differences. For example, the legal system should be sex blind. That is, our basic rights should be ascribed on our human ability to reason which has no sex, no race, no class. This, most popular in the late sixties and seventies when mental and moral adroitness was considered the most rational approach to sexual difference.

Jaggar went on to explain that such a strict denial of differences in the name of equality is not only good since there are differences between the sexes. Obviously, the differences are partly biological, but a lot of these differences arise from our social structure. Traditionally, women have had less opportunities and have experienced discrimination in the workplace and in training programs. In the instance of divorce, the standard of living for men rises an average of 40% whereas that of women falls a whopping 78%. So, Jaggar summarized the difficulty of this strategy as producing sexual equality in procedure, but leading to sexual inequality in outcome.

The other school of thought on the matter involves special treatment in the eyes of the law according to the differences between the sexes. Some proposals along this line are more recent than the feminist movement. This group established forbidding employers to fire or refuse leaves of absence to pregnant women. Housing the legal responsibility for women with regard to abuse and even p.m.o. and special protection according to the needs of sexuality with respect to anti-pornography laws and sexual discrimination.

Problems are inherent in these plans as well. For one thing, it reinforces sexual stereotypes which have already been established. According to Jarrar, it "implicitly legitimates institutions like prostitution, which men and rape and assumes a natural order to human nature." Furthermore, it reinforces the view of women as a homogenous group. But, all different from men.

Both interpretations can stress threats to women’s vulnerable position, in Jaggar’s opinion. She feels that we all need a dynamic approach to sexual difference which includes an expanding awareness of the situation and our methods of perception and evaluation. Jaggar expressed her thoughts that ideally the pragmatic and Utopian could strengthen each other. Then the main virtue of society would be care and responsibility which is responsive to all humanity.

Alumni Responds

Conceived from page two

scene, we were ready to handle society at large.

This combination of a demanding academic curriculum and small-lisser-face consistently turned out quality graduates. Then in my freshman (or is it freshman?) year I decided to change my major to mathematics.

By the time I graduated, many of us had come to believe that "Plastic Phis," as you might have been dubbed, had been hired as a slick means of securing funding for this and these superb leadership abilities.

And now, I hear of Gay/Lesbian Awareness Week. That the College should celebrate sexual diversity is proper. That it should actively promote its run counter to the tradition that has made Kenyon what it is. That homosexuality should be publicized and destroy any conflicting opinions is absolutely unconscionable! From what I understand, some D-Phis have the temerity to make fun of GLAW by organizing a Heterosexual Support Group Awareness Party. And the response? The administration came down like a ton of bricks on the D-Phis. Why? Because they failed to show the appropriate sensitivity to the administration’s pet issue. To quote your own words, "The satiric imitation represents an insensitivity, an intolerance, and immaturity which have no place on Kenyon’s Campus..."I have written the Delta Phi urging them to take the lead in addition of programs against homophobia and prejudice with help from the Gay/Straight Alliance as resource.

The judicious use of satire is not new to Kenyon. Remember Lavinia and the Frying-pan Committee of Preps decided to hold a "Spring Fling," a coalition of sorts incorporating all the most ridiculous party traditions of the upper class. A bunch of public school products responded with a "Party of the Masses," which was scheduled for the same evening. A team of water buffalo couldn’t have dragged me to the Spring Fling (not that they’d have let me in), so I dropped by the alternative party and sucked down a few “Purple Jesses” (Iron C I, But not mixed with Kipple). Both groups had a great time, the point was made, and no one got rancorous, not even under the influence of a Purple Jesus hangover. And the administration certainly didn’t get involved (why should it be?). By way of analogy, imagine the administration’s admission to the D-Phis, being issued once again as the organizers of the “Party of the Masses,” I have written the organizers of this party urging them to take the lead in an educational program against "Dekophobia" and prejudice against old money with help from D.O.R. as a resource.

Sounds ridiculous, doesn’t it? The sad part is that I can guarantee that there really are more inherent prejudices against Dees or D-Phis than there are homosexuals (I think homosexuals who are also Dors qualify for Federal grants.)

Come on, Phi, you are going to have to come on and make a program to save Kenyons from the D.O.R. As a result.

I have the evidence I have heard and read about this one conclusion: your education in the core Western culture is to be taken a back seat at Kenyon. In the drive seat is the goal of producing proper pipsqueaks and prudes. Kenyon is not the place to buck your effort to march lockstep to the future. They are thinking bad thoughts in your position as Tour Guide on the Progressive Express, you cannot allow them.

The evidence I have heard and read about this one conclusion: your education in the core Western culture is to be taken a back seat at Kenyon. In the drive seat is the goal of producing proper pipsqueaks and prudes. Kenyon is not the place to buck your effort to march lockstep to the future. They are thinking bad thoughts in your position as Tour Guide on the Progressive Express, you cannot allow them.

Upon my graduation in 1979, I was extremely proud to be a Kenyon grad, and it has been a Delta Phi. At least I can count myself proud of that now. For 150 years Kenyon has kept the secret of good education close to its heart. What kind of bongs are you who would so blithely throw that away?

As President of this College, Mr. Jordan hold you largely responsible for this repugnable state of affairs. I have not been terribly active in alumni affairs, but I will be now I will actively work against the current administration to save Kenyons from you lot.

For 150 years Kenyon has kept the secret of good education close to its heart. What kind of bongs are you who would so blithely throw that away?

Sincerely,
Shanathan
Kenyon ’79

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PERSPECTIVE

OCT. 12, 1989

PAGE FOUR
Kenyon Receives Award of Excellence in Education

The Consolidated Natural Gas (CNG) Company Foundation presented a 1989 Award of Excellence in Education to Kenyon College on Tuesday at 11:15 a.m. in Kenyon's Olin Auditorium.

The Changing Faces of Kenyon

The Commission on Student Life addressed many problems. If you could add one more topic that needed to be addressed, what would it be?

"I think they addressed too many topics. I think they went in with a bias." Chris Lord '92

"The health service is far from adequate. The students at this school deserve better treatment at the health center; more hours, easier access and an on-campus pharmacy." Shane McNally '92

The Caine Mutiny


The Caine Mutiny is the story of a sailing ship's captain and the pressure of war. Captain Queeg, played by Humphrey Bogart, is accused by the Caine, a rundown battleship manned with a drunken crew. As Queeg endeavors to shape the men it becomes clear that he is an unstable leader, at least his irrational behavior is dangerous to others. One example is his failure to fully complete a mission and endangering the lives of many on other ships. Finally, during a blizzard, the first officer of the Caine, Willard, is killed. Queeg decides to take command of the ship in order to save his own. When the battle continues to fight, Queeg must stand trial as a mutineer and prove that removing Captain Queeg from command was for the good of the ship and the safety of the men. The dramatic trial scenes are only surpassed by the speech given by Joe Ferrer, Maryk's lawyer. The dynamic monologue forces the sailors to re-evaluate their view of Captain Queeg as well as giving the audience something to think about.

This film is a fascinating look at how the stress of leadership and battle affect the mind. Anyone interested in naval history will not want to miss this movie. Although it is purely fictional, it does examine the causes which can lead to a mutinous situation.

Diana Faubert
Fri. 8:00/Sat. 10:00

In Cold Blood


In Cold Blood is, in a word, chilling. I apologize for the pun, but if the adjective fits, use it! The film is a quasi-documentary reporting the events surrounding the murder of the Clutter family, in 1959.

But the film and Capote's book make clear early on who is guilty of the murders: Richard Hickock (Wilson) and Perry Smith (Blake). So this is not a whodunit, but an exploration into answering this question: Why did two ex-convicts, apparently intending a simple robbery, decide instead to slaughter a family of four in cold blood?

Brooks flashes back and forth between past and present in the film as viewers learn about the lives and motives of Hickock and Smith, and the details surrounding the actual crime.

In Cold Blood is not merely realistic; it is real. — Stephanie Klein
Sat. 8:00/Sun. 8:00

Red Heat


Red Heat is an amusing tale that involves a relationship between two cops who experience the benefits of gluttony. Arnold Schwarzenegger is Van Damko, a tough, self-sufficient Soviet policeman, who is appalled by excessive American capitalism and the image of his partner Art Ridzik (Jim Belushi). The slovenly, yet professional character of Ridzik presents a sharp contrast with the Soviet cop in a duet that resembles The Odd Couple. It is the assignment of this Soviet/American team to search for a notorious drug dealer in the streets of Chicago. Despite their differences, the two officers from different worlds come to trust and respect one another.

Although Belushi is the obvious comedian in this film, it is Schwarzenegger's character that provides the most laughs. Damko remains stern and serious, to a ridiculous extent, throughout the film. This is Schwarzenegger's characteristic comic style. The interaction between the characters is hilarious and contemporary. I recommend this film for good, cheap laughs.

