



The class of 2015 poses for a group photo in Fall 2011 and Winter 2015. Photographs by Kaleigh Harris '15 and Office of Communications, overlay concept by Dustin Mapel '15.

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WHAT MAKES AN ANTIOCHIAN?

The Record sat down with members of the Class of 2015 as they prepare to graduate from Antioch to find out what makes them 'Antiochians.' Here are their responses.

Marianthe Bickett: I was going to say my stubborn unwillingness to accept that the rules apply to me....but not that, I don't want it to be that.

Elijah Blanton: I feel responsibility for the institution and worked for it a lot and also feel like I don't belong here and also feel very resentful toward it.

Sara Brooks: My grit. JK lol. But really though, my distinguished persistence in all

things cool and good. Also, I'm a Marxist.

Sienna Cornish: It seems to me what makes an Antiochian is just enduring Antioch.

Perri Freeman: I like opinions and social justice and ice cream. Save the cheerleader, save the world! What makes anyone an Antiochian? What is an Antiochian, even? I'm so glad you're copying this verbatim...

Kaleigh Harris: It means I'm going to be hit up for \$\$\$\$ all the time now.

Forrest Humphrey: I don't even know what that means! Really, I don't know I don't know I don't know.

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WESTON TO BE RENOVATED AS STUDENT UNION

by Kijin Higashibaba '16

With Reunion and Volunteer Work Project approaching, Weston Hall will begin undergoing renovations as Antioch's new Student Union. The Weston Hall Committee, formed this term by Dean of Community Life Luis Rosa, will decide how the space will be used.

"I came [into my position] with the understanding that there was a need for more student space," Rosa said. "When I took a look at Sontag and saw what we had, it was clear to me that it was urgent."

The current student space in the basement of Sontag Fels has long been recognized as less than ideal. "I've heard...a lot of negative feedback about that space.

It's been called a dungeon," said Reggie Stratton, Director of the Physical Plant. "But it was the space we had available and we thought it was going to work for a couple years until we could find alternate space."

Rosa brought this problem to the Master Plan Steering Committee, chaired by Andi Adkins, that oversees what buildings are used and works with the architects to plan the campus. It was in this committee that Weston Hall came up as a possible solution.

Weston is one of the last unrenovated buildings on campus not slated for demolition. The campus Master Plan includes student space in Antioch Hall, but it was agreed that the need for student space

was too urgent to wait until 2022, when the building is planned to open.

MacLachlan, Cornelius & Filoni, the architectural firm with which the College works, estimates the cost of renovation at \$750,000. The Board of Trustees (BOT) Finance Committee approved the funding provided that the money was "new," i.e. raised outside of the funds the College already has. The BOT then approved the use of Weston Hall and the change in the master plan in December 2014.

After the BOT's approval of space and funding, Rosa sent out an email to all students requesting volunteers from the community to sit on a committee

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MARK'S LEGACY AS PRESIDENT

On May 20th, The Record editors sat down with Mark Roosevelt for a conversation about his legacy at Antioch, following the news of his resignation. Selections from that interview are printed here.

Jane: You said in your talk with students two weeks ago that your main goal for your remaining eight months here is to address our "sharp-elbowed" campus culture—

Mark: Address? I hope I didn't use the word address....No, maybe the word address is right. Yeah, I want to play some role if possible, if permitted by others and if desired by others in helping catalyze discussions about it, and that might lead to progress.

Jane: So the question is, what are some concrete actions that you have in mind—

Mark: I don't think that this lends itself to a hierarchical solution and I think that's partly because of Antioch's complicated relationship with any "authority" figure. And partly because the—from my diagnosis—the way the sharp elbows evidences itself... it would have to do more with a kind of a community coming together than any kind of "action" or "structures". I mean it's like when you have a problem with diversity and people say, 'Ah, appoint a diversity officer.' Well, not always. It might help. So I'm not sure, if we appointed a—in Community Life, there's conversations about whether to have somebody on that job whose job is restorative justice and healing and trying to bring people together. If it's the right person and people are open to what that person might want to do, then that could help. And I've been supportive of that concept.

Taylor: What do you see as the causes of the "sharp elbows"?

Mark: I'm not sure...I think so much of what I have is just anecdotal, but to make determinations of it is probably not particularly fair. In my own experience...I do think in general some folks are too quick to judgement and to question people's motivations...I mean I hear students tell me that there's a group of students who haven't been talking to them for a very long time and that they have no idea why. That's painful to that student. Did that student do something that was considered unkind, or... Some of these things are tough, but they do seem to happen here more often than perhaps at other places. But I can't fully diagnose.

Taylor: What do you see as your role
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MISSION

- To serve the information needs of the community in a continuous fashion.
- To provide all members of the community with access to our newspaper.
- To serve as a reliable instrument for recording the college's history.
- To serve as a reliable instrument for education in civic and journalistic responsibility.

The Record is Antioch's student-run Community newspaper. The Record is an autonomous entity from the special interests of the administration, faculty, and Community Government. Record editors are interviewed and selected by the Record Advisory Board (RAB).

ASST. PROFESSOR OF LIT. GENEVA GANO ANNOUNCES RESIGNATION

By Taylor Larson '17 with Ciana Ayenu '17

In mid-April, it was announced that Assistant Professor of Literature Geneva Gano will be vacating her position at the end of the Spring term. She will be the sixth tenure-track faculty member to resign since the College reopened, all of whom have been women.

Gano began working at Antioch in the summer of 2011 before students arrived on campus. She and the five other original faculty members were told in a speech by President Mark Roosevelt that they "would be the pillars of the Antioch community." Gano said, "We had this sense that the faculty would be at the very center of what it meant to be at Antioch and that we had a very important role and responsibility to help guide the future of the college."

Gano explained what drove her to take the opportunity and risk of teaching at Antioch, "I think as part of that first group of faculty I felt [a strong] connection to the school, and specifically to its mission. It's something I believed in and wanted to be a part of and a really strong way."

When she received the curriculum, the literature program focused only on British and American literature after 1850. She added World Literature as well as Literature and Social Justice. Gano also worked to add creative writing classes, which did not exist but were clearly of interest to students. "The curriculum has become more flexible," said Gano.

"It has broadened the possibilities for who can work here in the future."

Despite her work on expanding and adjusting the curriculum, Gano expressed that as a faculty member she felt disempowered at Antioch. "She said, 'Education was not at the center of the PR or the budget...so rather than feeling like a pillar, I felt peripheral.'" She cited the school's heavy emphasis on projects like the farm or the Wellness Center as examples of education being placed second. She said, "When the Wellness Center is open all weekend long and the library's not, it's hard to argue that we're emphasizing education."

When asked what led to her decision to look for another position, Gano answered that she felt the school was not living up to its mission statement, explaining, "I think I felt the implicit promises of the mission were not emphasized in my day to day experiences of being here... [for example] I felt that we have had to fight to have support and articulate a vision for diversity on campus." Gano also feels like the unusually high amount of time spent on service and committee work detracted from her role as a teacher. She said, "At least right now it looks like the direction of the school is very different from the direction I want to go with my own career."

During her time at Antioch Gano's favorite class to teach was LIT 321: The Scottsboro Boys, which she taught with Assistant Professor of History Kevin McGruder. Aside from Global Seminar, this is the first class to be "team-taught" since the College's re-opening. "This is the first one that's faculty initiated and comes from a really strong overlap between my scholarly interests and Kevin's. I think we both admire each other as teachers and as intellectuals, so working together has been just really fun," said Gano.

"At a small campus like this," she said, "it can feel very isolating sometimes to feel like you're the only one with the kind of interests you have." She described graduate school where, "you're surrounded by people who are experts in your field... you can build a cohort of people who can help you to formulate your ideas and to push you in new ways and directions." This is one of the reasons Gano is looking forward to her new

position as an assistant professor at Texas State University in San Marcos. "They've got one hundred faculty in English," she said.

When asked of the parts of Antioch she will miss most, Gano spoke of her students. She said, "We've got a really unique student body and they're like the weird kids and I love that..." Gano says she feels very protective of the

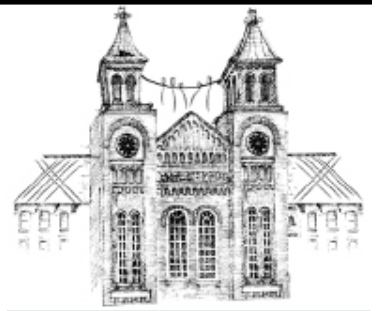
"Education was not at the center of the PR or the budget...so rather than feeling like a pillar, I felt peripheral."

class of 2015 at the same time that she feels a strong connection with them. She said, "So of course I take it somewhat personally when people have said that this is a class of bad seeds...I feel like that's an attack on them, and myself also."

When asked about her experience with the class of 2015, Geneva said, "They believed in this institution and took a chance with this institution at such an early stage, without that many promises, really...And that belief in itself was a version of trust and promise." Gano recalls her first impression of the class, which continues to hold true, "I love the class of 2015, I think one of the things I saw in them as a whole class was I do think that they're going to go out and change the world...They each seem to me to be very powerful people...I'm excited for them and excited about them, and I have been...As soon as I met this first class of students, I knew these were the students I was meant to teach."

In reflecting on Gano's role as a faculty mentor, Perri Freeman '15 said, "The first year was especially hard, and Geneva was always there for us. She spent a lot of time outside of the classroom, after hours just checking in and making sure we were okay." Ryan Patrus said, "She's one of the professors that has really worked in social justice into the classroom and has been aware of the gender inequity of the faculty...she stands up for that, and that's pretty cool."

Gano will begin this Fall as Assistant Professor of American Women Writers at Texas State University in San Marcos. She is looking forward to working with Texas State's new acquisition of the Sandra Cisneros papers and the archives at the Harry Ransom Center in Austin.



SPOTLIGHT: ABILITIES GROUP

COORDINATORS: Ryann Patrus '15 and Elecia Harvey, Student Success Advisor

PAST EVENTS: Disabilities Series: Lecture from Dr. Julie Williams and screening of film *Sins Invalid*. Prison and Disabilities Justice Series, series is sponsored by The Prison Justice Independent Group, The Abilities Group, the Wellness Center, The Writing Center, Community Government, Community Life and Academic Affairs.

Abilities Group is an IG for any community member who identifies as having a disability, including those who live with mental illness and learning disabilities.

Allies are also welcome, and the group is open to people who may choose not to label their experience as a disability. Because of the social stigma attached to the label, the Abilities IG is conscious of potential exclusion and does not force the label upon any of its members.

This IG offers a space for open discussion for all community members, with the limitation that the subject affects their lives. This quarter's discussions have included microaggressions faced in the community and strategies to address them, as well as how to navigate trigger warnings and other barriers in the classroom. Self advocacy is a reoccurring topic in Abilities Group. Group members are often offering advice and support to help one another.

Intersectionality has played a central role in past collaborations with other IGs as well as in discussions—members often use the group to talk about experiences of racism, sexism, classism, transphobia and homophobia from the perspective of a disabled person. Abilities group meets in the Writing Center at 5:00 pm on Fridays. Watch for a new meeting day and time early next quarter and join the Abilities Group Facebook page for more immediate updates and to share great articles and discussions.

<https://www.facebook.com/groups/379028968925197/>



Justin Moore '15, Geneva Gano, and Perri Freeman '15 in Geneva's McGregor Hall office.



ANTIOCH DINING TACKLES REAL FOOD CHALLENGE

by Sara Brooks '15, Assistant Food Services Coordinator

This quarter, Antioch completed registration in the Real Food Challenge (RFC), a national network of student activists dedicated to “real” sustainable food who are working to change the way dining services departments function at higher education institutions. The RFC has a broader vision to see national food systems localized and to revitalize food culture, which is in line with the Antioch College Food Committee’s goals to radically reimagine food at Antioch and create a community more engaged in food issues.

Real food qualifications under the RFC are broken up into four different categories: humane, local, fair, and ecological. To sign up for the challenge, a higher-ed institution must complete a calculator program to determine how much of its food is “real food.” The institution must also have a real food policy solidified institutionally with the signing of the Real Food Commitment.

As of May 5, when the Real Food Commitment was signed by Mark Roosevelt, president, Antioch College is an official participant in the Real Food Challenge. The required calculations were completed at the beginning of this year.

The Antioch College Food Committee (ACFC) is humbled by the results, but not surprised, as work has been put in since the reopening of Antioch to make it a place where there is deep community engagement with and appreciation for both the food we eat and the people who prepare it. The ACFC is dedicated to a unique food experience that depends on local ingredients and geographical specificity. This, again, is because of a deep care for the integrity and nutritional value of the food we eat, as well as the people that are trying to make a living growing it.

To eat locally is to eat communally. Our dining halls could be described as a farm to table experience, but ACFC is more interested in making it clear what ingredients come from where. A lot of our food is still conventional or is disqualified from being real food for various reasons. ACFC does not want to ignore the work that needs to be done, just patting itself on the back. Antioch College did not participate in the RFC because it gives notoriety or because it looks good to the Princeton Review. ACFC is not interested in green-washing, but in revolutionizing food systems and creating community engagement and responsibility with food, while continuing to make delicious food.

Antioch’s RFC Results:

34% Real food ‘A’: Falls into at least two real food categories. Primarily produce and meat.

22% Real food ‘B’: Falls into one of the real food categories. Primarily general grocery items.

44% conventional: Might not fall into any category, or falls into some but has a disqualifier.

38% of total food costs are ‘local’: from suppliers within 250 miles who gross less than 1% of industry leader—most from within 30 miles of the college.

49% are ‘ecologically sound’: Farms act as environmental stewards, conserving biodiversity and preserving natural resources.

2% are ‘fair’: Individuals involved in food production, distribution, preparation—and other parts of the food system—work in safe and fair conditions.

20% are ‘humane’: Animals can express natural behavior in a low-stress environment and are raised with no hormones or unnecessary medication.

For more information about Antioch’s dining services program or Antioch’s involvement with the Real Food Challenge, email idelamatre@antiochcollege.org.

ADMINISTRATION ASKS FOR COMMUNITY INPUT IN DESIGNING COLLEGE VILLAGE

by Michelle Fujii '18 with Taylor Larson '17

The Antioch College Village (ACV) “charrette” took place Sunday March 1 through Thursday March 5 in the South Gym of the Wellness Center.

“We do believe this concept is our future...I believe we have identified something for which as demand has not yet been met,” stated President Mark Roosevelt in his introduction, following presentations by each of the three firms hired to contribute to the design of ACV: Dover, Kohl & Partners, Biohabitats, and Integral Group.

On the opening night, the gym was packed with members of the Antioch and Yellow Springs community. According to data taken through a polling process during the opening events, the majority (71%) of the attendants were aged 55 or older, while 59% of those who lived or worked in Yellow Springs had done so for 20 years or more.

Each of the 14 “groups” at the charrette—organized locationally by table—were given a chance to rank their priorities from a provided list of “potential goals” in the design of ACV. The compiled data revealed that collectively participants were most concerned with including “a variety of housing types and tenancies.” Additionally, seven tables wrote in “affordable housing” as a top priority.

Land manager of the Glen Helen George Bieri told The Record, “I came to realize affordability is a big piece, [for instance] Antioch professors can’t afford their own housing.” Remarking on the “equity petal” in the white paper for the Living Building Challenge presented by head consultant Sandy Wiggins, another villager said, “I’m very

happy to see that equity petal in the center...I think that part of it is going to be to the overall sustainability of the community that the College is building. And now with this commitment to first generation students that will be coming into the College... Those of us who have lived here for many years have seen a lot of gentrification in the Village and we would love to keep that equity petal in the middle.”

Other high ranking concerns of participants in the charrette included “enabling environmentally sustainable lifestyles through design,” “utilizing green building and site design systems,” “building a diverse community of lifelong learners,” and “increase the interaction between the college and the village.”

The organizers of the charrette reserved time slots for “technical meetings” with different stakeholders in the design of ACV—business owners, developers and realtors, “neighbors,” community liaisons, schools, and the village of Yellow Springs.

Students expressed concern that no meeting was scheduled for the college community of students, staff, and faculty and that there would not be adequate discussion of the logistics of how ACV would be integrated into the College in terms of classroom experience and shared governance. Several students advocated for having a student session, and Sandy Wiggins felt that there was enough interest to put it on the schedule. At the meeting, student discussion centered around the effect the ACV will have on the housing market in Yellow Springs, with emphasis on the implications for affordable housing.

