Profs Develop an American Studies Program for Kenyon

By Liza Hamm

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

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

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

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

What is certain is that next year Kenyon will offer an introductory American Studies class. All students will be eligible to take this course and hopefully the upperclassmen will receive recognition on their transcripts.

In the introductory course we will investigate American artifacts ranging from the conglomerational church in Mountain Vernon to the Brooklyn Bridge to LSD. Faculty members from each of the four divisions of the college will share in a two week long discussion of each artifact including both faculty lecture and smaller discussion groups. This class is worth half a unit.

Following the introductory course, students will complete 1½ units in curricular options. These classes consist of the college's regularly scheduled classes. They are divided into four sections, arts and literature, ethnicity, history and society and politics and economics. A student can select any one of these sections but can not apply courses taken for their major to complete the concentration in American Studies. Then students complete three semesters of work in their chosen section.

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

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

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Swimmers Compete Successfully Against OWU, Oberlin, Wright State

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Rumors of Required Withdrawal Prove Inaccurate

By Guy Tino

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

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

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

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

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

About 300 students received one or more deficient grades last semester. A list of those students was delivered to Dean Switzer on Friday, Jan. 5. He narrowed the list down to a number around 60 over the weekend of Jan. 6 and 7. This process involved looking at each individual student's record and deciding whether the deficient grade or grades affected the student's record as a whole or in a major area. The student's motivation to be at Kenyon. On Jan. 8 the grades of the 60 people, along with those of the 17 on conditional enrollment, were reran by the Registrar through the computer, and their folders were made ready for review by the Subcommittee on Academic Advising with the addition of mid-term and final exam grades, and letters from advisors and professors.

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

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

"Personhood" Complicates Debate

To the Editors:

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

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

Table Turning Disappoints Student

To the Editors:

Though it may seem trivial to some, I am disappointed over the moving of Pierce's table to make room for senior students to walk down the sides of the hall.

My complaint is two-fold: what is the justification behind it and what makes the Student Services Staff believe they are solving the problem?

In last week's Collegian, the Kenyon community learned that the Student Services Staff, presumably acting on a request from an in-structed Food Service director Kay Akey to move the tables closer together, making it impossible to walk down the center aisle, so that some students would not feel "in-midated walking through the center. It was stated this was done in response to recommendations in the Commission on Student Life Report.

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

5-Step Termination Angers Student

To the Editors:

Upon returning from Winter Break, I was informed that the college was not going to fund the 5-step program on campus. I walked into the administration and told them that the office would be closed by the end of this academic year. For those of us presently enrolled in the program, there is little hope. We can still enroll in the teacher's college with Jane Rutkoff's inspiration, help and connections, or we can do it independently. The people at the greatest disadvantages are those students who do not yet know about 5-step or those who have not yet spoken with Ms. Rutkoff and heard her words of wisdom, encouragement and sup-port [to] mention discovering the network of connections she has in the field of educa-

I am strongly disappointed at the college's decision on this matter for I feel that not only was the program a wonderful opportunity for Kenyon students to find a career, but it was an ingenious and successful way of recruiting talented and enthusiastic students into the field of education, a concern that deeply affects our nation as we head into a new decade. I think it was our responsibility as a college to make an effort to maintain it's dedication to education, not only on our campus, but in the world at large.

So what will become of 5-step? It will become part of a "nifty"-named team of professional advisors who counsel students interested in Pre-Law, Pre-Med, Pre-Engineering and that little-known area of teaching. I am sure this will serve as an ad-visor to students interested in teaching, just as we currently have advisors for other professional areas. Yet my fundamental con-cern is that I cannot understand how a fac-

Comps Require Re-evaluation

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

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

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

Much of the debate surrounding the function of the senior exercise as it is currently structured centers on whether or not it provides coherence. Many students feel the senior exercise does not promote cohesiveness because an exam or a paper is so limited that it cannot provide unification of one's major study. An exam or a paper may con-

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

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

Written by members of the Editorial Board
Theologian Dispels Misconceptions

By Kelley Ragland

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

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

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

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

He also emphasized the interaction, instead of the polarity, of science and religion. Gilkey succeeded, through clear arguments and humorous tales of his own experience in the court room at 590, in moving away from the conflict of the two disciplines to their "strange, bizarre union."