Fri. 10:00/Sat. 2:00
ECDC to Present Playful Performance

This weekend the Kenyon College Dramatic Club will present a production of Carl Porto by Sidney Journey. The play is called "The Man Around the Fire," a man who is forced to kill a man (played by James Macgregor) as a way to justify his opinion. His son is an artist who was killed by a woman, an act of which he feels has made him a killer. A third man is involved in the plot but is ultimately shown to be innocent. The play is an exploration of the role of art in society and the consequences of artistic expression.

Alumni Return

Saturday, Oct. 14, the biology, math, philosophy, and religion departments will sponsor an afternoon of fun with the alumni. Over 25 alumni will discuss their careers, representing a wide variety of occupations, in a series of panel discussions.

Panel discussions on careers include:
- Biology alumni
- Philosophy alumni
- Mathematics alumni (Focus on Graduates School)
- Religion alumni

10:15 a.m.
- Lunch with alumni—Upper Dempsey
- A chance to informal conversation with your own choice of alumni

2:00 p.m.
- Panel discussions on careers

Christian Groups Sponsor Concert

On Wednesday evening, Oct. 18th at 8:00 p.m., Deborah and Jonathan Hutchison will discuss their work as the Hutchison Duo. Their music is a blend of classical and contemporary styles, and they are known for their unique blend of vocal and instrumental performances. The concert will be held in the Kenyon College Chapel, and admission is free.

Please Note...

The following are changes from the music schedule printed in the Sept. 28 Collegian:

- Knox County Symphony
  Date: Nov. 4...
  Place: Memorial Bldg. in Mount Vernon...

- University of Cincinnati Orchestra
  Date: Nov. 12...
  Place: Music Hall...

- University of Tennessee Symphony Orchestra
  Date: Nov. 13...
  Place: Tennessee State University...

- University of Akron Symphony Orchestra
  Date: Nov. 14...
  Place: Akron Civic Theatre...

Denison University, South Chapel, Granville, Ohio—All-College Convocation featuring the arrival of Mitch Snyder speaking on "War of the Worlds" Sept. 17, 8:00 p.m.

Pianist Promises Powerful Performance

Pianist Virginia Eskin will present a concert at Rose Hall on Friday, Oct. 13, at 8:00 p.m. This concert will feature a selection of piano compositions by both well-known and lesser-known composers. Among the works to be performed are pieces by Schumann, Liszt, and Brahms, as well as new works by contemporary composers.

Christina Group Sponsor Concert

On Wednesday evening, Oct. 18th at 8:00 p.m., Deborah and Jonathan Hutchison will discuss their work as the Hutchison Duo. Their music is a blend of classical and contemporary styles, and they are known for their unique blend of vocal and instrumental performances. The concert will be held in the Kenyon College Chapel, and admission is free.

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1. Pop Will Eat Itself: "Can U Dig It?" (7:30 This)
2. B.A.D.: "Around the Girl in 80 Ways" (Mexican Phoenix)
3. Ocean Blue: "Between Something and Nothing" (The Ocean Blue)
4. P.I.L.: "Happy" (12-inch)
5. Camper Van Beethoven: "Pictures of Matchstick Men" (Key Lime Pie)

6. Debbie Bonds: "Hit the Ground" (Pips)
7. Winter Hours: "Roadside Flowers" (Winter Hours)
8. Royal Crescent Mob: "Hungry" (Spin the World)
9. Marshal Crenshaw: "Song Hearts" (Good Evening)
10. Maria McKee: "I've Forgotten What It Was" (Marc McKee)

McGovern to Speak

On Wednesday, Oct. 25, at 8:00 p.m. Arthur F. McGovern, S.J., will lecture on Christianity and Marxism in the Bio. Auditorium. The lecture is sponsored by the Kenyon College Faculty Lectureship Committee and the department of Religion.

McGovern is a noted scholar in this field, having published a number of articles and other works including his newest release, Liberation Theology and Its Critics. His work has been acclaimed by a number of social critics.

His recent work gives a balanced historical overview and critical analysis of the role of the church in Latin America, and shows how liberation theology is lived out in practice, against the backdrop of current political trends in various South American nations.

A reception open to the public will follow the talk.
These are the three comic strips which will be run by the Collegian this year. They will be published on a rotating tri-weekly schedule.
Kenyon Students Celebrate the Twentieth Year of Women As Students

Looking Backward and Forward as Kenyon Celebrates Twenty Years of Women As Students

By Katherine Anderson

For most current Kenyon students, the days of the Curricular Reform situation must seem very long ago indeed. Some of them were not even born when the first class of 195 women arrived in 1969. It is an indicator of the success of the integration of women and of their resilience achievements, and accomplishments. It may also be true that students are often more comfortable in their own Mid-Path Middle as participants in the "Kenyon experience." Indeed, women have not just become subdued in the College since joining it; they have also left their own imprint on it.

However, women students were not universally welcomed in 1969. In fact, six months before they arrived, the majority of male students voted against their admission. Women were also initially enrolled in a separate institution, the Coordinate College for Women, headed by its own dean, Doris Crozier. Classroom, faculty, and library facilities were kept strictly separate and were governed by different rules. From the start, this arrangement met with objections, and within three years Kenyon fully integrated women into the College and did away with the Coordinate College. Kenyon made the decision because of the coordinate College and institution for reasons of pragmatism and principle. In the early 1960s, colleges like Kenyon, with enrollments in the 600-700 range, were considered to be fragile and vulnerable. A broader curriculum was deemed necessary to attract more students, but it was increasingly clear that drawing from a male population alone was not going to increase enrollment enough to make the College's future secure. Many male high school students were no longer interested in attending an all-male school, period. Former Kenyon President William Caples, who helped guide the College through the transition, also believed that "if we were going to improve our teaching quality we really couldn't do it with a single-sex constituency, for the simple reason that today a woman's point of view is vital to a liberal education."

Kenyon did not cease to be isolated; rather it was one of a number of single-sex schools, including Bennington, Vassar, Wesleyan, and Yale, that made the same move about the same time. Fortunately, it has been a long time since women at Kenyon had to defend their right to attend the College or their ability to meet academic standards. In fact, women students are consistently among the most academically accomplished of Kenyon's students. All eight of last year's initial inductees to Phi Beta Kappa were women. One of the 1960s, the top grade-point average in eight of the last ten years. This trend is likely to continue, not only because women have been seen at the College, but because women make up a higher percentage of the top admission candidates, according to the admissions office.

Twenty years after women joined Kenyon, there has been a tremendous increase in the number of women faculty members, administrators, and trustees. Today, course offerings increasingly reflect not only the need for women's perspectives as recognized by Caples, but also the increasing number of scholarship on women that has been produced since 1969. A curriculum by, for, and about men has given way to a more inclusive one.

Female graduates of the College have gone on to successful careers in all fields. They are active in alumni affairs and as donors. Kenyon has been greatly enriched by its women students, and every bit as much, in its current well-being, in large part, to their presence. Yet, even with all the progress and accomplishments cited, based on the findings of the Commission on Student Life, many women students feel that Kenyon still remains in the thrall of its all-male past. It is not in the milieu in the social milieu and in housing that women sometimes feel like second-class citizens, even in 1989.

Since admitting women, Kenyon has had to balance needed progress and change and the needs of women with tradition. By and large, women at Kenyon are proud of the College and its traditions, but when those traditions are still rooted in habits of mind and behavior that are more germane to an all-male school, some are left with the feeling that Kenyon's efforts to integrate and welcome women are not yet completed.

Perhaps the thirtieth anniversary of women at the College, Kenyon will have fostered the kinds of improvements and changes that will allow the College to belong, on every level, as much to its women as to its men.

Katherine Anderson graduated from Kenyon in 1982, while editing the alumni news director at the Public Affairs Office. Next semester she will teach in the religion department.

A Professor's View of Women Faculty

By Rita Smith Kipn

Before Kenyon went co-ed, women rarely taught in the College's classrooms. Occasions when a visiting or part-time teacher hired to teach a specific course or to replace someone temporarily, Tom Greenslade, Sr., College Archivist, last year, that perhaps only two women became part of the regular faculty in the all-male era: Muriel Kahl was hired as a visiting instructor of math in the 1940s; and Sylvia Barnard taught in Classics beginning in 1946. In the last twenty years, then, women on the Kenyon faculty have come far indeed. Statistics tell the story of some 140 faculty at Kenyon where women (30 percent) are women.