In a later discussion between

students and The Record, Nikki Sadaat '16 said, “Will the administration really care about my point of view as a student over the person who’s funding it all since they have a fiscal and physical presence on campus?...I like the idea of a bunch of insight and wisdom making its way onto campus...but I just don’t understand the logistics of this idea.”

Other students are less skeptical. “Not only would this be great for alums, but also students with alternative living needs, along with current or old professors,” said Gwenna Lorenz '17. Austin Miller '17 added, “The way colleges gain revenue has to be rethought, and the [ACV] proposal is an endeavor that would not only be a steady stream of income but a place that would allow people to have a home and be part of a bigger community. Aren’t those two things we seek for here?”

Jane Foreman '17 cautioned, “Let’s encourage student participation in these meetings because they have the potential to transform our campus forever... and consider what can be done to ensure that [ACV] is not an exclusionary “intellectual suburb” that disempowers us as students...Let’s at least get serious conversation happening not just among students but also between students and administration.”

The week of conversation and design concluded with consultant Sandy Wiggins encouraging community members to continue contributing to the planning through the “virtual town hall” at <http://antiochcollege.mindmixer.com/>. Visit the “about” page to view the images drafted throughout the week and a summary of the feedback gathering throughout the charrette.



The Antioch College Village Charrette in the Wellness Center South Gym. File photo.



From Horace Mann Library to Weston Hall

A photo history by Jane Foreman '17, photographs courtesy Antiochiana

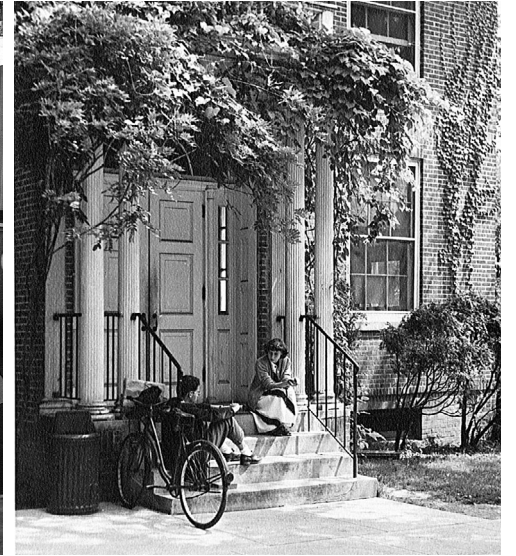


SEPT 1955 Olive Kettering Library opens, to be dedicated on Founders Day—October 5. Horace Mann Hall, once emptied of the library and renovated, was used as classroom and office space - first for Humanities disciplines. This is likely when the three-floor addition was constructed, visible in the 1962 photo left. The library collection was moved to Olive Kettering via an interesting contraption: books were boxed and sent down a chute into a waiting truck.



MARCH 10, 1994 Students vacate Weston Hall after a recommendation from the Task Force on Renovation is unanimously passed through Adcil. This proposal included renovation of the dance space on the second floor of the Student Union, renovation of the first floor of North Hall, and the conversion of Pennell House to a student/community center. Weston Hall was again approved for renovation into the Admissions office.

JUNE 24, 1994 The newly-renovated Weston Hall is dedicated during the 1994 Reunion, with S Burns Weston present at the ceremony. The building is used as the Admissions Office from 1994 until Antioch College's closure. It has remained unused since the re-opening.



APRIL 1924 Plans for Horace Mann Memorial Library are announced, with the first floor to house the library and second floor to be used as offices and classrooms for the Literature department. The building is to be constructed on the former site of Horace Mann's home, built 1853 and destroyed by fire in January 1924. Original plans by Louis Grandgent, director of architecture at the college, called for future additions of two wings, one to be used as an assembly hall and the other as science laboratories.

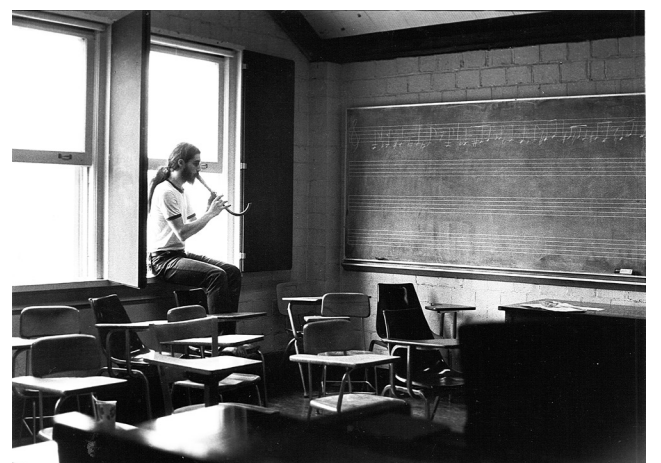
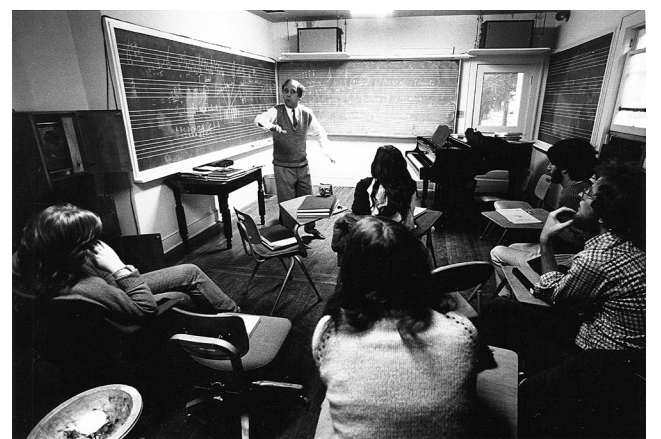


FALL 1987 A Renovation Task Force is formed to evaluate the condition of the campus and make recommendations as to individual buildings' futures. The task force issues an initial report that identifies Horace Mann Hall as one item of many on a list of 'major problems,' as it is 'mostly unused.' It proceeds with its ongoing analysis of the state of campus buildings, keeping Horace Mann Hall in mind as a building with the potential to be successfully renovated.

MAY 7, 1990 In a letter to the community, President Alan Guskin announces that "we will stop planning the utilization of Horace Mann and space for Admissions until next fall," at which point there will be a clear understanding as to what role Adcil will play in the renovation process.

JUNE 2, 1992 The Renovation Task Force recommends to Guskin that Horace Mann Hall be renovated to house the Admissions office and a visitor's center in the front, with storage space for admissions in the basement and third floor attic. The Task Force also proposed that the back part of the building be renovated for continued Music Department use unless space in Antioch Hall can be identified for the department, noting that "without the Music Department being assigned specific space we cannot move forward with the proposal."

FEB 1, 1994 Guskin announces renovation plans for Horace Mann Hall—to be now known as Weston Hall in recognition of the Weston family—during Community Meeting. Students left Community Meeting and began a sit-in, demanding that Weston Hall be used as student space, following the recent demolition of buildings designated for students on campus. Some of these instances include the closure of G. Stanley Hall, demolition of Connor House, and transition of Corry Hall from student dance space to the Spalt Center, now Spalt Hall.



SAYONARA SONTAG, WELCOME WESTON

Continued from page 1

that would shepherd this project through to a projected Winter 2016 opening. With Rosa serving as Chair, the committee currently includes Stratton, Vice President for Finance and Operations Andi Adkins, Associate Registrar Donna Evans, Student Success Advisor Elecia Harvey, Resident Life Coordinator Jessica Martinez, Mailroom and Bookstore Coordinator Anna Hogarty, Hannah Craig '17, Jane Foreman '17, Spencer Glazer '17, Mitch Goth '17, Jasmine Lindquist '16, Alexander Malangoni '16, Sylvia Newman '16, Ryann Patrus '15, Nikki Sadaat '16, and Alexander Schlosser '16.

Community Council does not have official involvement with the committee at this time. Rosa indicated that steps would be taken to change this, but at the time of his interview it was unclear what those steps would be.

Working with the architects, the committee is in charge of deciding how the space would be used and renovated. Weston will provide many of the facilities currently residing in Sontag Fels, and more. While plans for Weston have not been finalized, space for studying, Independent Groups, Community Council, a secure mailroom, the bookstore, the C-Shop, the Free Store, The Record office, and a dojo are all under consideration.

"I would like to make sure that everyone who doesn't have a space and needs one, gets one," said Schlosser. Amongst students safe space is a priority, and space for Independent Groups is of particular concern. "People that don't feel like they have space on campus, safe space, space

"People that don't feel like they have space on campus, safe space, space where they can be open and have discussions, that they have those spaces and that they feel comfortable in the building."

where they can be open and have discussions, that they have those spaces and that they feel comfortable in the building," Schlosser stated. In a survey sent out by the Weston Hall Committee, independent group-specific rooms had an average rating of 3.35 on an importance

scale from 1 to 5 from 98 student respondents.

The bulk of the cost of renovation will go to asbestos and mold remediation, converting the heating and cooling system from steam, and reconnecting the electricity. The building also needs life safety upgrades like fire alarms as well as a very serious clean up and paint job, which will be completed by alumni volunteers and the Physical Plant staff.

After the Weston Hall Committee's first meeting, fourth-year student and coordinator of Abilities Group, Ryann Patrus '15 inquired with committee members about whether accessibility for people with limited mobility is being discussed. Finding that no major consideration was given to access, Patrus wrote a letter to the Weston Hall Committee

"To be an inclusive community, it is crucial that we accommodate...diversity in all of its manifestations. If we do not make this space accessible to students with disabilities, we will be barring them from full participation in this community and will be limiting the campus diversity."

in which she expressed concern about making the building compliant with current Americans with Disabilities Act (ADA) requirements for access.

"To be an inclusive community, it is crucial that we accommodate and celebrate diversity in all of its manifestations," the letter stated. "If we do not make this space accessible to students with disabilities, we will be barring them from full participation in this community and will be limiting the campus diversity." After receiving the letter, Patrus was asked to join the committee as a representative of Abilities Group, to be replaced by another Abilities Group member after graduation.

Weston Hall is currently in compliance with ADA requirements for remodeling of existing buildings in which there are no major structural changes. In 1994, a handicap restroom, wheelchair lift, and ramp were installed and several doorways on the north side of the building were

widened. However with any major structural changes, Weston Hall will have to be brought up to the standards of access for newly built structures.

"At this point bare minimum doesn't cut it," Patrus told The Record. "For me, compliance does not mean access and access is what we should be striving for...It's about including all bodies."

There are a number of factors that make make access particularly difficult. Weston Hall has been renovated a number of times since it was first built in 1924. The most significant of these was a three-story addition on the north side. Because of this there are two floors and a basement on the south side and three unaligned floors on the north side. The second and third floors of the building's north side are partially between the south side's floors. From the exterior of the building, two stories of windows are visible in the front, and three at the back.

The wheelchair lift only reaches the two floors on the south side of the building. In order to have an elevator that reaches all the floors an external shaft will have to be built with corner doors that can open on every floor. The architects have shown the committee plans that include this elevator on the northwest corner of the building. There is also a narrow hallway that would have to be widened along with several doorways. The risers on the staircases are too high, so the staircases need to be replaced to make the building fully accessible. Making Weston Hall fully accessible is estimated to double the cost of renovation.

"There definitely is tension," said Lindquist in response to the issue of accessibility raised in committee. "It's making things more difficult than was originally imagined, and I feel like that was probably a mistake on our part because I'm not sure if we thought about it before." Making Weston fully accessible will not only add significantly to the cost

"There definitely is tension. It's making things more difficult than was originally imagined, and I feel like that was probably a mistake on our part because I'm not sure if we thought about it before."



Horace Mann Memorial Library, now known as Weston Hall, shortly after its 1924 opening. A history of the building is available on page 4. Photograph courtesy Antiochiana.

of renovation, it would change the building's opening timeline.

"I guess it really boils down to what the students want," said Stratton. "If the student body as a whole is opposed to opening spaces that aren't accessible, I would support that. But looking at it from my viewpoint as a facilities manager...we'll have all that cost but then we'll only be able to open up a portion of the building. So from that standpoint it seems inefficient."

The issue of accessibility has also become a focal point for the committee. "In some respects it has bound the committee together," said Rosa. "It has bound the students and a big part of the staff together."

Several approaches have been discussed to address Weston's lack of accessibility. One possible plan has Weston Hall opening as originally planned in a first phase and the later making the building more accessible as the funds became available in a second phase of construction.

The committee decided that a more comprehensive approach was needed for inclusion. Plans were added to make the accessible side entrance on President Street the main entrance through the addition of an awning and signage. Also, rather than opening the whole building, only parts of the building that are fully accessible will be opened and the rest of the building closed off until it is accessible.

The first floor of the building on the south side is fully accessible and could be opened quickly. However, the legal capacity for that space is 30 people. The wheelchair lift could potentially make the south side of the second floor accessible as well, but it is unclear if a person using the lift could operate it independently. If not, the lift does not meet the standards of access agreed upon

by the committee. The committee is currently in the process of investigating what modifications would need to be made if the lift is currently insufficient to meet the set standards of accessibility.

"If the student body as a whole is opposed to opening spaces that aren't accessible, I would support that. But looking at it from my viewpoint as a facilities manager...we'll have all that cost but then we'll only be able to open up a portion of the building. So from that standpoint it seems inefficient."

Another major concern in the renovation of Weston Hall is funding. President Roosevelt announced on May 5 that \$250,000 have been identified. That means \$500,000 is still needed to cover the original cost projection, without the added cost of making more of the building accessible. The major fundraising push will occur at Reunion.

There is some concern that it will be harder to get alumni and students excited about a building that will initially be only partially opened but for some, like Patrus, opening a fully accessible space is more important. "Be excited that we're going to have a space, it might not be full access to the whole space, but we're going to have a space," she said. "Also be excited that we're standing up for social justice."

It is up to the committee to decide how the issue of accessibility is resolved and how the space will be used. Their consensus will be recommended to Senior Leadership Team (SLT), which has the final say in what plans are chosen.





Kaleigh Harris '15 and Nargees Jumahan '15. Antioch file photo.

COMMENCEMENT SPEECH DECISIONS CAUSE STRIFE

by Ciana Ayenu '17

Early this quarter concerns were vocalized by community members, particularly members of the Class of 2015, when—in a graduating class of thirteen women and nine men—all three speeches that were submitted and accepted for the 2015 Commencement ceremony were written by men.

The Commencement Committee, the body who made the speaker acceptance decisions, was formed in early 2014 to plan Antioch's first commencement since the College's re-opening, which will take place on June 20, 2015. In August, the committee began the process of choosing student speakers.

Committee member Luis Rosa, Dean of Community Life, explained, "It was the committee as a whole that worked on the criteria for the speakers and that whole process of vetting the speakers and ensuring that the speeches carried a particular weight and that the speeches had some consistency and a certain level of quality."

Three speeches went through the committee's application process and were selected. After that, "there had been a claim that the communication wasn't as clear as it needed to be and as a result there was not a sufficient balance as far as gender," said Rosa.

Women in the class, including Nargees Jumahan '15 thought about submitting speeches for the first deadline. "For men, it's a lot easier to be outspoken and write a speech and be comfortable with public speaking, where for women it's a lot harder because we already have a system in our society that doesn't give a lot of chances for women to be vocal," said Jumahan.

The committee decided to

re-open the nomination process with a deadline of May 7. This is when Jumahan decided to write and submit a speech, but it was ten hours late and was not accepted by the committee for consideration. Later, in an email from Luis Rosa, Jumahan was told that she couldn't speak because she did not meet the GPA criteria.

People knew that it would cause problems if there were no women speaking. Maya Lindgren '15 and Kaleigh Harris '15 started talking to individual commencement committee members about the decision to reject Jumahan's speech and the need for clarity in the committee's communication. "Kaleigh and I put in at least twenty hours, just trying to make them change their decision," said Lindgren.

On May 21, "I decided in conjunction with the committee that we would clarify again the specifications for speeches and that we would re-open the nomination process completely again for one week," said Rosa. The committee also made adjustments to its selection criteria. There would no longer be a 3.0 GPA requirement, and anyone who is a part of the class of 2015 and is participating in commencement is allowed to submit a speech for review. After these changes Jumahan's speech was accepted.