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

"Evolution is a scientific if they can be," he said. "As a result of conservative and seemingly anti-religion modern methods must accept and use science."

Bullock Shakes the House Down

By Katy Lunzer

The Kenyon community was given a rare opportunity last Saturday to see a world renowned musician in its own Rose Hall. The Hiram "Bullock Band, by guitarist and singer Hiram Bullock, led the crowd of nearly 500 spectators to a frenzy of dancing and clapping during the very first song.

Throughout the two hour concert, the audience filled with people dancing to the mix-tape of jazz and rock and blues. The audience glutted his reputation as a performer who absorbs around onstage and actually leaves the stage to dance through the audience and swing from balconies during almost every show.

Saturday night was no exception. Bullock ran through the 40-minute set like a rock star into the balcony. There he perched on the banister and looked down at the frenzied crowd, all while playing the guitar that has been with him longer than his partner, Steve Logan.

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

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

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

His favorite aspect of performing onstage is "the conduit of energy between the audience and performer."

When the performance does exist, he feels "tuned into—really happy—it gave meaning to my life. It makes me feel like I'm doing something for the world."

"It's kind of like being a conductor. Being surrounded by a large group of people talking about happy things in his own words and feelings."

When the performance does exist, he feels "tuned into—really happy—it gave meaning to my life. It makes me feel like I'm doing something for the world."

"It's kind of like being a conductor. Being surrounded by a large group of people talking about happy things..."

For those who missed the opening weekend, there will be three more chances to see the band during the final run of the spring season.

Moliere's La Malade Imaginaire Cures Weekend Boredom

By Jennifer Sampson

Thomas Turgeon's translation/adaptation of Moliere's La Malade Imaginaire (aptly translated as The Hypochondriac) frees the play of its 18th century rituals which can cause an erecting of productions in earlier translations. Turgeon has captured the rotten sense of the demi-monde and made the humor delightfully off-color. Here is a translation that can make even an invertebrate avoider of Moliere laugh, and perhaps groan, in the same sense of good dirty fun, Moliere would have approved.

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

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

Ar甘's daughter Angeliite is hopefully in love with Clotgie, but her father wants her to marry someone of his choosing and her stepmonster wants her to be sent to the convent. Fortunately the traity mind is able to sort things out. Very Moliere. Nanette Miller is wonderfully giddy as the love-struck daughter, and her starry-eyed suitor is also deftly rendered daffy by Mark Ax. The only fault in these two characters was the lack of any noticeable transformation. They both seem to be much the same at the ends as they are at the beginning. This could very well be attributable, at least in part, to Moliere's script.

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

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

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

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

By John J. MacHon
Associate Professor of Sociology

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

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

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

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

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

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

The smallest share of the textbook dollar—about 12 percent—goes to authors. This comes from a royalty of about 15 percent on the net cost of a book, which is about 77 percent of the retail price. I don't doubt that a handful of authors out of thousands become rich writing texts, but this is hardly common. Students should also understand that the task of writing a text requires between 3,000 and 10,000 hours of work. This is many times the number of hours of study consumed by a four-year college program. As in all academic work, financial gain is not a primary motive for writing texts, and I doubt that the usual financial return, on an hourly basis, is more than minimum wage.

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

To illustrate, consider a text sold by the publisher at a net price of $30. The bookstore marks it up 25 percent and turns it over to the student for $37.50, making $7.50 on the sale (gross return to publisher, $25.50; author's royalty, $4.50). If the same book is repurchased for $18.75 at the end of the term (50 percent of new, retail cost), and then resold for $28.12 (75 percent of retail), the bookstore earns an additional $9.37, while the publisher and author earn nothing. Such greater profits are the reason that not only the Kenyon Bookstore but various national used-book corporations are eager to repurchase books (often for far less than the example given here). Further, since cost-conscious students typically favor a used book even if it is only several dollars cheaper than a new one, the used-book price can remain quite high.

Recalculating the distribution of the student's textbook dollar to take account of the fact that half of all basic textbooks sold each term are used books results in the following: publisher's share, 66 percent divided by two, or 33 percent; authors share, 12 percent; students share, 12 percent. Doubles, however, to about 40 percent. Obviously, an important cause of the high cost of textbooks is that bookstores have generated an extremely lucrative system of recycling books: they earn more money than the publisher, have none of the massive costs of producing the book and take little of the risk, and pay the author no royalty on used-book sales.