From the beginning of co-education at the College, most women have occupied replace- ments rather than tenure-track positions. As late as 1983, the faculty included only three tenured women, although several more were on tenure-track at that time. Now there are 17 tenured women, and 17 more in tenure-track positions. According to Donna Scott, Assistant to the President for Equal Opportunity, 91 tenured or tenure-track faculty are on campus in 1989-90, 29 of whom are women. They use make up close to one-third of the tenured or tenure-track category, but women constitute 55 per cent of the faculty in visiting positions. Despite their great gains, women faculty still cluster in the replacement positions and in the lower ranks. Only three women are full professors, out of 25 faculty in that rank.

Women faculty regularly meet and act together as a group, the Women Faculty and Administrators Caucus (WFAC). As the term "caucus" implies, WFAC sees itself primarily as a working, political group. It has organized in numerous times and in hiring, nominated women for faculty committees and offices, and discussed the hiring of a Gender Studies Coordinator. Its current agenda includes drafting a response to the Report of the Commission on Student Life, and examining the community's needs for domestic care. From time to time, WFAC also sponsors discussion lunches where women faculty share their experiences about classroom advising, students, college relationships in their departments, or problems of balancing work and personal life. The group continues to maintain links with two other women's committees, the President's Advisory Committee on the Status of Women at Kenyon, which includes staff and student representatives, and the GLCA Women's Studies Committee.

Because of their sheer numbers, and because women are gradually rising to higher ranks, women faculty at Kenyon today find a far different atmosphere than those who arrived in the early years of college. They have learned to be more open and more direct about their expectations. They are more demanding about conditions in which they are the only woman. Unintelligibly, female faculty sometimes made the curriculum, or curriculum staff, or the faculty, women full and equal status as colleagues. For many years, too, there remained several all-male departments with no female faculty. Some of the first women who came up for tenure were denied it, and their charges of sex discrimination reached the stage of litigation. Many other women in tenure-track appointment left their own disciplines because they were not happy in their professional or personal lives. Today, departments of both male and female faculty are the norm, and most male faculty have learned how to work with women as colleagues. Nonetheless, problems remain.

Last May, after Commencement, the faculty went to the Mohican Lodge for a three-day retreat to discuss Kenyon's curriculum. This was the first retreat away from campus the faculty had ever attempted, and the topics ranged widely, but gender issues emerged in a number of them. Gender Studies, and the broader issues of integrating women, and of politics versus objectivity in the classroom all brought our talk around, directly or indirectly, to gender. Sometimes the discussion was useful, sometimes it was scattered. All the times we all met together in large plenary sessions.

So then that plenary session, the retreat ended, and the faculty, exhausted by days of intense conversations that had flowed over into our meals and "break" times, dispersed for a few days. At the beginning of July, it was time for the final cathartic moment? Was it "it step backward," as someone bemoaned? Or was it the beginning of a new honesty about the problems of integrating women into Kenyon's classrooms and its curriculum? One thing is clear: a temporary faculty member who talked about the impact all of us had been so daring. The speaker was Joan Cudden, and her identity gave double weight to the message, if a senior member of the history faculty, a woman who has served in a number of leadership positions in the College and whom the faculty admires precisely for her rational and articulate discourse, feels this herself a barrier, too, how much more do those women in junior or replacement ranks feel this way? We need to work on two fronts. First, we need to continue to hire, retain, and promote women faculty. Students of both genders need sustained contact with women researchers, writers, thinkers and classroom leaders. As higher education anticipates fierce competition for faculty in the decade to come, Kenyon will have to work hard to maintain an attractive traditional and social community for young faculty. Second, we need to continue to study gender as a phenomenon in order to make our="77" EVEING FORUM OCT. 12, 1989 Women as Students. Kenyon has been greatly enriched by its women students, and every bit as much, in its current well-being, in large part, to their presence. Yet, even with all the progress and accomplishments cited, based on the findings of the Commission on Student Life, many women students feel that Kenyon still remains in the thrall of its all-male past. It is not in the milieu in the social milieu and in housing that women sometimes feel like second-class citizens, even in 1989.
Twenty Years Bring New Faces, Places and Less Space

By Harlene Marley

TWO THINGS THAT ARE PASSED OR PASSING...

There are some of the things I've seen change during the past twenty years at Kenyon:

The landscape: Caples, the Bolton Theatre of Dance Studio, the Everything Bookstore, the Library, the Bookstore, the computer centers and the concomitant computerization of the campus, WKCO's studio, Besley Hall, the secpage of faculty offices of student services into what used to be family homes on the periphery of the campus, the remodeling of the bank, Crozier Hall. The paving of campus paths; one great regret is who the man is who sprays my bricks.


There are more women. That seems obvious, but if think of it this way: today, the mean male student ratio is roughly half and 21 that means that every other face you see in the Middle Path or in the classrooms or on the halls is female. In the fall of 1969, there were about 150 women students arrived on campus with approximately 800 men, almost to the year you saw was a majority of more of those faces, whether female or not, are black or brown, or the family are Hispanic or Asian, but not many.

Another obvious fact: there are more minority faculty members, in the current year, individuals (even half part-time position, as a few more are on sabatical or not leave). During the academic year 1969-70, there was Doris Crozier, Dean of the Coordinate College, and three women teaching in the classroom: a professor of French filling in for one year, a woman who taught part-time in Political Science and me. Until fairly recently, depending on your choice of courses and your major, it was possible to graduate from the college never having been taught by a female professor.

Furthermore, as the college greatly expanded the services it offers to students and faculty, and as it expanded its efforts in recruiting students and developing and publicizing the college's resources, of necessity, it expanded its staff, and many of the people now working in non-teaching staff, and administrative positions are women. So there are women working, and doing essential work, in every aspect of collegiate life. Moreover, their presence is assumed, and sometimes taken for granted.

5. Of course, the college is larger. That's obvious, at least to those of us who have been around more than four or five years. All of us notice it in small, usually irritating ways: classes are closed or overcrowded, it's hard to find a seat at popular campus events, there's no place to park. Some students are living outside the dorms.

As more and more women came to the campus as students and staff, and as the college grew, its work and social patterns changed, just as they've changed throughout American society during the past 20 years. Kenyon is the real world, and its society reflects changes in the one of which it is a part. For example, there is a collective Kenyon memory, its edges pleasantly blunted, of groups of students who shared cereasoles, cookies and Great Ideas once a week in Professor Drone's home. Like most myths, that one is probably grounded in fact, but when the cobwebs of nostalgia are brushed away, we can see that Mrs. Drone spent the day baking those cereasoles and cookies, and kept the kids quiet in the back room during the seminar. Today, Professor Drone is just as likely to be a woman whose husband is busy with his own career; neither has the time to bake cookies before the evening seminar, so they pick up something at Krogers.

Besides, as the size of the faculty and staff and housing prices simultaneously inflated, homes in Gambier became both less available and less affordable. Many more faculty members live in Mount Vernon or outside the village limits, simply because they can't find or can't afford housing in the village itself. (Until 1965, those cereasoles and cookies were baked in kitchens owned by the college, provided as part of Professor Drone's salary.) As a result, there is less informal socializing between faculty and students, and among faculty members themselves. These days, we are less likely to run into each other in the bank or post office, let alone at a fraternity party on the Hill during Spring Dance Weekend, or exchanging Great Ideas, or even gossip, over cereasoles and cookies. Fewer of us sail in the same social boat.

6. Come to think of it, it's been a long time since I was asked to bake cookies for a campus event.

7. There are no more Dance Weekends.

8. In most cases, men and women live under the same dormitory roof.

9. So there are no more "hours," that is, limited periods of time when men could visit women in their segregated dormitories. The hottest campus issue in the spring of 1968 (before women students arrived) was the Vietnam War, then, let alone the hours men would be allowed to visit women's dorms. Mind you, in actually nobody paid any attention anyway.

10. Men no longer worry about being drafted.

11. Contrary to predictions, women students have not flooded courses in foreign languages or the fine arts, avoiding chemistry, philosophy, economics or other disciplines that a

female colleague once had the gall to tell me my face were "hard stuff."

12. Our curriculum now includes courses in Gender Studies, many others which concentrate on all aspects of women's lives and work, and many more which, unadvertised, regularly include material by and about women. And they are hard stuff.

13. Inclusive language is a matter of college policy and, in most publications, class materials, and formal discussion, is used as a matter of course. When it's not, the speaker or writer usually explains away or apologizes for the lapse.

14. A student can participate in, even major in, a program in dance, brought about largely by well-organized demand from women students.

15. In the fall of 1969, there were practically no organized athletic programs or activities for women. Again, largely because of demands from women students, supported by many members of the administration, women's athletics in 1989 are as available, as well coached, and as well reported in the local media, as any other program.