As for future commencements, Rosa said, "I think that there will always be a process that involves the college, that speeches will be vetted but students will be involved in that process." Rose also said that "ensuring transparency will be priority." He hopes that even though this was a difficult time and "a moment of sadness" for everyone, "we can move forward into something that reflects healing between this college and this class."

SEXUAL CLIMATE COMMITTEE FORMED

by Taylor Larson '17

In January 2015 Resident Life Coordinator (RLC) Nick Daily formed the Campus Sexual Climate Committee in order to develop, coordinate, and evaluate initiatives that improve sexual climate at Antioch College.

Since beginning his position as Resident Life Coordinator (RLC) in Summer of 2013 with previous training in Sexual Assault Advocacy, Nick Daily has been tasked with campus sexual assault support and sexual education. To continue his training, Daily has attended the American College Personnel Association National Convention in 2014 and 2015.

"At the convention the question was posed, 'Who is responsible for campus sexual climate?' And their answer was everyone," Daily said. The convention host school's campus sexual climate committee was composed of high level administrators, Residence Life staff, advocates, students, and others representing the various facets of campus life.

Daily has wanted to begin work on assessing the campus sexual climate at Antioch since attending the convention, but has been challenged by the rapid job turnover of RLCs since the College's reopening. In Fall 2015, Daily stepped down from his nine-month run as chair of Diversity Committee in order to begin his work on campus sexual climate. Most recently he has prioritized his involvement in the Title IX and SOPP Working Group, a project of the Dean of Community Life and the Chief Human Resources Officer created as a compliance measure for the US Department of Education's Office of Civil Rights.

The committee is not officially aligned with Community Government, though Daily solicited participation by reaching out to members of Womyn's Group, Queer Center and ComCil who have been previously involved in relevant work on campus.

Daily said the committee will begin its work by "first talking about what is happening on campus—do we see an increase in STIs? Do we see an increase in sexual assaults? Do we see an increase in programming on campus? What is the impact of that programming?...If we are doing programming that is encouraging people to use consent, how do we know that people are learning to use consent?" The committee will gather this information through

focus groups and online surveys, though no timeline has been set for when assessment will begin.

The goal is to have three different levels of approach: 1) Individual—this may include health screenings and education about the ways individuals can shift the campus sexual climate; 2) environmental—this includes programming like Sex Week

"A goal of mine is for it to be just as easy to say, 'I have sex often and with multiple partners'—safely!—as it is to say, 'No I don't want to have sex ever, or I don't want to have sex unless I know the person and we are in a deeply committed relationship.'"

and bringing in speakers like trans* activist and educator Jac Stringer, the Center for Sexual Pleasure and Health, and Planned Parenthood Education and Training Manager Shannon Martin-Morano; and 3) system-wide policy intervention—for instance, the implementation of Sex Week as an officially funded and institutionally-supported bi-annual event. This also includes making sure the SOPP is up to date and being followed.

The committee, when it decides its priorities, may also be concerned with the quality of education students are receiving on subjects like stalking and sexual assault in the classroom. Programming may include educating professors on how to walk students through basic response patterns when the subject of sexual violence comes up in the classroom.

The committee's first meeting occurred in January. At that meeting students did not seem interested in a peer-to-peer advocacy program. Daily is working on creating a peer-to-peer education program that students may co-create after taking a course training them how to facilitate conversations about Sexuality, Consent and Sexual Violence Prevention.

In describing his intentions with the committee, Daily said, "I'm thinking about institutional responsibility, I'm thinking about Title IX, Campus Save Act, Clery Act, and the Violence Against Women Act, about national conversations about campus

sexual assaults and the inclusion of gender identity and sexual orientation in Title IX...whereas students are thinking about on the ground ways to make SOPP live, instead of just being words on paper or an acronym that we say when we joke about somebody not wanting to hug someone."

He continued, "A goal of mine is for it to be just as easy to say, 'I have sex often and with multiple partners'—safely!—as it is to say, 'No I don't want to have sex ever, or I don't want to have sex unless I know the person and we are in a deeply committed relationship.' I want both of those things to be okay, or even celebrated positions on sex and sexuality here."

For Daily, creating this type of climate means crafting a program that not only educates students about asexuality and abstinence but also teaches students that declaring these identities is sex positive. This also means gathering feedback from students with those identities about what they need to improve our campus sexual climate for them.

"A purpose of the committee is to figure out what's going on on campus, but we can't know unless people tell us....Unless people are communicating what their experiences are, we can't act."

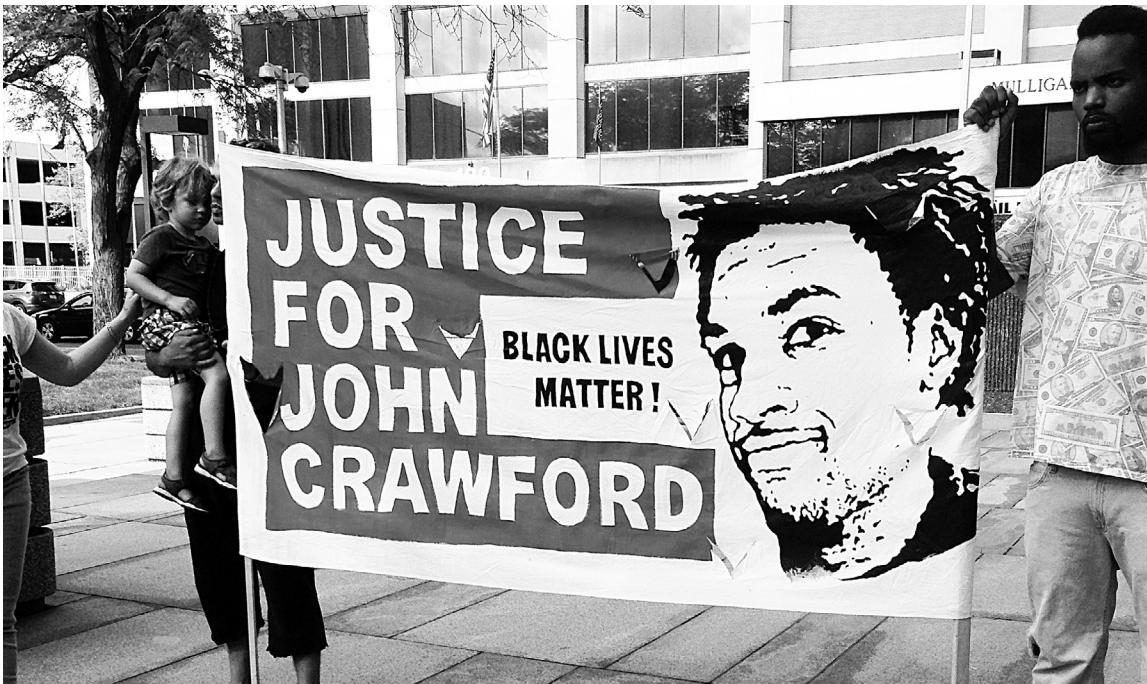
Nick said, "A purpose of the committee is to figure out what's going on on campus, but we can't know unless people tell us.... Unless people are communicating what their experiences are, we can't act." Daily encourages students to reach out to him, other Residence Life staff, the Dean of Community Life, or ComCil members in the way they feel most comfortable to provide input. This can include anonymous notes in their office mailboxes.

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Organizers stand with banner outside of the federal building in Dayton, OH on May 29th. Photo by Jane Foreman '17

BLACK LIVES MATTER IN GREENE COUNTY

by Rebecca Smith '16 and Tatianna Dorff '17

This past summer, the Black Lives Matter movement became particularly relevant to Greene County after John Crawford was shot and killed at Wal-Mart in Beavercreek while holding a toy gun he picked up off a store shelf.

On Friday, May 29th, Greene County residents and active members of the Black Lives Matter movement gathered together outside the office of US Attorney Carter Stewart to demand information on the case of John Crawford III after the Grand Jury failed to indict Officer Williams. Stewart promised to provide information about the case, but has not yet fulfilled his promise.

After singing songs of freedom and justice, the crowd quieted to listen to the words of Black Panther Party member Michael Tee, who delivered what he called a “radical history” of the U.S. to give context to the Black Lives Matter movement.

“Our nation was founded not on the desire for democracy and liberation,” Tee said, “but rather the protection of the slave economy that was being threatened by the Abolitionist Movement’s increasing power in Britain. Even today...people with power and privilege in this country are still profiting off of the incarceration of Black people through the prison industrial complex. This system employs a variety of professionals such as prison guards, who have the fastest growing union in the country. Cops in particular, even those who are people of color, carry this ‘slave patroller mentality,’” Tee said.

He went on to say that all of this history is crucial for understanding the capitalist system that produces racism and separates groups experiencing similar forms of oppression that stem from capitalism. He concluded with the statement that, “We can’t go forward unless we understand what has happened and why it’s happened.”

Reverend Jerome McCorry, from the Stop Mass Incarceration Network in Dayton, followed Michael Tee’s words with some of his own. He spoke on the need for increased support from all communities, particularly the Black religious leaders. He went on to say, “When you stop worrying about repercussions, it is easier to stand for justice.” At the end of his speech, McCorry echoed Tee’s call for solidarity, stating, “We may have come over on different ships, but we in the same boat now.”

After the speeches, Black Lives Matter activist Talis X entered the building to deliver letters from the community urging Carter Stewart to release information about the status of the case and to demand a response from Stewart, who was out of office. Protesters then marched through the streets, carrying banners and chanting, which elicited support from many passersby and commuters not involved in the protest. At the end of the march, protesters gathered again outside Carter’s office while organizers gave their final words for the day.

Yellow Springs resident Steve McQueen explained that his involvement with the movement stems from a personal understanding of systematic

racism and the stark reality that he can easily imagine himself in John Crawford’s shoes. McQueen said, “John Crawford’s murder is part of a long and continuous history of police brutality against black people and connects this region, with its history of racism, to the larger movement.”

“There are always ways to get involved,” Steve emphasized, “What you can’t do, make up for in another way.” He suggested educating yourself and keeping updated through social media, offering rides to demonstrations, and continuing to participate in the conversation.

Black Lives Matter organizer Cheryl Smith spoke about her involvement, which started in 1969 when Bobby Seale was arrested and she joined the Black Panther Party. Since that time, Smith has continued to fight injustice against Black people. Smith said that Trayvon Martin’s death was “the greatest injustice [she has] seen in a long time,” and joined the movement “to declare war against the system.”

Through Black Lives Matter Greene County Cheryl is working to develop “survival programs for the people, education programs for the people, and [is increasing] pressure on the system for justice.”

Smith informed us that there will be a 1960s-themed fundraiser dance at the John Bryan Center on June 26th. Tickets can be bought at the Emporium for \$10. For those interested in becoming more involved, go to the Black Lives Matter Greene County Facebook page, or call Yolanda Simpson at (937) 767-8447 or Bomani Moyenda at (937) 287-5353.

MARK ROOSEVELT TALKS WITH THE RECORD

Continued from page 1

in influencing campus culture, or more specifically office and administrative culture?

Mark: Well, less than I had hoped it would be in part because of how much time I’ve had to spend sitting in here with the door closed doing things that have to do with raising money... that’s not been good for me, and if I could of had a salutary effect, not been good outside the office door. I still think I’ve been able to play some role, mostly just advisory though. I mean, again, I have a very different interpretation of how I have been in this job than some students seem to have about making decisions...Generally someone will come and say, I’ve got a problem, and we’ll talk about it. And that’s how it happens.

Taylor: In that same vein, how do you feel about the upcoming commencement and your experience of working with and getting to know the class of 2015?

Mark: Well, the class of 2015 and I came in together and to some degree we will go out together... which is interesting. They certainly had a distinct experience from any of the other classes, and that experience was probably particularly challenging. And that needs to be acknowledged. And many of them, I think if they had known what they were getting into...might not have done it. That’s a pretty heavy thing. But in a certain sense—I, and they—definitely were pioneers, and that’s a particular burden. But honestly...it’s consistent with my own life experience and also what I hear from Antioch elders, that they won’t be able to process their experience fully and know its effects on their life journey for quite a while. So what they feel now may not be what they feel in five years. But that’s a hard thing to say to somebody, and most people would say that is very patronizing, but I don’t mean it that way.

Taylor: If you had known what you were getting into, would you have accepted the job?

Mark: Yeah, I mean I think everybody involved in the restart of Antioch underestimated what it would take...the biggest thing for me is the amount of time I’ve had to spend on fundraising. And how grueling and stressful and at times scary it has been, so I wouldn’t say I wouldn’t have done it had I know, but I would say I didn’t know fully what I

was getting into. And the issue—I didn’t know coming in how painful the first year would be dealing with issues around the former faculty and all of those questions. I didn’t have a full feeling for how intense and dramatic and tough that was gonna be.

Taylor: What was the initiation process like for you—how were you were introduced to Antioch and initiated into the dynamics of such a politically and economically sensitive time?

Mark: The three elders who had a tremendous effect on me were Al Denman, who was a beloved professor of philosophy and religion here; Wally Sikes, who was the Dean of Community Life for a long time; and an African American woman named Jewel Graham, who...came to see me about five months in, and she looked me in the eye and she said, ‘I want to give you some advice.’ She said, ‘Be tougher, be more yourself. People want you to lead, and I sense that you’re reluctant to.’...The meeting really influenced me a lot.

Wally was the first one who told me about this thing called the ‘manager morale curve’, which is in a startup there’s all that enthusiasm...and then the incredible disappointment that comes with realizing all the challenges that come with it, and then he explained to me there’s two reactions—you can give up or you can get discouraged or get negative or two, you can start dealing with small problems and trying to solve them and make things better. And he said, organizations have to have a culture that decides which it is and if you can’t push it towards problem solving, then the manager morale curve shows that disaster generally strikes and people say, this isn’t what I hoped it would be, I don’t want anything to do with it.

I got a lot of helpful advice but there was so much to do, and so much pressure...There were so many times that we were almost unable to make it.

Taylor: So one of Antioch’s other legacies, besides experiential learning, is shared governance, and I’m wondering what your personal take is on the educational benefits of shared governance at Antioch?

Mark: It certainly can, and it certainly in design could... is it currently having that much

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CLASS OF 2015

Continued from page 1

Nargees Jumahan: I change my hair more than I change the world.

Seth Kaplan: I am an Antiochian because I didn't go to Bard.

Ethan Kellaway: I am an Antiochian because I know there is always more work that needs to be done in the world.

Jack Matthews: I think that what makes me an Antiochian is the fact that I take on adversity head-on and have dedicated myself to the advancement of social justice.

Dustin Mapel: What even is that? I would say because I'm adorable. Or maybe, "An ability to question the concept of right and wrong, and who says which is which," but you should say that it's because I'm adorable.

Megan Miller: I was enrolled at Antioch College.

Justin Moore: When I'm traveling, I'm going to meet up with random people who happen

to be Antiochians. That's all it means. And it means I can come back to reunion and not pay for anything and have fires in the golf course and be part of everybody else who's coming back and not participating but still here. In effect, I'll be a '90s alum.

MaryAnn Otuwa: I cut all my hair off my first year here.

Ryann Patrus: I'm Antioch's token deaf person. And I'm an activist here on campus.

Zeb Reichert: Patience, Lots and lots of patience.

Rachael Smith: I don't know what makes me an Antiochian. [derails conversation] How about an art piece where everyone has to read aloud everything they wrote in Dim the Lights/Time to Shine in the past two years?...We'd all be humiliated, it'd be fabulous.

Jenn Wheeler: I was told by one of the people I stayed with on a co-op that I'm not really an Antiochian. I'm also never going to get married, apparently...

Diana Zavala: What makes me an Antiochian? I do what I want.

2015-16 COMCIL CHOSEN

by Jane Foreman '17

Community Government elections results were announced to the community on June 8th. 202 ballots were cast in this election: 134 student, 45 staff, and 23 faculty. In the May 2014 election, 169 community members voted: 118 students, 33 staff, and 18 faculty; in November 2013, 134 student, 14 faculty and 31 staff votes were cast for a total of 179 ballots.

As written in the Community Council by-laws, there is now one additional student seat on Comcil due to the increase in student population. The 2015-16 Comcil consists of 5 student seats, two at-large and three student-selected, 2 faculty seats, one at-large and one faculty-selected, 2 staff seats, one at-large and one staff-selected, and a student president.