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

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

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

The Changing Faces of Kenyon

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

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

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

It's a great idea. I have a friend who is a reporter. It's a great opportunity. It seems like a fairly advanced thing for a small college.—Jane Cohen '90

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

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For Information or
Just to Talk...

FIRST STEP
5626
The Ohio Poetry Circuit Brings Kelly

By Kate Brentzel

Reading about Kenyon is that almost anything to come to Kenyon. They know a lot of the place. . . . it's known as "the home of American Poetry," said Sheila Jordan, director of the Ohio Poetry Circuit. And it is responsible for bringing three to Kenyon every year. These three also visit eight other colleges and universities in Ohio. The nine participating programs sponsor and run the circuit, each choosing three artists and organizing their readings for the poetry circuit.

Poet Brigit Pegeen Kelly will read at 8 p.m. in Olde Main on Saturday, Feb. 12.

In a poet reads on this circuit, they are chosen at Kenyon (the school which directed the circuit) on a Thursday. Then they visit the other schools through the week, finishing up at the University of Illinois on the Friday of that week. The colleges and universities involved are Miami University, Otterbein College, Wesleyan University, Muskingum College, Wittenberg, Ohio State University, and the University of Cincinnati. The poet is going to have a reading a day, and Jordan feels this is "quite a strenuous reading." Yet reading on a circuit is usually a good thing for poets. They can familiarize more people with their name and their work and it's good for their voice and work to read to an audience. Poets on the circuit come from all over the country. The representatives from each school help choose the poets, each submitting nominations to be voted upon. Mrs. Jordan said that, "If a student has an idea of a poet they would like to have they should give me that name." Once the circuit decides on the poets they would like to have read, they then approach the poet. This year they were chosen enough for all their first choices to come. Mrs. Jordan hopes for a good audience at Kenyon for the poets. She said that it "fluctuates with student interest. . . sometimes there is a sort of renassiance of interest in poetry."

Poet Brigit Pegeen Kelly reads on Sunday

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

Sharon Minor King to Lecture

By Kimberly Thompson

In observance of Black History Month, Kenyon Visiting Instructor of Anthropology Sharon Minor King will present a lecture entitled "Anthropological Analysis of Aesthetic Apartheid Within American Educational Segments" on Feb. 17 at 12:00 p.m. in the Bolton Dining Hall.

Minor King's subject will focus on the perspective of the Afro-American artist who must often work within a kind of U.S. apartheid of customs and policies which encourage the separation of black art. Drawing on her own experiences and convictions as a visual and performing artist and musician and choreographer, Minor King will provide examples of this apartheid and suggest possible solutions and strategies for eliminating it. At Kenyon, Minor King's experiences in the classroom and as an artist make her especially qualified to deliver an address in celebration of Black History Month. Recently, as a consultant for Multicultural Affairs, she has been able to use her broad interests as a resource for proposed curriculum reforms. Minor King has taught at Kenyon for three years. She and her husband, who is also an artist, have two children. She attended George Washington University, obtained a master's degree in education from Wright State University, and recently completed her Ph.D. from Ohio State University.

Middle Path Happenings

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

The Knox County Symphony and the Community Choir will perform together on Saturday, Feb. 11 at 8:00 p.m. in Rose Hall. The Kenyon College Drama Club will present its performance of "La Malade Imaginaire" by Moliere, on both Friday and Saturday nights, Feb. 9 and 10 at 8:00 p.m. in Bolton Theater.

Eight-Track Stuff...
Swimmers Complete an Exciting Dual Meet Season

By Molly Roll

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

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

For the first meet of the weekend, a heavy meet schedule, coach Jim Stein chose not to take the entire team to any one of the three meets. Instead, he took a select group to each.

The Wright State meet was a classic. With just two events remaining, Kenyon was behind, but senior Nate Lierland helped to save the day by winning the 100 breaststroke. The 200 freestyle relay team of senior Jon Howel, freshman Brent Ferguson, junior Patrick Weiss, and senior Dave Wenz won to secure a victory for Kenyon. Lierland also won the 500 freestyle with a time of 4:54 and Wenz swam to victory in a 200 free.