16. No one smokes anymore.

Some things never change:

1. Alcohol still fudges the college's social life.

2. The weather.

3. The benches in Pettie Hall.

Cyrus Banning Comments on the Difficulties of Change

By Kate Brentzel

Kyon may have admitted women by fall. The admittance of women into the college was the third of three options conceived to increase enrollment. The Ford Foundation, in the early sixties, conducted a study which concluded that no college with more than 100 students would survive. Kenyon had about 800 male students at the time. Kenyon professor of philosophy, Cyrus Banning, on one of two faculty committees which met for more than a year in the attempt to determine whether admitting women would be worth doing. "And the upshot was that it didn't matter if it was worth doing. It had to be done to get the enrollment," said Professor Banning. The only other option would have been to either admit women, which meant lowering the standards, or implement a "separate but equal" program, which would have meant costly upgrading of library resources.

Project reasons sparked the initial interest as to increasing the college's size including women, but there were many more implications which accompanied the move. Banning personally felt that adding women would be a "fine thing." It would be more good students on campus to help the social life of men and women to do so. As it was when women would only live in a few nearby boarding houses. After. the parties there would be a day and a half of hangovers.

before the men would get down to work again. The fact that the sixties was a time of social change may also have had some impact on this decision. "The serious and systematic separation of genders increasingly seemed like a dumb idea. That, coupled with the fact that financial help could be achieved, was probably a major driving force," commented Banning.

Yet there were also many arguments against admitting women: that the historic character of Kenyon as an all men's college would not be preserved, and concerns like "can the men spend the week seriously devoted to their studies...? or will they spend all their time lasting after these sweet young things?" said Banning. Our senior academic administrator even suggested that women not be allowed to study in the library after dinner, because they might distract the men. The Gund Commons study lounge was to be for the women to study in.

There were also more practical pros and cons to be considered. "How would it work? Could we make it work? How much money would it take to change the bathrooms and such things," said Banning. The trustees, senior staff, and faculty also contemplated other issues. What would happen to the fraternities. Would traditions be violated? Another complaint was that "women would just be turned down and drawn to the soft, flabby disciplines, rather than the tough ones. This would distort the academic character of the college." This proved not to be a problem, as women at Kenyon major in many subjects. In addition, Banning said, "As expected from the beginning, women turned out to be better students."

The general atmosphere amongst the student body at the time was one of opposition. Men who explicitly came to an all-male college like Kenyon felt cheated when women were admitted. Banning said that those first classes of women were treated badly. "The men were quite nasty—we wouldn't talk to them, told them they were ruining the place. There was a lot of real hostility expressed."

Although men at Kenyon today may not feel hostile towards women, students, women are still treated poorly at times. Professor Banning feels that Kenyon, like our society as a whole, does not treat women well. And this work there's a great deal of seeing women as 'meat'... a lot of women are really brutalized their first couple of years here, until they get a sense of all aspects of the faculty and student experience behind them." Although he was not terribly optimistic for a change, he said, "I'm sure we can do something."
By Jacqueline E. Robbins '73

When I arrived at Kenyon in September, 1969, eager to be a "pioneer" in this first class of women, I really didn't know what I was getting into. Perhaps it was just as well for my courage might have failed me. Attending Kenyon for or against I should say the College Coordi- nate for Women in the fall of 1969 was an inc- ident experience in "consciousness raising." For, in addition to having to cope with the usual problems of freshmen year, the 150 members of the Coordinate College had to deal with hostile or, alter- natively, all-too-welcoming upperclass members, incomplete dorms, and a plethora of regulations designed to protect us in ways that we, 18-year-olds of the Woodstock generation, didn't want to be protected.

Attending Kenyon from 1969-1973 was an eye-opening and often maddening experience but, lest the reminiscences that follow sound too negative, let me hasten to add that it was a wonderful experience and that I am glad to have attended Kenyon in these years.

The incomplete dorms were the first indi- cation that Kenyon's transition to coeduction might not be as smooth sailing. We spent two weeks in one dorm room (given out of suit- cases in faculty homes and hastily-evacuated freshman dorms and other campus buildings (including Besley Hall) while awaiting the completion of "Dorm #1," today known as McBride, in late September or early October. (This was, however, a small price to pay for having no dorms and seniority in selecting rooms all years 4 all) Gund Commons would not be ready for use until late the next week. The long walk down the center aisle of Peirce between tables of dining, commenting upperclassmen- was only once a necessity; few women had the nerve to make that walk alone. We tended to eat in Upper Dempsey. The benches in Peirce were simply not designed for the miniskirts that were in vogue in the late 60's.

The rules of the Coordinate College for women were also out-of-step with 60's' values. For one thing, except in academic matters, a separate college (Many of us did not matriculate until our 10th year) and that we were forced to make our own rules, the women of my class glefully an- ticipated making, in essence, no rules. Particles—visiting hours which banned members of the opposite sex from dorm rooms after 9 p.m. on weekends and 12 or 2 on weekends—would not exist at the Coor- dinate College, we thought. I have recollec- tions of a long verbal battle at the first of many Coordinate College assemblies when Dean Crozier told us that the rules that we were free to make could be no more liberal than Kenyon's. In addition, the Coordinate College "girls" were subject to a set of rules, not of our own making, to which the "men" were not subject: curfews of midnight on weekends and 2:30 or 3 a.m. on weekends and the necessity of having written permi- sion to leave campus overnight. Women liv- ing in floor rooms became accustomed to letting their friends in through the wind- ows after the doors were locked.

Academically, Kenyon was a challenge in more than the usual sense. Some of the men were not too keen on having women at the college. We were repeatedly told by them that "Kenyon accepted any woman who applied. The college really had to scrape the bottom of the barrel to come up with a full class." Distressing as this was, it may have spurred us on to work even harder; at the end of the

freshman year, Dean Crozier won her bet with Dean Edwards when the freshmen's aver- age GPA was higher than that of the men.

Freshmen courses were fully co-ed. I was in an upper level course however, in which I was the only woman. For the first week or two, I was totally ignored by the other students (except for their glances when the professor—who, I must state, always took me seriously as a student—would apologize to me for an occasional slip into language that was deemed inap- propriate, in 1969, to a co-ed classroom.) One day, however, two seniors approached me after class: the next day was one of their birthdays, and they were wondering if I would come over and bake them a cake. After I suggested that they buy a cake mix and follow the instructions, I was condemned to sit in silence—a desk left free on each side of me—for the rest of the year. Though I later was on speaking terms with many members of that class, it was not until 11 years later that I asked one of them why the silent treatment; they were all afraid of me, he replied.

I've often wondered if this was the attitude of my upperclass advisors, who was also in the class. His opening remark to me when we met on the then all male south campus to plan my schedule: "I'll bet this is the first time you've ever been in a man's dorm room." You can imagine how that put me at ease (for no wonder I ended up taking five classes my freshman year—excluding an 8 o'clock, a 4 o'clock and a class meeting on Saturday morn- ing.)

While some of the upperclassmen were hostile, there were others who welcomed the addition of 150 mostly naive women to the campus as a great boon. Sexual exploitation was rampant, and little was done, as I recall, to warn us or educate us. There were some things, even in the 60's, that "nice" colleges' students didn't talk about. We were given a self-defense lecture freshman year—in case the Coordinate College for Women attracted "perverts"—but date rape or the things that can happen when "nice" boys and girls get drunk, stoned or trip out were not discussed publicly (nor was birth control). Perhaps it was assumed that nothing bad could happen to us before 9 o'clock on weekends and 2 a.m. on 

weekends.

I formed very strong and enduring friendships that first year at Kenyon. Living (and, after midnight, locked) in together in one dorm, a group of 150 women in a school of about 1,000, the women in my class bong- ed together quite closely as we shared the uni- 

que experience of "coordinating" Kenyon. The women in my class (only about 75 of the original 150 stuck it out for 4 years) have re- mained close and every now and then, an-

range "Coordinate College" events in con- 

junction with our Kenyon reunions; in 1983 we convinced President Jordan to open the matriculation book to us. While at the time, we vehemently fought the whole concept of a coordinate college and wanted to be fully

part of Kenyon, I have come to believe that Kenyon probably made a wise decision as it seemed for at least the first 3 years. Instead of being swallowed up by exis- ting institutions and organizations, we as a chance to develop our own class colleges. If leadership, something that stood us in good stead when the college really went co-ed.

The Coordinate College did, however, tend to foster in us perhaps just to make the "us" (women) versus "them" (men) at- 

titude that seemed to pervade the college that era. We could never forget for long that we were breaking new ground and that Kenyon traditions were male ones. It is true of this, I think, that my reminiscences should sound like an account of a battle of the sexes. Yet, many of the mem- 

ories were genuinely welcoming and helpful, especially among the members of my class, I felt comfortable with this latter. Paradoxically, because Kenyon was so freshly un- 

childed and because we now (despite the Coordinate College) felt like a class of women only, I think, to feel that we were entering into a new world as quasi-"insiders." Yet we were not un- 

comfortably aware that we would never be, fully insiders. We were frequently reminded and herein lay some of the tensions of the early years.