"At-large seats are seats that are chosen by the entire community (staff, students, and faculty votes being included). This is averse to group-selected seats, which make sure that the people representing a group have representatives that are voted in only by that group." said Coty Wyatt '16, Elections Committee member.

This year, Elections Committee members were Comcil representative Marianthe Bickett

'15, Myrcka Del Rio '17, Dean of Community Life Luis Rosa, Assistant Professor of Cultural Anthropology Emily Steinmetz, and Coty Wyatt '16.

Due to a lack of candidates, the second faculty seat has not yet been chosen.

Elected student Comcil members for the coming year are: Jane Foreman '17 and alternate Eric Rhodes '16, student-selected, Nate Meehan '17 and alternate Meli Osanya '18, student-selected Lillian Burke '16 and alternates Perin Ellsworth-Heller '17 and Ellie Burck '18, student-selected, Hannah Craig '17 and alternate Odette Chavez-Mayo '18, community-selected, Cole Gentry '17 and alternate Hannah Barrueta-Sacksteder '16, community-selected.

Faculty Comcil members are Michael Casselli and alternate Emily Steinmetz, community-selected. Staff Comcil members are Patty Nally and alternate Kyle Long, staff-selected, and Amanda Cole, community-selected. Idalease Cummings '16 and alternate Amelia Gonzalez '17 were elected as Community Council President.

Additionally, Ciana Ayenu '17 was elected to fill the student seat on the Presidential Search Committee, effective immediately.

MARK ROOSEVELT'S TALK CONTINUES

Continued from pages 1, 7

pedagogical benefit? I think for some. I don't know for all. And I don't know if it's ever been seen that it worked for all, having tremendous pedagogical benefit. I think the concept of people taking part in the process of figuring out what kind of place they want to live in and how the rules of that place should be written is powerful. I think figuring out how to get that done is hard...

I always find it interesting... when I meet with students that say, 'Ah, you make all the decisions in here behind a closed door' and I say, 'Name a decision that I've made.' and they struggle, and I actually do too, if I have to think of decisions I've made...I think the concept of decisions not being made hierarchically except for in unusual circumstances seems to be the way the campus is run to me...I know that some may be frustrated that it's a clumsy or groping process, but that's what it is, and all consent—the easier forms of decision making are dictatorial or hierarchical, the clumsier forms are consensus and communal. So it can feel clumsy a lot of the time. But yes, I think it's an important piece of Antioch and I do think it's pedagogically potentially powerful.

Taylor: In your talk with students you mentioned a phenomenon in campus where everyone seems to "feel powerless." If you were to give advice to a students, staff or faculty member on what the roadmap to change is on campus—if somebody feels particularly passionate that something needs to be changed, what would your advice be for them on how to make that change?

Mark: Catalyze a process of conversation about it...That's I think a healthy way—if you're frustrated about this, where are decisions made? Well I guess they're made in the curriculum committee with the faculty, so can students be added to that committee? I think that's productive. It wouldn't be the way it would go elsewhere. But it would be the way it would go here. I mean some things are just vaguer than people want them to be, but that's just the way it is.

Taylor: There seems to be a conflict on campus between the alumni's vision of the College and the students' vision, since a lot of students came to Antioch thinking there was a clearly owned legacy from old Antioch, but a lot of alumni who are funding the

college now have a vision, part of which is that we wouldn't be like the old college in certain ways—

Mark: It's so complicated, Taylor. I guess what I ask folks for is to realize how complicated it is, for instance, the "alumni who are funding it" have many differences of opinion themselves...It's really exhausting to get into debate about what closed Antioch, what lead to its demise. Some people like to think it was only managerial misconduct by the University. It gets clear it's more complicated than that. I think there were clear failures that you don't need to clearly debate. Graduation rates were clearly abysmal. Success of minority students was abysmally low. Again, for a school that defines itself as for social justice, that's a legitimate issue. No building behind cleared with the ADA. One of the architects has a disability, and he was just absolutely shocked—he said for a school that talks about social justice, how can you have this? So, there were many failures, and I don't think anybody would disagree. But some people would say, well, it wasn't our fault. It was the University's fault, they didn't give us enough money. But the alums had stopped giving. The giving rate was down to 4%. So, the alums had chosen not to support what was happening, whether that was because of the University misconduct, because it was lack of communication, whether it was because things were happening that they didn't like. You can debate that, but it happened, right?

Deferred maintenance, which I like to say is a sort of analogy for almost everything on the campus for 30 years...No maintenance was being done, retention work wasn't being done, lots of things weren't being done that had to be done. Communication with alumni, I can't tell you how many alumni I visited would say to me, you have the audacity to come here asking me for a gift? I've been writing letters to that college for 20 years and I never got a single response... and you come here asking me for a million dollars. I mean, how about an apology first? I mean, do you know how much apologizing I've done on this job? I mean, to different people for different wounds. So that's the point I'd like to make. Is that a lot of people feel wounded in this community. But their wounds are very different, and I think sometimes students get a particular voice from a wounded part of that community, but I don't think you have been hearing

as much of the other wounds...So my job has been basically not to take a position on the rightness or wrongness of woundedness, but to try in my own way to heal as many wounds as possible, and speak to it...My main job is to keep the College alive with a chance of making it.

Taylor: One of the main tensions was...the decision not to rehire tenured faculty. A lot of people see it as a labor issue, part of a national trend that moves away from tenured faculty and more toward short term contracted faculty. I'm wondering how you see Antioch fitting into that trend?

Mark: We didn't move away from tenure track faculty. We have a higher percentage of tenure track faculty teaching than any other school around. So we have embraced tenure track faculty. We also didn't decide not to hire tenure track faculty. We did decide that they had to reapply for their jobs. That's a different decision... You know there are lots of people on campus who worked at the other Antioch. Legally we're not a successor institution to it, so the legal question is clear. I agree the ethical question is cloudy, and I dealt with it as cloudy. I was very up front with people—but remember I had two camps, and I lost people at both extremes. One said you hire any of them back, I'm out, because they were part of what brought the campus down. And the others said if you don't hire all of them back, I'm out. All those folks have gone, some of them have come back, but most of them are gone, because they had a very clear idea of what the decision should be and the decision did not end up being what they wanted...A vast majority of people are in the middle...But I have to tell you that though the public version of what the former faculty was saying is "hire all of us back" it was not the private version the former faculty conveyed. Many of them did believe that all of them should be hired back. And expressing that and that was very divisive amongst them, but...it was very tough. One of the hardest things for human beings to do, it's very hard for me, and without being patronizing I'd say it's harder even for younger people, is to accept the idea that two competing truths that seem contradictory can actually exist at the same time, and think that was the situation that we were in, and that's a really hard situation to be in. I hated it. It was really

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WELLNESS CENTER REVERTS GENDER-NEUTRAL BATHROOM FOR ANTIOCH VILLAGE CHARETTE

by Cleo Ku '18 and
Taylor Larson '17

On Tuesday, March 3 alumnus Adam Abraham brought to students' attention the removal of the gender-neutral sign from the restrooms accessible from South Gym. The gym was roped off from the rest of the Wellness Center and reserved by the College for the five-day duration (March 1—5) of the Antioch College Village "Charette."

Alumnus Gabriel Amrhein confirmed Abraham's concern after they attended the Charette that same evening. Amrhein, who identifies as queer and experiences gender dysphoria, was informed by Vice President of Finance and Operations Andi Adkins that the signs has been changed for the Charette. Amrhein said they were not given a reason behind the decision to change the signs.

After being informed of the sign swap by Student Union, current Record editor Taylor Larson '17 brought the issue to ComCil's attention that evening, printing ten copies of the All Gender Restroom Resolution (passed by ComCil on July 30, 2013) for members' reference.

"They told me that if someone rented out the space, they would be able to change [the restroom signs]. My assumption was that if it was the College or something associated with the College, they would just leave it."

"ComCil President Perri Freeman decided she and Dean of Community Life Luis Rosa would meet with President Mark Roosevelt to request the gender neutral sign be restored, and that the hosts of the Charette would be made aware of the policy," Larson reported back to Student Union Tuesday evening.

Wednesday morning Larson and members of ComCil received

an email from Rosa reporting that he had emailed Adkins, Roosevelt, and Sandy Wiggins about the issue and "strongly requested" that the restroom signs be changed back. Yet South Gym's restroom signs remained gendered for the duration of Wednesday's Charette events, including the student session at 8:00 p.m. that evening.

Izzy Bausch '17, who spent his Winter 2015 co-op as an employee of the Wellness Center, restored the gender-neutral sign on Thursday morning, the final day of the Charette. Bausch explained the miscommunication between him, the College, and the Wellness Center. "They told me that if someone rented out the space, they would be able to change [the restroom signs]. My assumption was that if it was the College or something associated with the College, they would just leave it. But apparently what they thought they were saying was that they could take it down if anyone rented the space, even if it was the College."

After expressing his concerns to Wellness Center staff about the comfort and safety of trans and queer-identified community members in the Antioch and greater Yellow Springs community attending the Charette, Bausch was permitted to restore the gender neutral sign to South Gym's restroom.

When asked by The Record for a statement, Adkins said, "We apologize for any frustration or confusion that was caused by removing the all gender sign from the South Gym restroom during the Antioch College Village charrette...The temporary sign was created and hung by

"There has not been an official policy created around the designation of the South Gym restrooms; however we look forward to working with students and staff to establish one."



Photo by Wyatt Souers '17

Wellness Center staff at the suggestion of their co-op student, and was meant with the best of intentions. There has not been an official policy created around the designation of the South Gym restrooms; however we look forward to working with students and staff to establish one."

"There was definitely a miscommunication between me and the managers...I know they feel sorry, but I don't understand why they thought changing it wouldn't be a problem."

"There was definitely a miscommunication between me and the managers," Bausch said, "I know they feel sorry, but I don't understand why they thought changing it wouldn't be a problem."

Sharing Bausch's concern that staff and administrators may not fully understand the reasons behind community members' concerns, Amrhein filed a complaint on the morning of March 6 for the purpose of "making it known to the parties responsible and the College that a mistake was made and to understand why it was a mistake."

In response to this and ongoing concerns in Queer Center related to the accessibility of gender neutral spaces in the Wellness Center, members have begun conversation about initiating a restorative justice circle with the facility's director and staff.

STOPPA SHIFTS FOCUS TO PUBLIC SAFETY

by Jane Foreman '17

With the March 2015 hire of Roger Stoppa, Antioch's first Director of Public Safety, Campus Security will be moving from a focus on security to a focus on safety. Prior to Stoppa's hiring, Campus Security was run by Physical Plant Director Reggie Stratton.

"Security is a kind of function that we provide. I don't like using security as a title because the first thing you think of is somebody telling you what to do all the time, somebody involved in your day to day routine, the basic security guard image," explained Stoppa. "Our goal isn't to be big brother. It isn't to monitor the students, it's just to make sure the students are safe."

Ensuring student safety has been a surprisingly painless task, according to Stoppa. "One of the things that I've found interesting here compared to where I came from is that the students are so well-behaved here. I mean, it's amazing. At Ohio Dominican, we would generate between 450 and 500 incident reports a year. I've been here just over two months and I've had four—and two of those were for an illness," he remarked in May.

Our current security staff is contracted through an outside firm, with members being hired by that firm and then assigned to the Antioch campus. Stoppa noted that this practice is not ideal, as outsourced security staff are not necessarily familiar with Antioch's needs. "They've never been trained to be on a college campus. What they're used to doing is a lot different from what they have to do here," he said.

As Director of Public Safety, Stoppa intends to make some changes in the department. So far, he has professionalized incident and shift procedures, adding duty log standards and a new incident report form. Stoppa noted, "Before, [security staff] were just typing up an email and now we have an official form so that they can type up an incident that they were involved in. It contains more information...it's a more professional-looking document than just an email."

These new procedures are a part of Stoppa's efforts to ensure that the College is prepared to comply with the federal crime reporting requirements of the Jeanne Clery Disclosure of

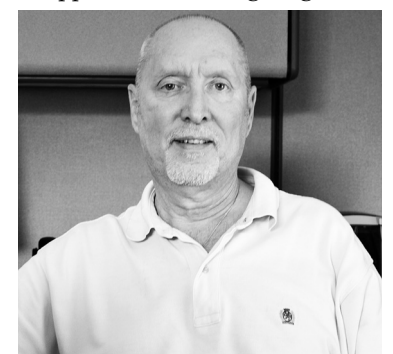
Campus Security Policy and Campus Crime Statistics Act (1990). The College will have to meet compliance measures upon receiving accreditation and Title IV funding.

Stoppa explained, "The Clery report is an annual crime report that we have to submit to the US Department of Education. That starts once we begin taking financial aid from the government, and by law we're mandated to report certain crimes—more violent crimes: homicides, robberies, assaults, sexual assaults, along with the Violence Against Women Act criteria which is stalking, dating violence, and domestic violence."

In July, staff will be trained in a series of new policies and response protocols introduced by Stoppa to help streamline and standardize their work. The Crisis Management Committee was formed for the purpose of reviewing these policies before their implementation.

One change in the works before Stoppa's arrival is the addition of blue light emergency phones to the campus. The two phones, located off of the sidewalk between Birch and Antioch Halls and between Antioch Hall and the Arts & Science Building, are now fully wired and ready for use. "We just ask that we don't get the push button call of 'Hey, it's raining out and I don't have an umbrella, can you give me a ride to the Science Building?'" They're not designed for that use, more for an emergency purpose, but no one's ever going to yell at you for pushing that button if you feel it's needed," said Stoppa.

Stoppa, who served as the Associate Director of Public Safety at Ohio Dominican University for 10 years, has an open door policy. Community members with concerns relating to security and public safety should feel free to come by his office in Pennell House or send him an email at rstoppa@antiochcollege.org



Roger Stoppa. Photo by Wyatt Souers '17

LIBRARY NOW INDEPENDENT

by Taylor Larson '17

This winter, the Olive Kettering Library (OKL) officially separated from Antioch University, thus cutting the last tie between the College and University. As a result of negotiations that began last Fall and continued into early Winter, the OKL ceased to be a branch of the University and its library system.

“When Antioch closed, the library didn’t,” explains Jim Kapoun, the Director of Library and Information Services. The Olive Kettering Library—its building and collections—remained a part of Antioch University, and when the College reopened, an agreement was made with the University the two libraries would continue to be operated as one.

“At the time of the College’s closure, the University barely had a library of its own,” said Ritch Kerns, Librarian for Technical Services at the OKL, “They had to keep us open or else they would lose their access to OhioLINK.” Becoming a “branch” of the University library system meant that all of the decisions affecting the OKL would be made through the University, and the College would pay a small portion—approximately one-sixth—of the library’s membership dues.

In part the split was hastened by the College’s process of reaccreditation. The Higher Learning Commission requires the College to demonstrate that it was separate from the University—in part, this means proving that it can support its own library.

However, in the short-term it was the internal restructuring of OhioLINK that lead the organization to put pressure on the unorthodox arrangement between the College and University. After OhioLINK underwent an administrative transition to a state-run entity, it could no longer contractually acknowledge the College as being part of the University.

In a conversation that hastened negotiations of the OKL’s inevitable split from the University, Kapoun was asked by a representative of OhioLINK, “Who pays your salary?” Kapoun said, “When I answered, ‘Antioch College,’ they said, ‘Well, then you can’t be a part of Antioch University.’”

To Kapoun and other library staff, the separation was significant

because it restored the OKL’s autonomy within OhioLINK. Because the library was not considered a full institutional member, the OKL staff had no say in the consortiums of which it was a part—OPAL, OhioNet, OCLC, and, most importantly, OhioLINK. As one of the largest and most cost-effective library consortia in the United States, OhioLINK is the library’s “lifeblood,” said Kapoun. “It allows the OKL to have access to the same resources as larger universities like Ohio State and University of Cincinnati.”

While the College’s fees will increase when it takes on the costs associated with independence, the University’s own bill is expected to skyrocket. OhioLINK’s billing formula is currently based on the amount of the inter-library loan lending transactions by each member of the consortium as well as the strength and uniqueness of the collection. In other words, the better your collection and the more you share the less it costs to be a member. Kerns explained, “Because it has few physical holdings, the University has little to contribute to OhioLINK, while at the same time it takes advantage of its system of inter-library loans and off-campus electronic resources such as scholarly journal databases, streaming multimedia and e-books.” “When the College closed, OhioLINK must have thought, ‘Here’s our chance to get rid of those interlopers,’” commented Librarian Kevin Mulhall.