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

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

At Ohio Wesleyan and Oberlin, freshmen Brian Dowdall, Andy Weiss, and Paul Tartaglione swam to victory.

Tennis Squads Ranked in Top 20

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

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

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

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

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

The Ladies will be tested early, as they play at Emory and at Sewanee University on their spring trip. Both these teams enjoy top ten rankings. UC-San Diego, the team which beat Kenyon for the NCAA championship last year, garners the top spot in this early poll.

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

"We're going to surprise people," noted Wardlaw. "This team is working real hard."

Senior captain Adam Wedadowsky says, "I want to win. We're good!" The powerful redhead was best by injuries last year, but is quite healthy now and will anchor the team. Junior Dave Register and sophomores Greg Gannett, Bill Jones, and Dean Stause are also among the team's elite. Both Jonas and Stause earned first-team All-NCAAC last year in singles competition at third and fourth singles, respectively.

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

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

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

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NEWS FROM OFF-CAMPUS STUDIES

SOPHOMORES—If you are considering studying off-campus for all or part of your junior year, and you haven't yet begun the research/approval process, call the OCS: 745-3037. For an appointment, DEADLINES ARE FORTHCOMING. Sonoma State is now accepting applications.

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

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

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

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Sen Stun Allegheny; Ladies Struggle in NCAC Play

By Russell Brightman

It was a weekend for the Alcorn family! In
Alcorn, Pa., little Matt Alcorn helped
students to a startling 66-65 win over a strong
squad last Saturday. Hours earlier, his little sister, a sophomore at
Alcorn, led her team to a big win over the
Ladies in Gambier. For their efforts, the
Alcorns have all in the family named NCAC players of the week.

Kenyon, however, was referring to last year's thriller in
which the game-winning basket after
have been getenved one. The game had a big first half and barely held on

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

Leading up to this game was another road
counter test, at Wittenberg. The Tigers
had just come off their only loss of the
season, a heartbreaking loss at Allegheny, and
were in no mood to let the Lords off easy.
Kenyon scored just 17 points in the first half,
and were swamped, 67-46.

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

Come to Hockey Game Friday!

By Dickie Dunn

It's true, it's true. The Kenyon Chiefs
playing Baldwin-Wallace in hockey this
time, and the game will not be cancelled,
last week.

It is the perfect opportunity to get away
to campus this weekend, given Gambier's
not getting you down. Ok, so
northern suburbs of Cleveland are not
a lot better, but at least it's a road trip.

"We gonna take it to 'em," said Steve
this, the team's high-dipping left
tow after thinking about the things you
never do over, you just can't get control
of the game. But you control over this one,
more on it!"

The Chiefs gather an unapologetic 1-2
ing into the league, but are feared
to-wide for their rough tactics and speedy
revered veteran Dawson Driscoll
departed the Federal League in points and
stop form, seeing the game will be on
by night. That's right, Friday at 10:30
Cleveland. There will be maps
distributed there might even be a fan-van.
It's in the shop because we were trying to
make it look mean," noted rugged defender
John Toraro. "But I guess we hit it too hard,
because it don't run too good."

Rumor has it that Jim Stefford, team
coach and vanderbilt, will make his first ap-
pearance behind the bench. Stefford, who
has never seen a real hockey game, thinks
this will be no problem.

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

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

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

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

This team has all highs. All scorers, hard
hitters, rebels, dippers, has-beens, dead-
heads, has-beens, and sensitive guys. So show
up, there should be directions in Prizer by
tomorrow afternoon. Go Chiefs.

Women's Basketball

By Scott Jarrett

The Ladies basketball squad played one of
its best first halves of the season last Saturday
against Allegheny but struggled in the second
game. Scoring was off 61-63.

Overall, the game proved to be the Ladies' best
three quarters of the season. Rikke
planed the game with an explosive offense.

The team is now 11-2 in the NCAC and
ranked number one in the conference.

The next three games are against the senior players,
who the team has faced in past games.

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

The Earlham game starts at 2 p.m. this
Saturday in Richmond, Indiana and Denison.
The game is next Wednesday and is also at home.

Come to Hockey Game Friday!
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