The college social style of the 60's, so in- 

voked for some time after co-education in 

and Spring dance weekends were all the events, with outside women—especially upperclassmen—primarily to make up the numbers and to be "nice" to the men; the events. There was also an at- 

tentional mixer where the Kenyon "men" had to put up with a all amount of hostility from the very people who should have been their strongest support. I want to stress again that, despite the problem of the stresses of Kenyon in 1969, I found it a good place to attend college (ed. of most of my classes, and the social (and the 60's ratio of men to women—great! And, although Dean Crozier was in rage over the "flouting" of Dorm #1 by the upperclassmen, proclaimed "Kenyon men are all animals," they were at- 

fainly not (at least not ALL of them: I'm sure that many of them were as confused as we were) the changes that were taken at Kenyon (and, for that matter, in general) were the same) with regard to co-education and un- 

table behavior toward the opposite sex. I re- 

sulted that I was, with all of my prep- 

aration for dealing with a "real world" in this respect. I hope that 

of the men learned from their experience.

Would I do it again? You bet!

Jacqueline Robbins is currently the Chief of Research in the College Relations Office of Kenyon.

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FORUM

OCT. 12, 1989

Transition Brought Confusion, Challenge to Kenyon

Vice-President Samuel S. Lord, Pam Carmichael 73, and Dean Doris Crozier, Spring 1971
The Class of Seventy-Three: Another Perspective

By Tom Stamp

Like many of the men in the Class of '73, I didn't know there would be women students at Kenyon until I arrived. Most of those who knew had female high school classmates who were entering the "Coordinate College for Women" or had asked the right questions during their interviews. At that time, there was still some controversy as to the advisability of having a separate institution, and some of us probably wished we had been duped.

Most of us got over that feeling pretty quickly. After all, most had attended school with women up to that point, and at least one was looking forward to adjusting to an all-male environment. Nevertheless, there was a good deal of adolescent grumbling among us about the women, but it was soon dispelled, and the fraternities were used to being short of new members. There were no protests of the type one would expect from a fraternity. The members were glad to have more women in the group.

Friendships did develop, however, friendships that enriched our college years, and those after, immeasurably, for me and my classmates. Among those I count as my best friends to this day are women I met in freshman political science and English classes or in our crowded, makeshift dining accommodations in Lower Dempsey Hall. By the time we were seniors, shared experience — and the facts that there were three other Kenyon women and more Coordinate College for Women-brought the men and women of the class together to form a lasting identity as Kenyon's first coeducational class.

Most of the reunions built up between the men and women of the class seemed to have been buried by the time we graduated in May 1973, although there was some grumbling when the U.S. Representative Shirley Chisholm, referred to Kenyon as a former women's college. After the women had graduated, the class continued to meet and to form a new Kenyon class.

But while McElroy and McGannon have memories of a particularly sexist environment, Denise Largent and Cathy Rollins remember Kenyon very differently.

Largent, who graduated in 1973, was the first female editor of the Collegian in her junior year. She described her four years at Kenyon as a "memorable experience." There was a sexism that worked in our favor," she said, remembering that one professor let her make up a test because he had noticed that she wasn't feeling well. "The women who went in there realizing we were encroaching on somebody else's turf didn't do a lot better," she added.

Largen, who graduated in 1976, also remembers the sexism that worked in our favor. "There was a sexism that worked in our favor," she said, remembering that one professor let her make up a test because he had noticed that she wasn't feeling well. "The women who went in there realizing we were encroaching on somebody else's turf didn't do a lot better," she added. "The women who went in there realizing we were encroaching on somebody else's turf didn't do a lot better," she added.

Largen, who graduated in 1973, was also a member of the women's rights movement at Kenyon. She was one of the first women to become a part of a major Kenyon class. As a member of the Paxton, McGannon remembers going to a club in Cleveland for a meeting where she had to enter through a separate door because she was a woman.

But her experience at Kenyon prepared her for a career in law. "It [Kenyon] made me more of a feminist," she said. McGannon spent two and a half years writing legislation that allowed the city of Nashville, Tenn., to create in-house insurance and worker's compensation. Although she was one of the first women to become a part of a major Nashville law firm, that didn't come without experiencing some amount of sexism. She remembers that women had a particularly difficult time getting to intern with the top firms. McGannon recalls the difficulties that her first year student counterparts experienced. She had already worked at galleries in Cleveland, Cincinnati, Fort Worth, and in Florence, where she worked at a restaurant in a hotel.

While Kenyon may not have prepared the women, the profession McGannon entered was accustomed to it. "There are a lot of women who don't do what we do," she added. "I went to work for a very famous lawyer who had always worked at galleries in Cleveland, Cincinnati, Fort Worth, and in Florence, where she worked at a restaurant in a hotel. He was used to working with women."

Women Alumni Reminisce About Beginnings at Kenyon

By Matt Glade

Summer, 1969. Astronauts finally meet the challenge of John F. Kennedy as they reach for the moon. Soul singer Sam Cooke is murdered in Los Angeles, and in Times Square, New York, several hundred thousand gather in celebration that would eventually become known as Woodstock. In just a few months, the world is changing. Ohio is changing too. It has met a challenge unlike any that the astronauts, new territories are being built, and the classes are preparing for the change.

Women are not foreign to attend Kenyon College. Women will not be allowed to husband, and instead, they will be entering a territory previously dominated by men. Like America, they are entering a very different world.

It was separate but equal, and that started things off on the wrong foot," remembers Marlene McElroy, an Art Conservator at the University of Texas at Austin. She graduated from Kenyon in 1973. She remembers encountering sexism, especially during her first year. She says, that sexism was less pronounced.

While Kenyon may not have prepared the women, the profession McElroy entered was accustomed to it. "There are a lot of women who don't do what we do," she added. "I went to work for a very famous lawyer who had always worked at galleries in Cleveland, Cincinnati, Fort Worth, and in Florence, where she worked at a restaurant in a hotel. He was used to working with women."

The birth of her child, she decided to stay at home where she did some occasional freelance writing. She went on to earn a teaching certificate from John Carroll University, through the Cleveland Scholarship Program Incorporated, helping Cleveland high school students gain more information about colleges and financial aid. She was very different roles. Largent never encountered sexism.

"There are women who are more sensitive to it [sexism] than others. There are some who let it bother them more," she said.

Cathy Rollins, a 1979 graduate, also remembers a campus relatively devoid of sexism. "We were looked upon as being as capable as the men in our peer group. She attributed the atmosphere to the fact that the students and faculty came to Kenyon knowing that it was coeducational.

Rollins is currently a partner in Transaction Securities Incorporated, a consulting firm that helps large companies develop banking systems, and works with banks to help them sell their services to commercial clients that include banks in graduate school. And later in the business world were few and far between. And 20 years later, what do freshman think of their status on campus? Said one, "In the home... you have feeling... of having to listen to men. I haven't felt that here [at Kenyon] at all. I think we're still struggling to prove to men that we're equal, but we've come a long way."
Two Kenyon Men Present Their Views on Current Issues

By Bill O'Hearn and Todd Van Fossen

When first asked to compose this article, we were told to give an "opposing" view of women at Kenyon. Such an idea is hardly conceivable. It is no longer a point of contention, either here or abroad, that the women of this college, or any other, has special characteristics or advantages. It is an accepted fact that women are socially and academically equal to men. The only significant difference between the sexes is that women are usually inferior in athletic skill. This is not a criticism of women, for no other group of college students is better at individual athletic skills.

During this year of celebration of the 200th anniversary of women at Kenyon College, we have been encouraged to recognize the success of both male and female alumni, the latter through many special events and an art exhibit currently featured in the Oilla Gallery. It is significant that women who were once discriminated against are now receiving recognition.

Yet this year has also brought discontent to Kenyon, as many feel the pressure of challenges regarding the continuing synthesis of our coeducational environment. Perhaps the most alarming discoursed in the community arises concerning integrity in the classroom. While it is beneficial to represent a feminine position in most (if not all) disciplines, this must not be done in such a way that the means discords the ends of liberal education. We appreciate this perspective and welcome its equal and fullest development, but not at the expense of a balanced, accurate and fully informative liberal education.