Independence and full membership in OhioLINK also means the OKL can now pick and choose the resources best suited for the College’s specific needs and most appropriate for the College’s curricula and size. As a branch of the University, the OKL was often responsible for paying for resources (e.g. databases or vendor packages) that it did not need or could not access. “The University would make us pay for several databases and products—like LexisNexis—that they wouldn’t let us use, sheerly out of mean spirits,” said Mulhall.

“It’s a big step. We are our own now. We’re not answering to anybody, so to speak,” Kapoun said. “It was a big day for library staff, most of whom were here through the closure and reopening....It’s like the students want a share in the governance—the library didn’t have that opportunity and now we do.”



Olive Kettering Library staff members Kevin Mulhall, Steven Duffy, and Archivist Scott Sanders pose in front of the periodicals display. Not pictured are Sandy Coulter, Jim Kapoun, and Ritch Kerns. Photo by Louise Lybrook '16.

DIVERSITY AUDIT REACHES COMPLETION, TASK FORCE REFLECTS ON RESULTS

by Angel Nalubega '18 with Taylor Larson '17

Diversity Task Force was created during Winter 2015 to address issues of diversity at the College. With 20 members, the Task Force includes a broad representation of students, staff and faculty, with Director of the Coretta Scott King Center Mila Cooper serving as chair and Assistant Professor of History Kevin McGruder serving as co-chair.

The committee hired two consultants from Compass Consulting to perform a Diversity Audit in order to assess whether the College was staying true to its stated belief that “diversity in all of its manifestations is a fundamental component of excellence in education.” The task force will use the data from the audit to help prioritize and design a strategic plan for diversity at Antioch.

Compass Consulting is a minority-certified, women-owned firm that specializes in creating inclusive work environments. With the intention of determining ways to improve diversity and inclusion at Antioch, Tameka Taylor and Erica Merritt compiled a report filled with issues and themes they noted in detail from individual interviews and focus groups with students, staff, and faculty. This report was presented to the Diversity Task Force and to the broader community on June 12.

The focus groups took place over several weeks, with sessions exclusive to queer students, students of color, students with disabilities, as well as male and female identified students. “In order to get a feel for where the College is at in terms of diversity, we thought it would be important to ensure that everyone’s voice is heard,” said Taylor.

The audit will provide guidance for Diversity Task Force’s work examining Antioch’s policies and shaping campus climate. “We’re optimistic about the opportunities

for the Antioch community... There are many positive things that have come up as a part of the audit which provides a good foundation for you all to continue to build on,” Taylor said, “There will be opportunities in our recommendations for short term, intermediate and long term goals. Additionally, there will be some recommendations that will cost little to nothing and others that will be more costly.”

The audit included 11 focus groups, with 35 students and 42 staff and faculty participants. They conducted ten role-based individual interviews, many with people in “Senior Leadership” roles. 92 students, 68 staff, 25 faculty, nine board members, and 41 alumni completed the survey. Community Meeting was used as a space to gather feedback from that day’s 74 attendees.

Taylor and Merritt said that Antioch “broke a record for qualitative comments.” Merritt said, “Sometimes people have a lot to say when they’re frustrated so you could look at it that way but I think that people can reach a point of frustration...where they just stop engaging. And that is clearly not what is happening here. People clearly have hope that what they’re saying is going to have an impact, otherwise they would not have taken the time to offer that kind of feedback.”

In addition to the high level of engagement of the community, the positives of the Antioch community as reported by the auditors were the level of collective commitment to the institution; the presence gender neutral restrooms; community engagement around diversity issues; a shared language and understanding of social justice issues; most people have found strong communities of support; a shared leadership model that empowers students; and “the opportunity to create your campus culture here.”

The auditors organized

their data by pulling out themes common to all groups, and presenting quotes from community members that best represented those trends.

They began criticisms with a theme they did not know how to categorize they called a “them versus us mentality.” Taylor said theme “showed up—in who “us” and “them” were—in very various ways. So it could have been staff, it could have been students, it could have been old Antioch versus new Antioch, it could have been in terms of identity groups.”

Problem themes identified by the auditors included: class issues; conflict caused by the students’ online Facebook page, Dim the Lights; diversity in the mission statement not being implemented well; lack of racial diversity the higher up you go in the organization; lack of room for making mistakes and “saying the wrong thing”; long-term maintenance of diversity initiatives; presence of microaggressions in various forms; political diversity is not as welcomed as other diversities; concern for retention rates, especially for people of color and trans* students; the inclusion expected after the admissions process did not match the reality of being on campus; the SOPP and RDPP exist in name only and do not have clear processes if complaints do arise; diversity feels superficial because of a lack of resources; need for all around training in areas of diversity and inclusion; and a need of an Office of Multicultural affairs.

The Diversity Task Force will take in this information and create a “realistic diversity strategic plan.” The auditors emphasized that implementation of recommendations will be a process that will involve time and money as well as cultural change, with some goals spanning a number of years. If you have thoughts or feedback, contact chair Mila Cooper or co-chair Kevin McGruder.



MARK TALKS

Continued from pages 1, 7, 8

difficulty. And I grew to have a lot of affection for a lot of people involved.

Jane: It seems like there are some people who have the power to say something at a meeting and something will happen about it, but other people don't. Do you think there's a way to address that perception, or to create more of a structure...so that people know what to do if they have a problem?

Mark: [At Community Meeting] when the thing was discuss what community meeting should be, we thought one out of four community meetings should be devoted to talking about how problems get addressed and should be addressed...I think Community Meeting is a big issue, how to make them more productive and get more people to go to them and feel that they're contributing something...And people dissatisfied with it...And again it's the same ownership thing, staff think students own the community meeting, so they feel like they don't have a say in it...So if you did one a month on a big issue, just gave people a chance to talk about it, one a month on a problem solving...one a month on highlighting some part of the school that people didn't know that much about...I just see community meeting could be structured to be far more effectual in helping people understand how things get done or don't get done around here...

Taylor: Have you ever left community meeting and felt, 'yes, that was good, that's what community meeting should be'?

Mark: Yes, I've come out of community meeting feeling that way...You know, it's funny, I was told in the "old Antioch" that there was a lot of yelling and screaming in community meeting. That's just not my cup of tea. And at first people would say to me, community meeting feels so different. And I would say, talk to me about it. And in the end they said, you know, it's just less conflictual. I have very interesting theories and feelings about conflict and adversarialness and why it happens and that people can feel the absence of it as being something wrong. Like you're not doing enough about social justice if there isn't conflict—it's just not how I view the world and it's just not how I view how actual progress is made. So, I think community meeting is a work in progress like so many other things here.



Elise Miller in the Nurse's office. Photo by Ismael Ramirez '18.

ASK NURSE ELISE!

Q: What are the resources for students living with eating disorders? Could we create a resource for this on campus?

A: At this time the on-campus resources for students with concerns or experience with eating disorders and disordered eating are:

1.) Our mental health counselors, who have walk-in hours and can also be contacted for appointments. We are currently down to one full-time mental health counsellor, Erin George.

2.) Myself; I have walk-in hours only (posted on the front door of Pennell and also on the Community Life Google calendar), and am employed part-time with the college, Monday-Thursday.

We are here to provide a safe listening space and direction to students who come to seek information and options around living with eating disorders. Our professional training, both as counselor and registered nurse, encompasses identifying the warning signs of disordered eating as well as the risks and complications. We can answer your questions, but if more specialized support is indicated from our assessments, it is our responsibility to refer students off campus to local specialists, including dietitians, psychologists, psychiatrists and specially designed support programs.

There is educational literature on regional and national resources and hotlines available both in my office on the first floor of Pennell and also on the second floor in the Wellness Room area. Both Erin and myself can direct students to standardized eating disorder screening tools that are free and can be accessed on the internet. If one of these tools is utilized by

a student, it is important for that student to follow up by reaching out to one of us or another person they feel safe with to discuss next steps.

In Spring term we experimented with hosting a circle discussion on living with eating disorders and prepared an informative outline as well as a list of on-campus and local eating disorders. We advertised this circle via email to students and posted fact sheets on the realities of eating disorders in campus buildings. Due to the low turnout, we have not held one this term, but we plan to revisit the idea. We are interested in hosting such circles more frequently, and/or assisting students who are interested in organizing a circle/group on disordered eating, relationship with food, and body image.

Eating disorders and body image are hugely relevant issues for the college student population. Disordered eating conditions involve mental and emotional health and physical health at a critical intersection. I see merit in establishing regular (weekly or monthly) programming which dives more extensively into them, particularly if student interest is gauged accordingly. Such programming could include (and not be limited to!): holding a formal SpeakOut event on eating disorders and body image for students; film screenings and discussion; Zine workshops, involving Res Life and incorporating RA training around the signs, risks and dangers of disordered eating, and bringing expert speakers to campus.

Student initiative and voice will have much to do with the progress of on-campus resources for health—please feel free to email me with your ideas and questions.

ACCESSIBILITY MUST BE A PRIORITY IN WESTON HALL

The following letter of concern was circulated around campus in late April and presented to the Weston Hall Committee on May 1st and 12th.

Dear Community:

It has come to my attention that the plans for Weston Hall do not include any major considerations for accessibility and current (2010) ADA compliance. As a student with a disability and an active member in the Antioch Abilities group, I feel that I need to address the concern for inclusion of students with disabilities on this campus. It is my understanding that Weston will become the new student space and that it will be committed to diversity and inclusion. This will not be possible if the building is not accessible, as it will exclude community members with disabilities.

In order for this institution to claim that it is committed to social justice, it must (at the very least) provide equal access to its students. This means that if we have a student who uses a wheelchair or a student who is visually impaired, they must be able to access the buildings on campus, especially student spaces. It is imperative that the inaccessibility of these spaces be addressed.

In my experience at Antioch, inaccessibility has been an incredible hindrance to feeling included. For an institution that stresses the importance of community, we have not done our due diligence in terms of including members of the community with disabilities. Our community meeting has been held in McGregor 113 for nearly all of my time at Antioch. Not only is this room one of the least physically accessible spaces on

campus, the meeting itself only recently began accommodating community members with hearing disabilities, of which we have several. This oversight suggests a lack of consideration for the embodied diversity that is already present in our community, not to mention the physical diversity of future students, faculty, and staff. We must begin to understand that disability is a form of diversity and if we do not make our environment accessible, we are actively excluding a group of people based on physical difference.

To be an inclusive community, it is crucial that we accommodate and celebrate diversity in all of its manifestations. If we do not make this space accessible to students with disabilities, we will be barring them from full participation in this community and will be limiting the campus diversity.

“Please keep in mind that our environment reflects what kind of body our community deems as ‘right fit.’”

In order to make this school a diverse, safe, and accessible place for all, we must be intentional about how construct our physical environment. It is unacceptable for this institution to participate in the active discrimination of those with diverse embodiments. As a community, we should not tolerate this exclusion. Please keep in mind that our environment reflects what kind of body our community deems as 'right fit.'

I hope you will consider these concerns as you move forward with renovations. Thank you for taking the time to read this letter.

Sincerely,

Ryann Patrus '15



Unfinished Creations

243 Xenia Ave
Yellow Springs, OH 45387
937-767-7173

M-F 10:00-5:30
Sa 10:00-5:00

IT'S TIME TO MOVE AWAY FROM IDENTITY-BASED PRIVILEGE POLITICS

By Shane Creepingbear '08,
Assistant Director of Admission
& Multicultural Recruitment &
Enrollment Coordinator

There was a time when conversations about privilege and identity-based oppression were strong and important tools towards defining political movements. These conversations were often used in higher education to get white people to talk about whiteness, as a 101 conversation towards a broader understanding of oppression. Understanding how your interactions can marginalize people in social, professional and classroom settings is undeniably important, but not an end unto itself.

The end is the liberation of all nationally oppressed peoples. Unfortunately, privilege discourse has become its own, nearly ubiquitous political line. It's hamster wheel politics. It's constant struggle with no progress. Talking about privilege is a legitimate method to catalog some of the ways some individuals tend to benefit over others, but it can't go much further than that.

Framing identity-based oppression as the main political line does not allow for the adequate deconstruction of structural oppression built to maintain white supremacy. Identity discourse alone cannot fix structural problems because rather than opening up conversation to a wider critique, it atomized the issues to their smallest level: the individual's responsibility to "check themselves" when they marginalize another person from a more oppressed identity group. Because they center discourse on the individual rather than the system, privilege politics have observably stalled progress towards breaking down white supremacy.

As political tools, call-out culture and privilege-checking ultimately amount to little more than a series of underwhelming interpersonal confessions. Discussion of skin privilege, for example, places whiteness at the focal point; the discourse of identity politics will group as many people into the category of white as possible, hence the term "white passing." Although this wasn't a term used until recently, the discourse around it is very similar to how many indigenous peoples were grouped as white as a tool for enacting colonial and

The term White Supremacy gives white people a clear choice of supporting or opposing a system, rather than getting bogged down in claims to be anti-racist (or not) in their personal behavior.

"Clarissa Explains White Supremacy," a meme created by Shane Creepingbear, uses images from 1990s television show Clarissa Explains It All to explain concepts relating to white supremacy.

cultural genocide.

The acute reality is that there are benefits to being lighter skinned, but this is not always "white privilege." Whiteness cannot and does not exist monolithically—it is a moving target and varies drastically based on context. White privilege is an inadequate framework for analysing whiteness because it cannot discern geographic location, socioeconomic status or the effects of colonialism and settlerism.

Ironically, it's the same homogenous definition of whiteness that settler scumbags have been wielding for hundreds of years to justify the theft of land and resources from Indigenous peoples. Four hundred years of European colonization in the Americas has widened the gene pool, allowing for native peoples with the possibility of lighter skin, hair and eye color. Andrew Jackson justified the removal of Cherokee peoples from their lands by claiming they were now "white" and hence their lands were not entitled to them.

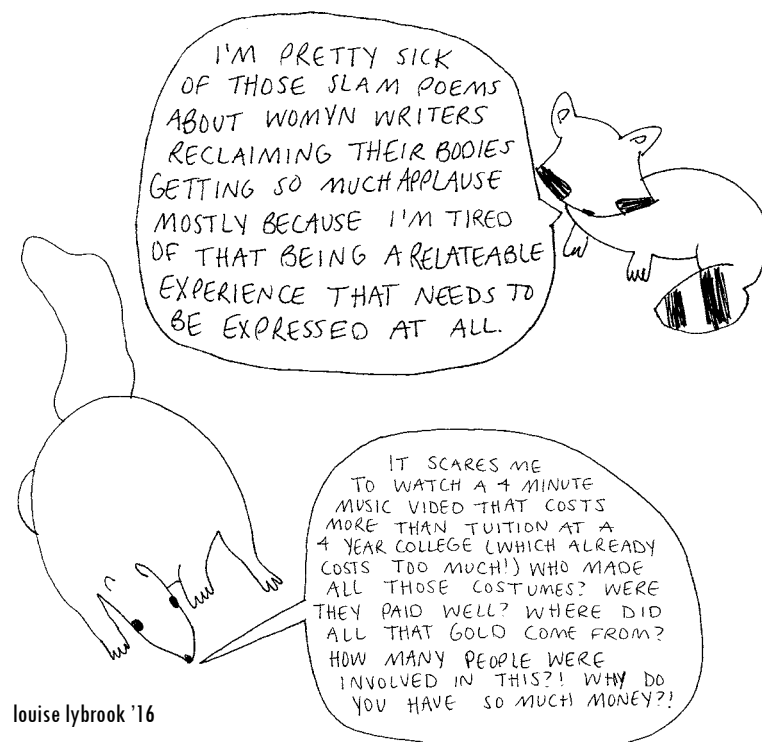
The term and idea of "whiteness" is new to our history. Elite rich white planters—then seen as Irish, Dutch, English, and so on—developed colonies in the south with slavery as the economic foundation. Virginia had about 50 families that fit within this "elite" category, they were vastly outnumbered by large numbers of black slaves and indigenous peoples in the area. As class lines began to harden, the distinctions between rich and poor became more apparent. The elites began to fear an uprising from below. As slaves revolted, the rich began to worry that discontented whites—the urban poor, indentured servants, tenant farmers, soldiers, and the property-less—would join forces with black slaves in rebellion based on class alliances.