Any examination of the Kenyon curriculum, while justly aimed at inclusion of feminine issues, should not be aimed at exclusion of the norm of the college because they felt a need for a Women's Greek organization to exist. Whether or not the community completely agrees with its formation cannot be the issue here, or the formation of any group for that matter. The issue is speaking out and acting on the beliefs we have and not giving up on them just because we are faced with a struggle.

As a black woman, when I hear or read the term "national," I think of that as in The Kenyon Observer which states that, "The creation of the Multi-Cultural Affairs Office is revolutionary with yet another tradition that places Kenyon still further from the financial reach of almost all blacks and Hispanics." And see the picture of a black athlete who had already graduated from Kenyon being used for an article which reads about Proposition 42, suddenly the hidden ignorance and insensitivity of some in the Kenyon community are brought to the forefront.

This simply can't be tolerated and must no longer be ignored. The Black Student Union provides a support group for black students on this campus and cannot be underestimated. Too often as an individual I feel that the Kenyon community fails to recognize diversity within diversity, just because I am a black student does not mean that I will identify with the aim of the Black Student Union and I certainly am not a carbon copy of every other black student at this college. Within the black community I feel that my concern is shared to some extent or respected. However, it has hardly been dealt with.

The Commission on Student Life Report will hopefully make the Kenyon College community realize that it must take notice of the presence of women and minorities because our contributions have been integrated here for twenty years now. We, as individual students, have to be concerned with the issues surrounding us and regard the fact that they want to do in a different way. Following the beliefs dictate, without reservations; it is assumed that we will be objective and fair. As women, we should celebrate this twentieth anniversary of coeducation and work toward the goals of the women's belief in diversity, and we have evolved. As blacks or minority students we should celebrate our rich heritage, be proud of the fact we are, and try to be a very vital part of this community.

My final hope is that the apathy toward the needs of the minority and female community, as well as others, will cease to exist.

Susan Gibson: Perspectives on Women

By Elise McMillin

Susan Gibson lives in Gambier and works part time in Admissions these days. Originally, she came to Kenyon in the capacity of an employee, but has since made her mark on the campus and community in other ways.

In the early years of the Kenyon woman, Susan Gibson characterized her a "pioneer woman" who was a type of woman that Kenyon for their college careers were well aware of the challenges, and the early years were full of challenges. Until recently there were no institutions or support groups set up opportunities for women to meet each other on a purely social level. Women involved with sports had the chance to get to know women from other classes, but all others could only aspire to the chance groupings of classes or some extracurricular activities. It was especially difficult for first year women to meet upperclasswomen. Think of it. First year men are openly invited to form friendships with upperclassmen through the fraternity system. Even if they rush and choose to forego the opportunity to join a frat, they still meet people from all classes and have a common bond with the other men in their class through the experience. To Gibson, this is a system that can work because it creates choices. She thinks that women really feel the lack of organizations not necessarily sororities, to create social opportunities among themselves. The outcome of this deficiency was an estrangement of women from each other, both within a class and between them. Also, Gibson called the attraction rate for women "enormous." The Student Senate board called meetings particularly to address that rather depressing problem.

Twice in the seventies of women groups tried to start organizations to provide options for women, the Hannah Moore Society to try to fully have the opportunity. The great movement was led by women's class, create cross-class clubs and introduce first year women to social life. Five years later some women got together to form a social club called the Horace Club. In both cases the women involved were countering the strong opposition which Gibson thinks probably came from an outside minority. The groups were called sororities no complimentary fashion. So even though opponents were entitled to their opinions as individuals, they were not entitled to our opinion as a group, not entitled to their ideas, treated with open disrespect with no justification. Women usually from an outside minority. The groups were called sororities no complimentary fashion. So even though opponents were entitled to their opinions as individuals, they were not entitled to our opinion as a group, not entitled to their ideas, treated with open disrespect with no justification.

Changes in this rather self defining system happened only recently. After the Ote Creeks, an interest group which grew out of a separate women's group, the underclassmen, create cross-class clubs and introduce first year women to social life. The group was called the Purple Group and was organized to provide cross-class clubs and introduce first year women to social life.

The sense behind this is obvious sound. Women should forge ahead and make the most of the opportunities other women do the same. Rather than complaining and offering no solution has as sometimes happened in the past women can just go ahead and do what they think, both in women's co and organizations. We, as women, have the opportunities to meet with each other and to take charge. And I have to agree with Susan Gibson when she expresses her hope that much of what has hindered Kenyon women in the past... Kenyon women...
Projections for the Future: Equality, Expression for Women

By Ryn L. Edwards

It is not coincidental that this, the year we have come to suspect 20 years of women students and of the black student union, and last, the natural commoration of 20 years of women's studies and black studies. Rather than just be lost to the flood, Kenyon has kept, and now, with the crest of the wave, we may be able to look at the wave of transformation which is required of its survival. Yes, Jane and the educational curriculum like so many other years, is going through a change. It changes with new understanding which is selected for by societal, economic, and student pressures. Old pedagogies are replaced by the realizations that the promise of crystals of unequal colors be placed themselves into a well-designed design. We note how the designs are changed by each others presence. And we continue.

The advent of women students as 50% of the student body has and is still requiring transformation of the past curriculum, pedagogies, languages, life on and off campus. What have these meant? The "women's" as educators and the "we" as students are to have more women students and in the curriculum can serve them as has been done in the past. But the past cannot be our future. The future will not hold only white men in power. Thus education for women and for men cannot be as it was in the past for white men alone. We are in a vast transition. Transformation has and continues to require the need to struggle to realize and take responsibility to learn and to value women as they are themselves. We white women honor the struggle because to do so they must now become men more than they value their own women. They are learning about several realities that from those that live them and this reality is reflected in their courses. They are trying these new voices saying in directing the teaching. For this, white men must continue to acknowledge that the power they are grased for themselves can no longer be grasped, but rather relinquished for a different kind of power.

By Loren Watson

Ten years ago, the United States Department of Labor reported that 35 percent of women were in the work force occupied clerical positions and six percent occupied administrative positions. Just one year earlier, a $1.00 gap was revealed by the Bureau of the Census, between the median incomes earned by white men and black women in a scale which compared the yearly salaries of black and white men and women. The earnings of women were the highest out of the four groups.

Today, these figures have changed significantly. Women now gross substantially more than their fathers, in 1987 earning two percent of the male annual income, according to the Bureau of Labor Statistics. In 1973, women earned 57c for every dollar men earned. Women now are numbered among the three groups of what made men per year.

However, the past and present differences between men and women's salaries and in the employment distribution areas are not wholly attributable to sex discrimination.

In 1983, 25 percent of the women working in the home were employed in clerical or service-line jobs, according to publications by the National Career Development Project of United States in Education. The job description, "Women in the Workplace" reports that not only do women tend to work fewer hours than men, but they tend to accumulate fewer years in their profession often due to years taken out for the home-based responsibilities of raising a family.

Women also tend to gain employment in fields which are on the low end of the salary spectrum, a report by the Harvard Project on Status and Education of Women, of the Association of American Colleges. The accumulation of skills which raise one's pay scale, particularly those in the areas of math and science, has been partly responsible for the gender income discrepancy. Lastly, the difference in men and women's average income can be explained by the fact that, even in high-income professions, executive positions tend to be dominated by men.

Though women show disadvantages in training and in accumulation in the work place, it seems they are also hindered by sexual biases. Consciousness is rising on the issue of sexual harassment and misconduct, according to a Harvard Business Review study and a survey of federal employees by the Merit Systems Protection Board, respectively.

Opinions differ on the extent to which aberrant sexual behavior toward women occurs in the workplace, yet there is general agreement that Equal Employment Opportu...

Karyn Edwards, Associate Professor of Biology

The terms "American" and "patriot" will not be relegated only to white heterosexual Christians. Americans. This means that gay-hating, Jew-hating, people of color-hating cannot exist under the guise of patriotism. For example, if such had been the case during WWII, Japanese-Americans would never have been abused and herded into concentration camps because whites didn't want them Americans as they considered themselves Americans. Difference will be honored and encouraged. Everyone will not be expected to act/be as white-as-possible.

A Department of Multidisciplinary Programs will be recognized which will incorporate Women's Studies, International American, Studies, and IPS, Ethnic Studies. These projects may exist here as well. These programs attract a large percentage of majors and all have strong focus on women and the diversity of humanity. The emphasis on cross-cultural comparison here is realized by the large increase in students participating in study-abroad programs.

The Audre Lorde Feminist Lectures, comparable to the Laxalt Lectures or Gund Concert Series for example, will be in place. Lectures and presentations followed by community round table discussions in Lower Dempsey. Here the meaning and importance of Kenyon for ideas presented are discussed with along other modes for facilitating them.