In 1676, Bacon's Rebellion shook the planter elite to the core. Throughout the colonies, from

New York to South Carolina, white frontiersmen and indentured servants revolted with black slaves. The elites' solution was to divide and control this broad working-class alliance. Certain privileges were given to white indentured servants; they were allowed to join militias, carry guns, acquire land, and have other legal rights not allowed to slaves. But to gain these privileges, one had to be legally declared white on the basis of skin color and continental origin. This solidified poor whites as legally "superior" to Blacks and Indians. Thus, whiteness was deployed as an apparatus to prevent lower-class whites from joining people of color, especially Blacks, in revolt against their shared class enemies. Even today, unity across color lines remains the biggest threat in the eyes of a white ruling class.

The historical context of "whiteness" reveals the limitations of identity politics. Identity politics have the tendency to emphasize matters of culture, language, ethnicity, ability, and so on while avoiding underlying issues of economic exploitation and oppression. But it must be understood that imperialism is the systemic root of racial oppression in the U.S. today and that "whiteness" developed as an alliance to undermine any attempts by lower and working classes to liberate themselves.

Building and maintaining class solidarity is one of our strongest assets as we challenge and deconstruct white supremacy. Simply cataloging privileges is not enough to deconstruct a system of racial oppression that has intentionally constructed us in opposition to each other in order to decrease our chances of revolutionary success. It will take a deep examination of the history of oppression and how it is currently maintained, and the creation of a strong and unified political line that spans the entire system of oppression in order to tear it down.



louise lybrook '16

REEXAMINING MANDATORY MINIMUM SENTENCING

Mandatory Minimums are something I know all too well.

Speaking of mandatory minimums may seem redundant especially since I am a recidivist; rehabilitating myself and working towards transformation is my ultimate goal. As a student enrolled in Dayton Correctional Institution, I had the privilege of participating in a cultural anthropology course offered by Antioch College--ANTH 370: Race, Gender, and Citizenship, taught by Assistant Professor of Cultural Anthropology Emily Steinmetz. The experience has been so informative and enlightening. While working with Antioch College students, mandatory minimums became the main focus of our group project. Mandatory minimums are federally required minimum sentences for specific convictions, particularly for drug crimes.

I come from the small, rural town of Gallipolis, Ohio. The town is predominantly middle to upper-class whites who hold precedence over the judicial system. The minorities and uneducated at the lower level of the socioeconomic ladder never prevail judicially. Instances involving those of lower-class status as well as racial minorities usually result in unreasonable and unfair sentencing due to mandatory minimums. These cases are automatically targeted for a speedy conviction.

In a 1992 case, Algernon Lundy was convicted of conspiracy to distribute crack cocaine, using his cleaning service

business as a cover. No drugs or cash were found or seized, no specific drug activity recorded, no controlled buys conducted and no drug source or drug customers identified. Even with a lack of evidence, he was sentenced to life plus 5 years due to mandatory minimums, with his conviction hinging on the testimony of a friend also accused of drug activity. This friend later wrote the judge that he had been threatened and manipulated into falsely testifying against Algernon in exchange for a lower sentence. This experience of mandatory minimums is not uncommon.

The incarceration of nonviolent drug offenders targets mostly low socioeconomic persons. Under no circumstances should a person with drug convictions be mandated lengthy sentences when the judge does not hear the facts of the case, the type and weight of the drug is the primary determination of sentence length, judicial discretion is not apparent, and low-level drug conspiracies and offenders are as culpable as those at the top. These statutes do not render justice. Until the sentencing commission abolishes mandatory minimums, civil injustice and severe unnecessary punishments are going to continue to occur and overcrowding in federal and state prisons will never cease. Please consider writing a letter to end unfair mandatory minimums.

Thank you,

Mary

ANTH 370 student, Dayton
Correctional Institution



The class of 2000, poses on the steps of Antioch Hall. Their commencement speaker Leslie Feinberg—whose famous last words in November 2014 were “Hasten the revolution! Remember me as a revolutionary communist,”—opted to play a voice recording of Mumia Abu-Jamal at the ceremony. Photograph by Dennie Eagleson '71, and provided courtesy of Antiochiana.

PENNY ADAMSON SHOWS DRAWINGS AT EMPORIUM

by louise lybrook '16

If you visited The Emporium in February and March, you may have noticed the collection of beautiful, detailed drawings of wildlife adorning the walls created by none other than our very own Penny Adamson, a member of Antioch College's housekeeping staff. This was Penny's first show in nearly five years. “I had a great turn out. Everybody was expecting it. It felt good,” she said.

Drawing has been a passion of Penny's for her entire life. When she was younger, she often struggled in school. “Art was my focus,” she said, noting that she won two scholarships for gifted young artists. In high school, Penny studied commercial art at the Greene County Career Center. After high school, she worked for Diamond Art Studio in Beavercreek doing illustrations until the company folded in 1980. “And then I just started doing shows and freelance work for people,” she said. She has had several shows at the Winds and at local coffee shops and has even had a show in Colorado. She has also done a lot of commissions.

Penny said of art, “it's just what I do.” “When I get off work, that's how I unwind,” she said, referring to the detail and small dots and lines in her work. She calls her style simply “Penny Style” and takes inspiration from many different sources, including play.

“I play to get that creativity going. I just play with things. Play with crayons and paints.” She says she does not necessarily adhere to any particular technique, but

rather sees what she can make.

She also uses a mini skeleton doll named Bones to help tap into her creativity. “He's my buddy,” she said. She dresses him up in outfits as another way to play.

One of Penny's other passions, and the inspiration for most of her work, is nature. Growing up, she worked on her grandmother's farm and, today, she keeps a garden at home. “When I'm doing yardwork, I usually keep a sketchbook with me and I'll sit and sketch something,” she said. “Wildlife is what I really enjoy. I don't like humans that well. I'd rather be out in the woods somewhere.” Many of her drawings have been of wildlife around campus, such as the fox, deer and famous white squirrel. She recently completed a large drawing of the squirrel, naming the piece “One Morgan Place.”

Antioch College and its students are a major inspiration for Penny and play a positive role in her life. She grew up in Yellow Springs and her first jobs were at the Inn and the Caf. Many of her friends and partners throughout her life are and have been Antioch alumni. She said that after years away from Antioch, it was good to come back, especially at this time. “You're bringing these new thoughts and ideas in. A different take on things. There's this excitement about wanting to do new things. And the art that you're producing that's in the Arts and Sciences Building is really cool stuff.” “I feel like my soul is being fed,” she said. “It makes me happy. It allows me to draw.”

COMMENCEMENT, AN ANTIOCHIAN HISTORY

by Scott Sanders, Archivist

The following article was written for and printed in *The Antiochian*. *The Record* has chosen to re-print it here in its entirety:

There have been more than 140 commencements at Antioch College. They have been presided over by twenty of twenty-one past presidents—only Orin J. Waite's “singular and unfortunate” tenure in 1882 was too brief to enjoy one. They have been addressed by nearly 130 distinguished speakers, including three Nobel laureates (Ralph Bunche in 1950, Linus Pauling in 1958, and Martin Luther King, Jr. in 1965), two MacArthur Geniuses (both alumni), the Father of Public Education in America (that last guy gave the first three, along with that “be ashamed to die” thing in 1859), and as many as twenty Antiochians.

Two-time or more commencement speakers include Horace Mann, John Burns Weston (class of 1857), Amos R. Wells (the only member of the class of 1883), Stephen Jay Gould (class of 1963), Eleanor Holmes Norton (class of 1963), trustees Edward Everett Hale and Charles F. Kettering, former College President Algo D. Henderson, and Arthur E. Morgan, all-time record holder with a whopping seven times.

Commencement exercises have graduated classes as large as 426 in 1974 and as small as zero in 1880 (the college had commencement anyway; we just couldn't help ourselves.) In 2015 the College will see its smallest graduating class since 1923, which was incidentally the first year the commencement speaker was a woman: Flora Wells, principal of the progressive Lucy Flower Vocation School for girls in Chicago. The graduates will also participate in a long history of mound walking, one of Antioch's few actual traditions, which dates back to the 1920s.

By any measure, commencement day is a long one, but the last hundred years' worth would be the length of time it takes to microwave a burrito in comparison to the time it took

to get through the exercises of the nineteenth century. From the first Commencement Day in 1857 into the 1910s, every graduate gave an oration. That means that the attending crowd in 1860, the largest class during the period, heard a good 35 speeches or more that day.

At that time the commencement speech was the most significant moment in a student's college career (think Senior Project), and is said to have been the main reason Achsah Waite (class of 1857) transferred from Oberlin College. At Oberlin she was expected to write her speech, but the day's sensibilities insisted she give it to a male graduate to read.

In as many ways as it lived up to its founding coeducational outlook, however, the early College could be equally inconsistent regarding its women students. In 1866 when soon to be graduate Susannah Way Dodds, who later would have a hall unit in North named after her, made it known that she planned to wear a Bloomer dress as she had done so often as a student. This was the first graduation of Antioch's Unitarian period of control, and the Board, almost entirely composed of Unitarian Association ministers from the East, was not prepared for such an outward display of reform. As the fairly enlightened special correspondent of the Springfield Daily Republic reported, “Mrs. Dodds found herself excluded by the action of the College trustees an hour before the services commenced. A vote was passed at this time, forbidding any one to appear on the College platform in any unusual costume, and as the good sense of woman-kind has not yet triumphed over the love of display, Bloomer skirts cannot be classed as anything other than unusual.” With “most abundant expressions of sympathy from the audience,” she calmly refused to accept her degree in protest.

That same article also includes the line: “The commencement days of Antioch have often been days of great anxiety and perplexity.” Whatever that means, surely no Antioch College

commencement can be described as typical, except that it is typical Antioch College. Case in point: 1978, which included clowns, mimes, a rented helicopter with which a few Antiochians made a spectacular entrance and exit, and the first ever mother and daughter to graduate in the same class, and yet somehow none of that seems unusual.

Exercises that year also included protest and demonstration concerning contract negotiations with United Electrical Workers (UE), the College's collective bargaining unit. There are seemingly countless other instances of people of conscience taking advantage of the proceedings to make their case. The College has even been protested during graduation: in 2000 the Commencement Address by author and activist Leslie Feinberg included a recorded statement by Pennsylvania death row inmate Mumia Abu-Jamal, which brought organized demonstrations to Yellow Springs objecting to a man convicted of murdering a police officer being given such a platform.

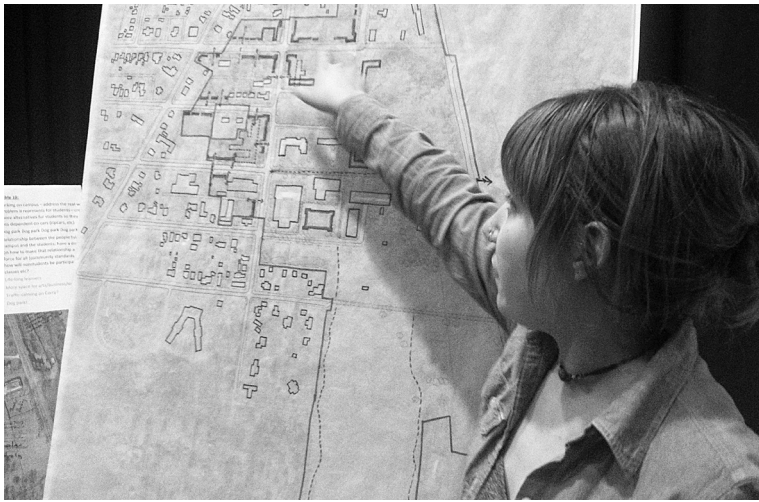
If there were any period that an Antioch College graduation looked like most other schools, it began in the early twentieth century when the fairly buttoned-up Simeon Fess was president. Classes in the 1910s began wearing academic regalia, and a tradition—there's that word again—of classes voting on whether or not to wear them developed by the 1930s. The class of 1935 effectively ended the practice with their decision not to wear regalia, and only once since then (1940) have Antiochians walked in caps and gowns.

Antioch College has gone seven years without holding commencement exercises, the longest such stretch in its history. The Class of 2015 is in many ways a group as pioneering as the one that took a chance on this place in 1853. They will be addressed by the newest member of the “two-timers” club, Congressman John Lewis, who last had the honor in 1989. After so long without a graduation, however, the honor is all Antioch College's.



YELLOW SPRINGS TIME BANK NOW “OPEN”

Have you ever found yourself with an empty wallet and lots of energy? Imagine a system that values time rather than currency. Imagine a platform that allows you to harness the unique skills and obscure knowledge of your fellow community members and to learn from them. Imagine sharing your own time with the community in exchange for the time of others. [HTTPS://WWW.HOURWORLD.ORG/BANK/?HW=1528](https://www.hourworld.org/bank/?HW=1528)



Taylor Spratt '18 at the charrette in March 2015.

AFFORDABLE HOUSING IN THE ANTIOCH VILLAGE?

By Taylor Spratt '18

In early March, the Antioch Village charrette attracted villagers who expressed a desire to see a design for a community that would not only enable but foster environmentally sustainable lifestyles. Villagers want a community that supports downtown businesses, increases the use of Yellow Springs schools, and strengthens Yellow Springs as an intimate environment of art and education. They want an art center, child care, community gardens, food forests, car share, and—perhaps most enthusiastically—a dog park.

For the most part, the needs and desires of the Yellow Springs community are in line with the needs and desires of the College community. But one instance in which needs of the College and the values of the community may clash is in the collective desire for affordable housing expressed through the charrette.

Amongst much of the Antioch community, one of the biggest concerns I overheard during the charrette was, “If the residents pay more than the students, how will we ensure student concerns will be valued? Why would we want Yellow Springs to be older, wealthier, and more white?”

The YS community may be our biggest ally in expressing diversity as a community value. Diversity requires a variety of housing: co-housing, co-ops, single family homes, tiny houses, and, discussed only briefly, AFFORDABLE housing.

But why would the College commit to affordable housing if the purpose of the Village is to provide income?

Integrating affordable housing would substantially help the College get the project off the ground. If the Antioch Village

includes a minimum of 20% affordable units, it could receive federal Low Income Housing Tax Credits to help finance the project in its early stages. This means including 60 affordable housing units in a design plan that is projected to be comprised of 320 to 340 units in total.

Affordable units in co-housing, co-ops, and single-family homes have been discussed. During the charrette, rough designs were generated to convert the old art building into affordable “live-work” loft housing for artists.

Creating a “diverse community of lifelong learners” necessarily implies the Antioch Village actively seek and support an economically diverse community, while it supports the college financially.

The bottom line is this: it’s unclear when Yellow Springs will have another chance to offer affordable housing opportunities of this scale. There is no current organization that has the capacity to provide this quantity of affordable housing opportunities within the village.

In aiming to adhere to the Living Community Challenge—a very prestigious and high standard certification facilitated by the International Living Future Institute—the design for Antioch Village will have to incorporate several “petals”: health, happiness, energy, water, materials, place, beauty, and equity.

While affordable housing is not an explicit requirement, the petal of “equitable investment” and “just organizations” makes a clear case in favor of integrating affordable housing. To borrow a term from Sandy Wiggins, the Antioch Village can be a truly innovative community if, and only if, it maintains an ethic of just sustainability.

AN OPEN LETTER TO CONGRESSMAN JOHN LEWIS, ON HIS SPEAKING AT ANTIOCH COLLEGE COMMENCEMENT

Dear Congressman Lewis,

This is an open letter.

I understand you are giving the commencement speech at Antioch College’s graduation ceremony and Alumni Reunion on June 20th.

I attended Antioch College for the 2007-08 academic year. Shortly before I enrolled, the then-owners announced their intention to close the college in July of 2008. The owners failed to inform or consult the college faculty prior to making the decision to close, which was in violation of the college’s shared governance bylaws. After the closing, an independent investigation by the American Association of University Professors found the decision also to be in violation of AAUP shared governance standards.

I participated in activist efforts to keep the college open, and even after the closing, I stuck around along with several other Antioch students, staff, and faculty, to continue the college—unofficially and unaccredited. We called our continuing institution Nonstop Antioch, or Antioch-in-Exile. We were funded by the same money which was originally raised to keep Antioch College open, with the intent that we would keep the Antioch College learning community alive until such time that a transfer of assets from the previous owners could be negotiated.

In the early months of Nonstop, we received numerous verbal promises by the current Board of Trustees. They assured us that once the transfer was made, we would return to campus and continue the Antioch learning community without interruption. However, once the Board of Trustees had control of the funds raised to save Antioch College, they stopped making promises. The Board refused to renew Nonstop Antioch’s funding after its first year, and treated the continuing learning community and its members as outsiders. Since gaining control of the college’s assets, the Board of Trustees and the administration of the present Antioch College

have paid lip service to Nonstop Antioch while denying any and all responsibility or obligation.

The AAUP report on their investigation of Antioch’s closing noted, “The investigating committee trusts that the Antioch College Continuation Corporation [the owners of the current Antioch College] will appreciate the fundamental importance of the tenure system and will offer reinstatement to those whose appointments terminated with the closing, restoring their tenure rights.” In 2010, the AAUP sent a letter to the Board of Trustees and Interim President Matthew Derr, accepting their claim that the new college is a different legal entity from the Antioch College which officially closed in 2008, but pointing out: “the new College continues to invoke not only the history and legacy of the old institution and to bear the name and goodwill of the old, but to benefit from many of the tangible assets of the historic Antioch College, including the alumni, the campus and facilities, and the substantial endowment. The faculty of the old Antioch College, including those faculty who were laid off, were at the core of creating and sustaining those assets. Thus we believe that such benefits entail certain continuing responsibilities to those long standing employees who are qualified for and remain available for positions in the new college—especially the tenured faculty.”

These recommendations by the AAUP, as well as countless appeals from former faculty, former students, alumni, and other friends of the college—including a widely circulated petition—were all ignored or rebuffed by the Board of Trustees, Interim President Derr, and current President Mark Roosevelt. In the end, President Roosevelt hired only a token number of formerly tenured Antioch College professors—mostly to administrative or part-time, rather than tenure-track, positions.

I was not accepted into the college’s first entering class, or any subsequent entering class. Neither were several of my fellow students. In my case, the only thing

approaching an explanation given was my advocacy on behalf of my teachers. I now have an MA in Postcolonial Studies; I don’t want to make an issue of my own case, except as another example of a larger pattern of behavior towards those of us who worked hardest to keep the Antioch College learning community alive in 2007, 2008, and 2009. Of the former students who were admitted, all have since dropped out, as have many newcomers who would, I think, have thrived most at the old Antioch College.

These and other related injustices continue to cause me and my community great pain, and are a source of much anger among a significant minority of alumni and friends of the college. Many now view the present college with indifference or hostility—particularly tragic, as these are the same people who were among Antioch College’s staunchest supporters and allies in 2007-09. Apart from the pain of unaddressed injustices, I view the alienation of so many passionate Antiochians as damaging both for the college and for the wider community.

I recently wrote an op-ed to the school newspaper, the Record, advocating for a restorative justice-style reconciliation between the current administration and the Nonstop Antioch community.

I regret that, as a non-admitted student with family commitments in New York on Graduation Day, I will be unable to attend your commencement speech. Even so, I am writing to ask for your support in advocating such a reconciliation, in the interests of justice, for the sake of the college I loved and for the college the current Antioch may still become.

Sincerely,

Lincoln Alpern

Antioch College 2007-2008

*Antioch College/Nonstop Antioch/
Antioch-in-Exile 2008-2009*

*Antioch-Still-in-Exile,
2009-present*

*MA Goldsmiths College, University
of London, 2013*

THOUGHTS? CONCERNS?

See something you think needs correcting? Have an opinion you’d like the community to hear? Consider writing an opinion piece or a letter to the editors for publication in our next issue. All members of the Antioch community are eligible to submit content for consideration to therecord@antiochcollege.org



Camelot: Campus bombards bikers with food, mud, soap

Event organized by Gaerin Warman-Szyboda '17, Photos by Kelsey Pierson '17



HERNDON EXHIBIT EXPLORES PAST AND PRESENT, SNCC AND BLACK LIVES MATTER

by Hannah Craig '17

The Herndon Gallery opened its most recent exhibition, *Danny Lyon: Memories of the Southern Civil Rights Movement, From Civil Rights to Social Justice*—a retrospection of the powerful civil rights movements of the past through photographs by acclaimed SNCC photographer, Danny Lyon, and a celebration of current social justice progress with creative responses and performances by local artists and activists of #BlackLivesMatter.

The gallery hosted an opening reception on Friday, June 5, 2015, from 7:00 to 9:00 p.m. with performances with local artists including Furaha Henry-Jones & G. Scott Jones, John Booth, and live-screenprinting with Migiwa Orimo. Booth read selections of his poetry, while Jones, Henry-Jones, and pianist Lindsay Burke performed an original composition about the killing of John Crawford, a young black man shot by police in the Beavercreek Walmart on August 5, 2014.

On June 19th, the gallery will host a talk with Danny Lyon, David Goodman '69, and Steve Schwerner '60 to discuss memories of Antioch during the Civil Rights Movement. In conjunction with Reunion 2015, on June 20th at 4PM in the Foundry Theater, a conversation will be hosted on The Chaney, Goodman & Schwerner Story with David Goodman '69 and Steve Schwerner '60, moderated by Mila Cooper. On July 16th, Danny Lyon will return to the gallery via Skype for a conversation and Q&A session. The exhibition will be open through August 7, 2015.

Danny Lyon's photographs have spoken to people, organizers, and movements since he began to document the efforts of the Student Nonviolent Coordinating Committee (SNCC) in 1962, two years after the committee's conception. At the age of twenty, Lyon hitch-hiked to Georgia and began to visually document the everyday revolutionary actions of the committee as well as the violence and terror inflicted against the people and the movement and its time in history. "I wanted to change history and preserve humanity," he wrote in his book *Memories of Myself*, "but in the process I changed myself and preserved my own."

After his time with SNCC, Lyon has continued to capture

photographs important to civil rights and social progress. In the late 1960s, Lyon spent a year photographing and documenting inmates within the Texas prison system, resulting in some of his most critically acclaimed work. That wasn't the first time Lyon spent time in prison. In 1962, just after the beginning of his documentation of SNCC, Lyon was sent to prison with other protesters in Albany, Georgia. His cell was adjacent to Martin Luther King Jr.'s.

Lyon's work, particularly that which was produced during his time with SNCC intersects with Antioch's history. At the same time as Lyon, Antioch alumni, including Joni Rabinowitz '64 and Larry Rubin '65, held full-time positions with SNCC. In a phone interview with Rubin, he said there were distinct roles that Antioch played as an institution within and for the Civil Rights Movement (at the time called the 'Freedom Movement'). The college was a "safe haven"—"A lot of people from SNCC came to Yellow Springs and Antioch just to chill out," said Rubin. Antioch also contributed heavily to the people-power of the efforts. "Antioch disproportionately was a source of organizers in the south for the size of the school," according to Rubin.

Rabinowitz self-designed a co-op and joined SNCC as a full-time organizer. She traveled to Georgia with the group and soon thereafter was arrested with several others for vagrancy. "We spent 15 days in jail and went on hunger strike for 9. About 2 weeks after we got out, he arrested us again, for 9 days. We went on hunger strike for 7," said Rabinowitz in an email. "We were segregated in the cells by sex, and by race, so the three of us white girls were in cells with other local white 'criminals' like prostitutes and people who wrote bad checks or did some

"I wanted to change history and preserve humanity, but in the process I changed myself and preserved my own."

other minor thing. They were all very nice to us and very supportive of our work. With the exception of these few women," she added, "we never talked to any other white people (except people in the movement) while we were there."

Rubin left Antioch on several

occasions to be part of SNCC. He believed that he had 'dropped out' of the college only to return each time and find that the school had never actually taken him out of the system and that according to the institution he was still on an 'extended co-op.' "I'll bet no other school would give co-op credit for time spent in jail. But Antioch did," wrote Rubin in an email. "I was arrested a lot, but the co-op credits kept rolling in."

Rabinowitz and Rubin's jobs as full-time field organizers were varied. They were also specific to their personal racial identities. "One of my jobs and the job of every white person was to be white and to not be in charge," said Rubin, "...mostly to just stand there and not talk and let the black organizers talk."

"I'll bet no other school would give co-op credit for time spent in jail...I was arrested a lot, but the co-op credits kept rolling in."

Both Rubin and Rabinowitz say that when they returned to Antioch after their various bouts with SNCC and the Freedom Movement, their fellow students were eager to hear their accounts of activism in the Freedom Movement. But, Antioch wasn't very diverse itself at the time. "Up until I would say '65," said Rubin, "there was only a small number of African Americans on campus and they were bi and large of the same [economic] class as the whites....we didn't really have the concept then that we have today of diversity."

Involvement in the movement had powerful impacts on Rubin, Rabinowitz as well as Lyon. "That my skill as a photographer made a contribution to the struggle of black liberation is for me very humbling," said Lyon in a statement. "The Movement was infectious, and many young people, most of whom are unknown today, were far braver than I." In a phone interview, Rabinowitz similarly recalled, "A lot of people think it's freedom rides and Selma, but it was about more than that...young people were the leaders—they had strong ideals for freedom."

See the impacts of the historical movement and experience creative responses to present-day justice actions at the Herndon Gallery June 5th through August 7th, 2015.



Toddle House in Atlanta has the distinction of being occupied during a sit-in by some of the most effective organizers in America when the SNCC staff and supporters take a break from a conference to demonstrate, 1963 © Danny Lyon, New York & Magnum Photos, New York. Exhibition is organized by art2art Circulating Exhibitions.

HOROSCOPES

by Ciana Ayenu '17 and
Alison Easter '17

GEMINI

"You Oughta Know" by Alanis Morissette is your jam this month, gem. She's the ultimate Gemini, maybe. Try to be a better Gemini than her.

CANCER

Resist the urge to listen to Elliott Smith. Ride a bike or learn how whenever you have the urge. Also, listen to him if you want. Kiss someone new or kiss a poster of a dreamy celebrity!

LEO

Chill down this month, Leo. Ask a friend to play you a song. Go to class and don't say a word! Reflect. Drink a beer or kombucha after.

VIRGO

Please don't plan anything this month. Tell your friends to plan for you. Eat some french fries and also go swimming sometime. Put your toes in some mud.

LIBRA

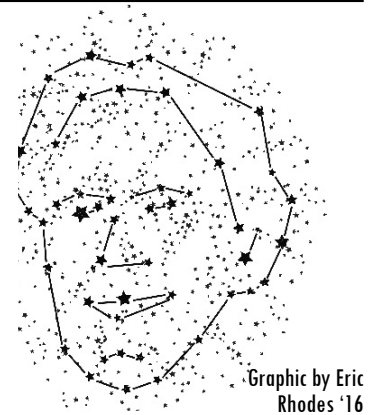
Go on the slackline when it's not raining. When it is raining, go to www.amandaplease.com. Be sad when you realize that it's not real anymore. Look to Rihanna for support this month.

SCORPIO

Eat a fried egg this month, scorp - even if you're a vegan - especially if you're a vegan. Burn every book you own that was written by Kerouac or Bukowski or any dude like that. Don't drink too much whiskey. Gin is fine.

SAGITTARIUS

Watch *Sans Soleil* or a movie about time travel. You should get a tattoo. Eat raw garlic and ginger. We don't want you to get sick!



CAPRICORN

Wear your shirt inside out. This could mean something. Go hang out with your goat pals at Young's. Wash your hands after and before. Whisper a secret into each goat ear.

AQUARIUS

You might like the new VICE documentary about Cabbage Patch Kids. Paint or draw or sculpt or dream a bear this month. Give this painting, drawing, sculpture, or dream to a cute Libra.

PISCES

Tell someone a secret for once. Give someone else a flower and take one for yourself. Call your family and say hello. Tell them about the homework you're not doing.

ARIES

Bring a cup of tea to someone, you jerk. Get water for everyone at your dinner table. Ride in a car and listen to "You Get What You Give" by New Radicals really fuckin' loud. Bring a friend if you want!

TAURUS

Feed a grapefruit to someone you want to kiss or be friends with, but be patient. Listen to "Charms Around Your Wrist" by The Softies this month. You might think it's cute. Pet a dog or ten.

CONFESSIONS OF A TCM JUNKIE: MONSIEUR VERDOUX

by Scott Sanders, Archivist

Charlie Chaplin created the most recognizable and beloved character of the silent era (and perhaps of all time), The Tramp. From 1914 to 1936, he delighted audiences around the world as the little sad sack with the big heart, in a bowler hat and a suit that didn't quite fit. Beginning with the Mack Sennett production *Kid Auto Races At Venice*, Chaplin made 13 Tramp films, each a box office success with their deft blend of physical comedy, social commentary, and boundless optimism usually told through absurd little-guy-against-the-world-situations. The Tramp's signature toothbrush mustache and its resemblance to Adolph Hitler's made for his natural though controversial transition to talkies in 1940 with *The Great Dictator*, a masterpiece of

satire about Nazi Germany and Chaplin's highest grossing film.

By the time he made *Monsieur Verdoux* in 1947, however, Chaplin was no longer beloved. Personal scandal had damaged his public image in the United States, and J. Edgar Hoover's FBI had been suspicious of his well-known leftist politics for some time. With the release of *Verdoux*, a jet black comedy about a downsized bank clerk who marries widows, murders them, and collects the insurance money, Hoover launched an official investigation of Chaplin as a communist. Originally the brainchild of Orson Welles, the film was inspired by real life serial killer Henri Désiré Landru, a Parisian con artist turned Bluebeard who went to the guillotine in 1922 for the murders of 10 women widowed by the carnage of the

First World War. Welles pitched a Landru "documentary" to Chaplin and offered him the lead role. Having worked with no other director other than himself, Charlie instead offered to buy the idea. Needing the money, Welles accepted payment for rights to a movie that weren't really his to sell. Chaplin then wrote the script, ultimately giving Orson credit for the idea.

In *Monsieur Verdoux* Chaplin makes a complete break from the Tramp. Apart from the fact that the character speaks his own lines, Henri Verdoux is urbane and cynical in sharp contrast to his inept but good-hearted predecessor. Verdoux uses his insider status to exploit his victims' weaknesses while the Tramp was a perennial outsider. Though he genuinely loves the wife and son he supports with his murderous

exploits, the film is otherwise existential in its tone as Verdoux coldly kills throughout the movie, caring little for his defense when he is finally caught, going blithely to his death, an echo of Camus' *Stranger*. In spite of the film's bleak outlook, there's still room for Chaplin's customary social comment, and when Verdoux heads to the guillotine as Landru did (and as the Production Code specified such a criminal must), he says: "One murder makes a villain; millions a hero." As with his contemporary Buster Keaton, Chaplin wrote, directed, produced, and starred in *Verdoux*, and despite the pressures from without and having too much to do on the set, Chaplin turns in a banner performance, possibly the best of his storied career. Well done for sure, even brilliant in places, but precious few laughs. Potentially a tough watch.

DECLASSIFIEDS

Community Meeting May 12, 2015:

"Really love my teachers, yay!"

"For all students we appreciate your community work
—Antiochian"

"What if everything was perfect?
What would we do/complain about?"

"LOVE the food in Birch. Thanks for all your hard work y'all."

"More compassion, more patience, more action, less negativity, less cynicism. Don't be afraid."

"To my love
FF"

"Lots of love to PJIG.
You all inspire me!"

"Hey you! You know who you are. You're doing great! Keep it up! Be kind to yourself.
Love ya!"

"Smitten as a kid with a brand new mitten, by Antioch
—N"

"24601,
Many thanks for all of the love, support, and friendship you have given me throughout our acquaintanceship. My gratitude knows no bounds.
—l'Inspecteur"

Keep an eye out for our **DECLASSIFIED** box at Community Meeting!



OLIVE READS

by Kevin Mulhall, Library Instructor

New titles in the library! Browse the New Books shelf for even more surprising and serendipitous discoveries.

Dziga Vertov — BluRay / DVD

It's easy to forget that before the height of Stalin's power, before the forced subversion of art to the state, before Orwellian dystopia became the prevailing Western image of bleak Soviet existence, early Soviet artists produced some of the most vibrant and exciting work of the first few decades of the 20th century. Among them was Denis Kaufman, who adopted the professional name of Dziga Vertov (Ukrainian for "Spinning Top").