A grant application by feminist parents has established a Feminist-in-Residence Program. The first woman to participate in it is Leslie Silk, Native American writer. She has encountered her role of a feminist making her way in a near non-existence. Grant monies during the decade will have provided greater incentive for faculty to enter each other's fields in the recognition of the value of informing one's own field through that of another. Full summer salaries continue to be awarded to faculty for rewriting their standard curricula so that they reflect a more multidisciplinary approach through the incorporation of new scholarship by women, minorities, and people.

Kenyon's male President will be a person of color, and the Provost and Academic Dean will be women. Women have taken an active role as students do now, in interviewing and hiring decisions of departmental or area position searches. These are recognized for having a strong commitment to their work area or department as well as being essential components to Kenyon's educational program. In reward, they have full voice in position searches.

Departments and Programs will institute regular curricular reviews in which they critique the inclusiveness of their courses and provide plans for how to improve them.

Tenure will have to be re-defined to mean not in original intent, to protect freedom of speech for the silenced or minority voice. For feminists it has served to serve them while they sought support. They have been considered by the faculty in the view of the department which hired them.

A strong sense of HUMOR will enter and enlighten our lives and our mission here. PHILIA not PHOBIA, love for humanity and the feminist-humanitarian enterprise, not hate and fear, will move us.

Ryn Edwards is an Associate Professor of Biology at Kenyon.
Rousing Win Over Earlham Puts Soccer in NCAC Lead

By Jeff Kallet

The Lords have been on a tremendous winning streak, with six straight wins, and undefeated in their last nine. Going into Wednesday’s game, against Wooster, the Lords were sporting a tough 9-2-1 record, looking to surpass last year’s 11-5-1 record.

Last Wednesday Kenyon faced the Centre College Grenadiers at the Kentucky School of Arts and Sciences by a score of 2-1. In a well-played game, scoring came from sophomores Jamie Arnold and Ben Jones, respectively. In the first half, Arnold scored on a powerful precise volley almost immediately as he walked onto the field. Centre managed to tie it back up, but Jones, who had a spectacular game, put another Kenyon volley into the nets, giving them the victory goal.

Over October Break the Lords played what many said to be the finest game ever in Kenyon soccer history. On Saturday at home Kenyon met the Earlham Quakers. Earlham’s regional ranking was 9th, Kenyon’s was 8th.

Kenyon had two incredible forwards, including an All-American senior. The game was an intense battle, “the most intense soccer I’ve seen played here,” said assistant coach Randy Mercer.

Earlham struck first, 25 minutes into the game, up to that point the Lords were playing well, but it wasn’t until after that goal that they began to play phenomenal soccer.

X-C Learning “Not to Look Back”

By Charles Huh

The Ladies of cross-country continued their successful ways last Saturday by placing third in the Heidelberg Invitational. The Lords continued to show progress and gained the fifth spot in the invitational, their best finish at Heidelberg in recent history.

“The men ran an excellent race,” praised coach Gomez. “There were many good performances for the men’s team.” Ten of the Lords turned in sub 29-minute performances, with three of the top five getting their personal bests. Senior Paul Worsland was the first Lord to finish, followed by Ken Wentpe, Mike Blake, Jeff Hilbeng, and John Denison.

Gomez said that things are beginning to fall in place now and that the team is “looking pretty impressive.” He believes that the team is in excellent condition right now.

“All of the training and hard work is starting to pay off… and we’ve hit our peak as far as training is concerned. Now we’ve got to start concentrating on the meets.” Gomez feels that things like “team spirit” and the team salad bar are making the team stronger and more consistent.

Freeman Mike Blake echoes Gomez’s statements by saying, “I know that everyone will get better and will start to move up.”

Senior Jeff Hillberg feels that he is “definitely in the best shape”, contrary to what Gomez says. “I entered the season struggling and got off to a slow start,” Jeff is looking to qualify for regionals for the second straight year and he hopes to “peak around conference time.”

With conference three weeks away, the Ladies are just trying to maintain intensity and stay healthy. “If we are at full strength and stay solid as a team, we should finish 2nd or 3rd at conference,” says senior Stacey Scevoll.

For the Ladies last Saturday were Kara Berghoff, Tracey Patzinger, Kelly Wilder, Sue Moskow, and senior Marlys Melville, reflecting on the current season, says that she isn’t surprised at all by the Ladies’ success, remarking, “we expected to do well this year.” She also expects good things for the team in the upcoming weeks.

In a meeting with the team on Monday, Gomez told them “not to look back.” He also reiterated the team motto this year, “Believe in yourself.”

Field Hockey 8-2-1; Looks To Ohio Wesleyan

By Andy Meehan and John Lombardi

The Ladies field hockey team remains in the thick of NCAC competition, having played four conference games in the last two weeks. Since the last edition of the Collegian was published, the women’s field hockey team has amassed a composite record of 2-1, one loss and one tie, thus raising its overall record to eight wins, two losses, and one tie.

The first game played in this series was at Denison on September 27th. Underneath the bright blue skies of central Ohio, the Ladies were able to wrestle a one to one tie from the Big Red. During the first half of the game, the Ladies pushed the ball into the Denison defensive zone on many attempts, yet were unable to score. After a scoreless first half, coach Sandy Moore tried to rally her troops and inspire their efforts. However, despite her efforts, Denison scored the first goal of the afternoon to take a one to nothing lead. Kenyon continued to play with determination and spirit which culminated with a goal. Senior Tri-Captain Dani Davis deflected a loose ball into the net to tie the game. In the ensuing overtime periods, neither team was able to score. The Ladies then returned to Gambier with their first tie of the season.

The next contest matched the Kenyon squad against the Wittenberg Tigers, led by sophomore Helen Thomas, sliding to Division. This game saw the Ladies emerge with a two to zero victory as Nancy Robit and Betty “Ali” Jennings tallied one goal apiece. Goalkeeper Cathie Hennick cruised to her fourth straight victory.

Unfortunately, October break started on a sour note as the Ladies fell to the Fighting Scots of Wooster in overtime, 4-3. Kenyon came out with a slow start and gave up the first goal of the game. Kenyon then came back to quickly score and tie. This began the first of several exchanges, as the Ladies had the advantage to play catch-up throughout regulation time. With a minute and one half remaining in the second half, Dani Davis scored off a rebounded shot from Betty Jennings to tie the game and send it into overtime.

During the extended play, Kenyon was unable to capitalize on its offensive opportunities. Unfortunately, Wooster scored the winning goal with less than three minutes left in OT.

The following week the Ladies traveled to Ohio Wesleyan for a conference game.

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SPRATS
Baseball Legend Veeck Called Kenyon Home For a Time

By Russell Brightman

for this lifelong St. Louis Cardinal fan, the recent baseball playoffs serve only as an emotional prostration measure. To be sure, there is one former Kenyon student for whom the Chicago Cubs' success has brought immeasurable pleasure. 

It was not to most of our community a fact that one of baseball's all-time greatest figures was, for a time, enrolled at Kenyon College. The man was the animated Bill Veeck, who owned three major league baseball clubs. The late Veeck, 67, was a student at Kenyon in 1931 and 1932 before having to drop out when his father contracted tuberculosis.

The first time I discovered this was one of the most embarrassing moments of my life. As a sophomore, I spent a week as an extern typings a story on the sports department of a St. Louis newspaper. I was excited enough as I was when my supervisor for the week introduced me to one of the greatest sports figures of the past forty years, the recently fired sports editor of the paper and Pulitzer prize-winning Bob Broeg.

When he found out where I went to school, he quickly said: "Ah, Bill Veeck would have known if this is true, so told me this could not be possible. "I'm quite sure," he said in a steady manner.

"No, I would know. They have this t-shirt. I am all the people... looks, I don't think so," was my response as I suddenly felt flustered. To make a long story short, we dug up a file on Veeck and I was shocked to learn the truth.

Most of us know he owned a bunch of baseball teams and that he was kind of an odd character. What's surprising, though, is that Veeck had a unique zeal for baseball that has helped make it the great American tradition that it is.

Veeck was a man of unceasing vision. He was the ultimate fan, and his main cause was to serve the people. In 1947, as the owner of the Cleveland Indians, he broke the color barrier in the American League by signing Larry Doby, shortly after the Dodgers picked up Jackie Robinson.

He was the recipient of almost 20,000 pieces of mail for this action, mostly from his critics. Incredibly, he responded to each letter by hand. Furthermore, he tore the door off his office so that anyone could walk in.

And it was his policy that the public could dial straight into his office. Maybe most importantly, Veeck toured the small towns of Ohio in search of a following. He was known as the Pied Piper of Cleveland, leading a record number of fans to Lake Erie.

All this was rewarded by a 1948 World Series championship and a total attendance of 2.6 million, a mark that stood for fourteen years.

There are some other institutions that we can thank Bill Veeck for as well. He was the first to have the players' names sewn onto their jerseys. He started promotional hand-outs, like that night, glove night, and fan appreciation night. He was the fans' fan, whose favorite place to watch a game was in the bleachers, where he could find out what the people wanted.

As owner of the St. Louis Browns in the early 1950's, Veeck increased attendance by

Volleyball Plagued by Injuries

By Scott Jarrett

A worn-out Ladies Volleyball squad split matches last Wednesday before taking time off for break. In the first match the team defeated host team Case Western Reserve, 15-7, 15-5; and then lost to Wooster in a close battle, 15-13, 12-15, 12-15.

Despite three starters being plagued by injuries and sickness, head coach Gretchen Weibruch was not prepared to rationalize the team's loss to Wooster.

"We had a good team on the floor at Wooster, but we just didn't play well. We basically beat ourselves," Weibruch claimed.

Weibruch cited the 12 service error receptions as a big factor in the match, turning those as "automatic points.

These matches were the first league confrontations for the team, making their record 1-1 in the NCAC and 15-11 overall.

Once again, leading the way for Kenyon was junior co-captain Jackie Hruska, who had 24 digs against Wooster and is second in the nation in that category.

Weibruch also cited the play of freshman Meredith Cronan, who had seven digs and seven kills in the Wooster match.

"Meredith has come along in terms of hitting and giving us strength in terms of attack," stated Weibruch.

Two weekends ago the team came out 1-3 in pool play at a tough tournament in Akron, where they were the only Division III school. "It was a good experience to play at that level," said Weibruch.

Going into October break, three varsity starters, junior Jennifer Hirsch, junior Chelsea Andrus, and freshman Vicki Ram- tine, were not playing due to injuries or sickness.

In order to fill in for these injuries, varsity players are playing more all-around games, not specializing in one particular area, such as serving. Previously, only Judy Huska did this, but now Cronan, Beth Burrey, and Jane Gerace are playing all-around.

Though Weibruch feels this will not hurt the team, she thinks that this Saturday's competition against Ohio Wesleyan and NCAC defending champion Allegheny will test the squad.

In closing, Weibruch said, "It's not a question of whether they can do it or not, it's just a matter of their concentration level. With one loss already, we can't afford to take anyone lightly. We just have to take it one game at a time."
Lords Gain First Win For Meyer in 17-14 Comeback

By Chris Munster

Kenyon gained its first win of this 1989 campaign last Saturday, a 17-14 triumph against the Earlham Quakers. This win puts the Lords at 1-3-1 for the year, and 1-1 in the NCAC. Downs 14-3 at the half, Kenyon relied upon two second-half touchdowns from quarterback James Reed to go ahead 17-14 before the third quarter had ended.

The first scoring drive was only a 12-yard march between opportunistic defensive end Bob Naguchi, who pounced on an Earlham fumble that swung momentum back in Kenyon's favor. The Quakers' drives consistently were cut short as they gambled on a fourth and one from the Quakers' 29-yard line. They gave it to (guess who?) Reed, who powered for three yards. Following an Earlham offside, Reed ran for 12 yards, and his cut-back ability led to his 19-yard touchdown, which pulled the Lords to within four at 14-10. When the defense came back to stuff the Quakers on the next series, they turned the scene over to the NCAC's leader in punt return, Duff Bentschback. He did not disappoint, as he went from his own 28 to Earlham's 40. After a play of no yards, and a 9-yard pass from Christopher Browning to Naguchi, Paul Beckler put the Lords to the win. His two yard plunge on a 3rd and 1 set up his 29-yard touchdown run on 1st and 5. This day consisted of 17 carries and 108 yards.

The only thing that stood between Kenyon and its first win was the fourth quarter. However, it was the defense that rose to this occasion.

Kenyon let the Quakers know little peace and tranquility for their offense throughout the fourth quarter, in particular. Earlham's first quarter ended in a Steve Baldwin interception. For his efforts (25 tackles, 15 solos, and 2 interceptions), the senior tri-captain was named NCAC defensive player of the week. Was this the sign of things to come? Was the defense on the verge of breaking through?

“‘That’s hard to say. . . . it was a different position,” said Baldwin. “As for the tackles, it’s just the fact that I was put into that position.”

That new position was middle linebacker, usually reserved for sophomore Mike Menges. He was held out of the game due to a broken hand. Therefore, Baldwin filled in. But Menges was happy that the Lords got a tally in the win column.

Baldwin went on to say, “We did great this week. There was an empty spot in my stomach not being part of it.”

The Earlham Quakers felt an offensive emptiness later as Kenyon, which had a 39-yard pass play on Earlham's next drive to stop them on a 3 and 5 from their 12. Jon Bichler's 26-yard field goal attempt was no good.

Kenyon’s defense had to answer the call again when William Fraunfelder intercepted quarterback John Worthington's pass on 3rd and 4. However, when the offense could not convert, Kenyon was forced to punt with some long punts. His six punts on the day averaged 45.2 yards. He is currently the top-ranked punter in the conference. (18 of 199 in punt return).

Worthington's interception was the Lords' third interception of the game. All of them came in the fourth quarter. That number, or its significance, needs no further explanation.

However, a fumble by Ted Taggart gave Earlham one last chance. After allowing some short dump-offs, Bob Naguchi and Joe St. Julian slammed the door on Earlham. Kenyon was successful in blocking its last field goal attempt, but was unable to block the extra point.

Tuition continued from page one

spring with other schools to keep prices high, the aim of her program is to increase Kenyon’s affordability.

Acting President Browning's response to question of conferring with other schools was in congruence with Nelson's and Shinaberry's. According to Browning, the chief considerations in the determination of tuition are the needs and goals of Kenyon alone.

He says they know what schools charged for the previous year, and that they have, “a sense of what other schools are thinking about” charging for the upcoming year, but that the idea of these is very imperfect.

Browning points out that schools are concerned with the sharing and dissemination of knowledge, therefore it is interesting to separate one type of communication among people in education from another.

It seems that, as the costs of an education have risen, schools have increasingly conferred with other schools to exchange ideas on the solution of new budget challenges. Whether this exchange is illegal in the way that collusion is illegal among private businesses, will be an issue decided by the Justice Department.

Economics Professor Carl Brehm says he thinks, “the Justice Department is wasting their time and [his money],” and that in the absence of a written agreement in which to form a cartel at a given level, there will be no chance of proving a charge like price-fixing.

For the time being, all year college education a product which would be hard to agree on because of the differences in the market for each school. Not only would one judge rely on liberal arts schools to cut the market to their own—each school could be said to offer an entirely different product with variations in geographical setting, size and demographic make-up, and schools would then simply compete a market of its own, in which case, a charge of price-fixing would be hollow.

Smiling, Brehm commented that, “colleges like anybody else, cheat.”

Baseball Legend continued from page fifteen

During his short stay in Gambier, Veck never hesitated to display his zany side. Once, he fell out of a window from 3rd floor Leonard, breaking an ankle or a leg, depen- dent on who you talk to. Apparently, he fell in the Archives department of the library from one J. Oliver, Veck quickly got up and asked, "Where's my mycology?" And, when told Kenyon swept a doubleheader in 1961, Veck said: "Such a performance was unknown in my day as the Kenyon team was more concerned with the leg of beer always kept on the bench . . ." He also showed his leadership here, as he was elected freshman and Sophomore class president.

He will definitely be remembered for all of his antics. But through it all, he was, first and foremost, concerned with the happiness of his fans. He brought us promotions, gifts and great players like Satchel Paige. And as young office boy for the Chicago Cubs in 1929, he gave baseball and Chicago a institution for the decades. Called on to be beautiful Wrigley Field by the owner, Veeck and a groundkeeper covered the outside with Astroturf, a law that may never die.

For all this, he has never been inducted into baseball's Hall of Fame. Hank Greenberg, Kenyon's nickname was "Veck. "You read also ballplayers trying to hit .300. Well, Bill is .900—as an owner, as a lover of baseball and as a man."

Some say, it seems Veck would care if he never made it to Cooperstown. Soon, however, it seems Bill Veck would rather see the blancher bums in Wrigley Field, born to Andy Dawson and throwing back opponents home runs. And somehow, it all seem right.

Kenyon's Sixth Annual OFF-CAMPUS STUDIES INFORMATION DAY

This week...

Peirce Lounge and TV Room
11:00 a.m.-1:30 p.m.
Thursday, October 19th

Find out more about some of the exciting opportunities for spending all or part of your junior year abroad. Programs represented will be from: England, Australia, Japan, Scotland, India, Italy, France, Sweden, Bali, Thailand, Latin America, Greece, Nepal, Bangladesh.