Among the four works presented in this boxed collection as Vertov's finest, *Man with a Movie Camera* (1929) stands out as an astounding feat of invention. Vertov gives the viewer no story, no actors, no intertitles (bits of text meant to provide narrative or represent character dialog); this is all about the camera eye and the rhythms of the edit. The camera - and the man with it - capture scenes of Soviet city life ranging from industry to recreation. While this might sound profoundly mundane, it is actually teeming with vitality, curiosity, and striking freshness. The score, based on Vertov's notes and composed by the Alloy Orchestra, is wonderfully symbiotic. The other three films are fascinating windows into the Soviet Union of the 1920's but

lack the feeling of creative frenzy bubbling throughout *Man with a Movie Camera*.

Thrown / Kerry Howley

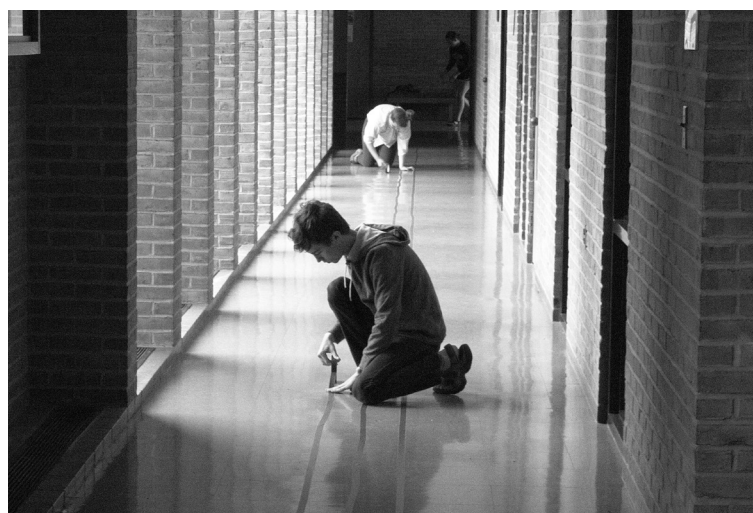
Thrown is the story of Kerry Howley, a woman with academic aspirations, who after wandering into a cage fighting match in Iowa, has an intense ecstatic experience. Finding a visceral and compelling topic for philosophical inquiry, Howley follows the careers of two mixed-martial arts fighters over the next three years in the pursuit and study of ritualized ecstasy. The resulting book is an exploration of human nature, abandon, obsession, self-destruction, and the bonds of family rather than an abstract philosophical treatise. Howley's absorbing writing makes for a very engaging and entertaining read.

The Sense of Style: the Thinking Person's Guide to Writing in the 21st Century / Steven Pinker

Pinker goes beyond the rule-bound "Miss Thistlebottom" school of writing and approaches the subject as a linguist and cognitive scientist, referencing research and theories on how the brain works to navigate the challenges of writing. Pinker's primary audience are writers of non-fiction and academic works. Most refreshing is Pinker's evidence-based reasoning; he does not stand on tradition or dogma - it is a pleasure to see him pick apart a passage from a highly acclaimed historian while extolling the virtues of the work of a bird-watching columnist from a rural newspaper.



Project Go! Spotlights Campus Inaccessibility
Installation: Cleo Van Der Veen '16, photos: Joshua Lucca '16 and Robin Littell



After Hours - Al Najjar '16

GAERIN ON GAERIN

by Gaerin Warman-Szyboda '17

Hello friend,

Today we (we being I) give you an exclusive Gaerin (Gaerin being I) Special Investigative Report that takes a look at something near (near being close to) and dear (dear being fluff) to the village of Yellow Springs (the village of Yellow Springs being the village where I learned you could have a busking based economy). Coming to you from elsewhere in the Dayton metropolitan area is this inside look at the Dayton-Trotwood Greyhound Bus Station, that as the name suggests in a manner suitable for coffee creamer is actually in Trotwood. Located in beautiful Montgomery County, Ohio, Trotwood is home to over six public restrooms and J. D. from Scrubs. Both of these make it idyllic for a Greyhound bus station.

As you enter the pristine parking lot, you'll notice several high up, almost wire-like, zip lines going around the gas station next to bus station, which continue into the streets, making the area your zip lines and station destination station. While I assume there's a way to get on those yourselves, it never came up in my conversation with the woman behind the counter. However, during my visit they were being hogged by the local public transportation. I must say, I dream of zip lining in an automobile as well, but I don't think it works so much if your wheels are touching the ground.

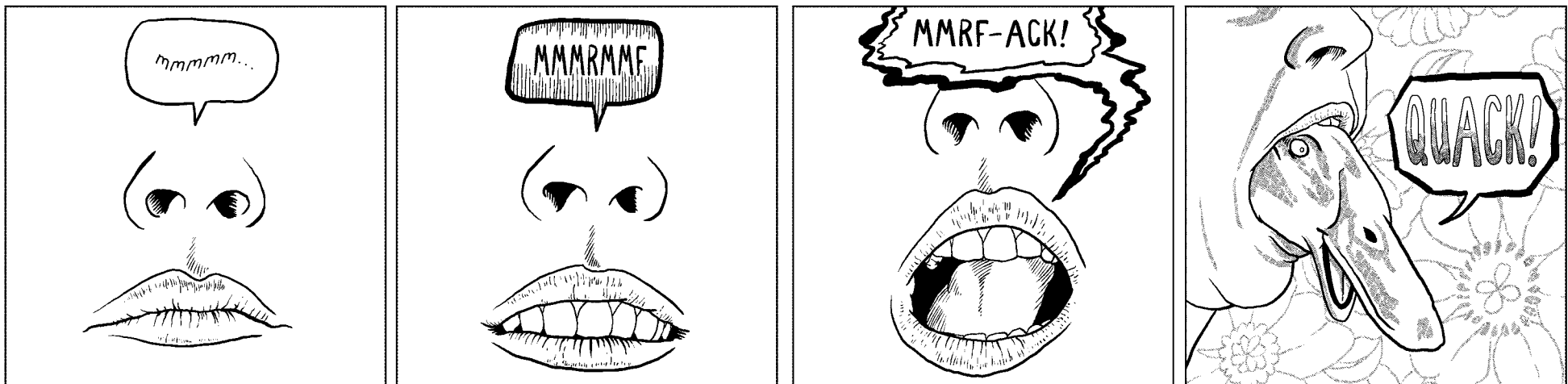
Entering the building itself you're inundated with an array of fluorescent lights and people who don't want to be there, making any Antiochian feel at home. It has several nice features such as seats which you can sit in and two restrooms. Upon starting my visit to the men's room I was treated to my fellow patron talking loudly on a blue tooth, and sometime between that and me exiting the restroom he removed his shirt. I'm not sure if that's a permanent fixture, just a Monday thing, or what, but regardless I must say it did make my visit feel more personal. As much fun as I was having, it was after this I had to leave, as my bus pulled up, and the long journey of convincing my bus driver you should be able to put your own personal chef with the luggage underneath the bus began. Long story short, the battle was won and Sal's Seven Tofu Surprise was on my plate that night.

While there were many other adventures on my Greyhound journey, they cannot be told until after my soon to be announced appearance in Indiana State Court. But make a mental note to absorb those tales and more from my next memoir, which has a tentative August 2019 release date. In the meantime and in between time, avoid Fort Wayne pool halls. Until the next tantalizing installment, I bid you adieu.



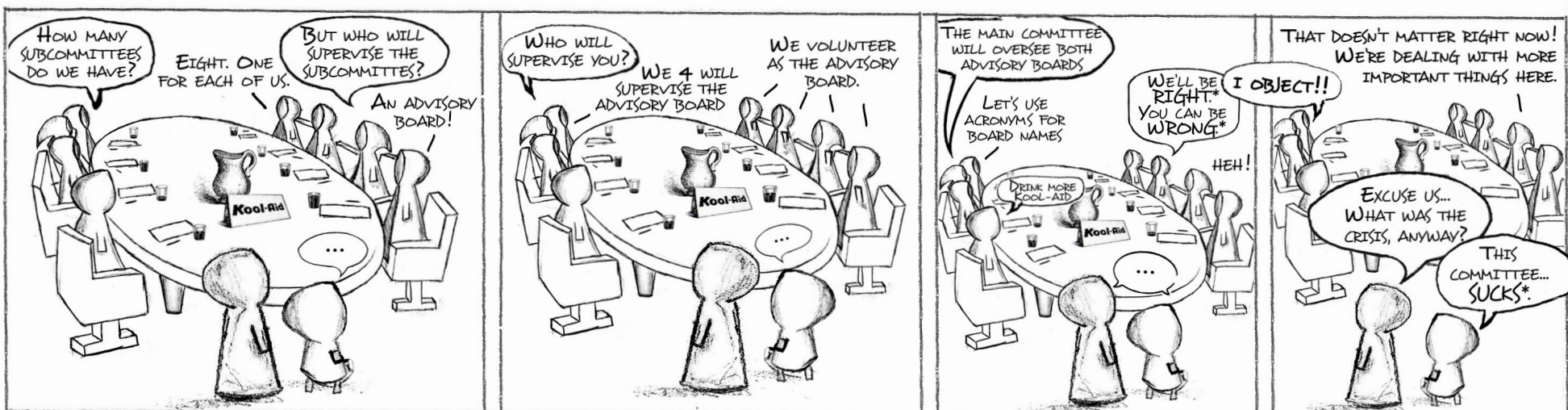
THE POTENTIALITY

BENJAMIN HOBBS



FISHY AND OTHER LEGENDARY WRITERS

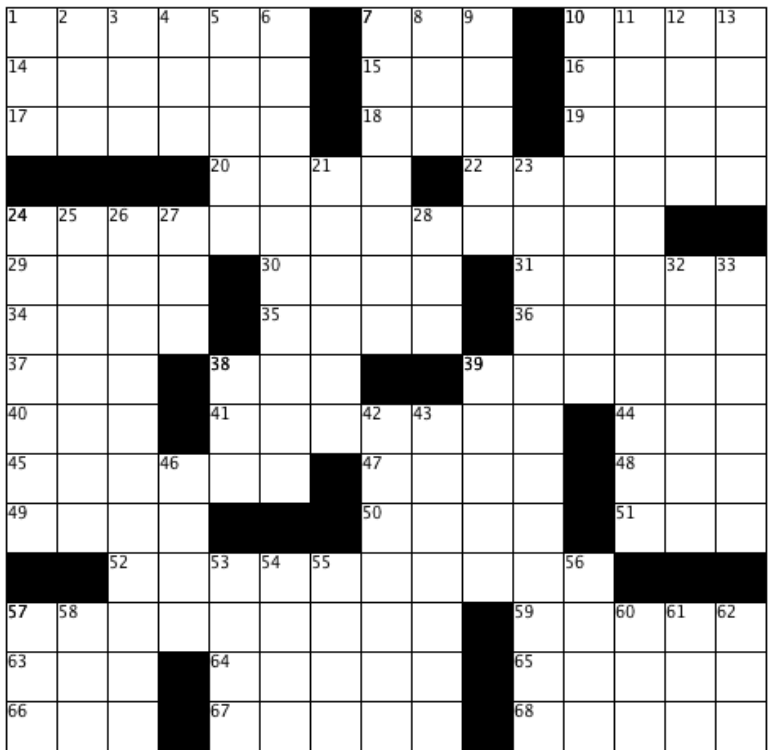
BY WAKKA



RIGHT: ROYAL INQUIRY GROUP HUNTING FOR TRUTH -- WRONG: WANNABE ROYAL OVERSEERS' NOMINATED GROUP
 SUCKS: SUCH UNNECESSARY COMMITTEES KILL SUCCESS... SEE HOW MANY FOOTNOTES I ALREADY HAVE?!

ANTICHO.COMIC@GMAIL.COM LAYLA SAAD '18

A HAIRY SITUATION



Seth Kaplan '15
Toni Jonas-Silver '18

A few tips: Your puzzle creators ascribe (for the time being) to the set of crossword conventions utilized by the New York Times and its crossword editor Will “Boxer” Shortz. To aid you in your puzzle completion, here are a few of those conventions (taken from wikipedia):

- 1. Any time a clue contains the tag “abbr.” or a word is abbreviated in the clue, the answer will be an abbreviation.
- 2. Any time a clue ends in a “?” the answer is a play on words.
- 3. Clues and answers must always match in part of speech, tense, number, and degree. Thus a plural clue always indicates a plural answer (and the same for singular), a clue in the past tense will always be matched by an answer in the same tense, and a clue containing a comparative or superlative will always be matched by an answer in the same degree.
- 4. The answer word (or any of the answer words, if it consists of multiple words) will never appear in the clue itself.
- 5. When the answer needs an additional word in order to fit the clue, it is indicated with a parenthetical phrase or the use of “with.” For example, “Think (over)” = MULL, since “think” only means “mull” when paired with the word “over”. Similarly, “Become understood, with in” = SINK, since “Sink in” means “to become understood.”

ACROSS

- 1. _____ SINGULAR NOUN
- 7. Anti-feminist (abbr.)
- 10. Excited
- 14. Bed-head hairstyle for a baby?
- 15. Drag, ball or bab conclusion?

- 16. Early recording
- 17. One who doesn’t schlep to the shul?
- 18. Decompose
- 19. _____ and rave
- 20. Musical section before a raga
- 22. Ardor
- 24. Pixar spaceman with razor-short hair?
- 29. Moth genus in the Lymant-riidae family
- 30. German’s refusal
- 31. Mr. T’s 18th attempt at a special forces squad
- 34. Thrown for a _____
- 35. Co-op advisor Freeman’s homophonic insect pal
- 36. _____ meat
- 37. Sick
- 38. Campus security (abbr.)
- 39. Thing to consider
- 40. Really really
- 41. Noxious
- 44. See 56-down
- 45. The walrus’s other identity, according to Lennon
- 47. Online video purveyor whose name means “gourd” in Chinese
- 48. K I _ _ / _ O V E R S (those enamored with clay-pot making)
- 49. “Sup?”
- 50. Danish singer-songwriter Agnes
- 51. Dir. from Xenia to Wilmington
- 52. Stodgy professor emeritus and ‘Review’ editor sporting a flapper’s do?
- 57. Hunting dog’s coat
- 59. Guide (in)
- 63. Lout, boor, barbarian, Neanderthal, churl, bumpkin, yokel, fool, dolt, dullard, cretin, goon, yahoo, clod, blockhead, meathead, meatball, bonehead, knucklehead, chucklehead, bozo, chowderhead, lummoX, knuckle-dragger, galoot, klutz, goofus, doofus, dork, turkey, dingbat or

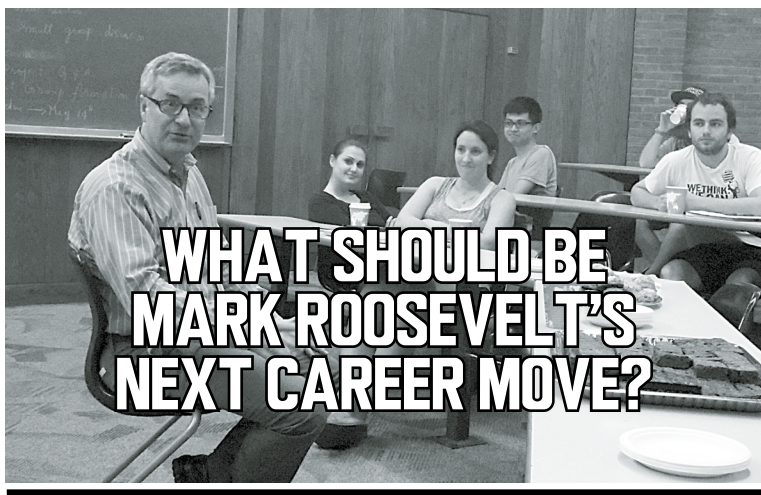
- scissorbill
- 64. Hot-tub alternative, for the hydrophobic
- 65. Believer in Jah
- 66. Netizen’s cry of disbelief
- 67. Belarusian capital
- 68. Elan

DOWN

- 1. BIO210 abbr. (and the first 2 words re-ordered...)
- 2. Director of YSKP Beal whose name means “Altar” in Latin and is also a constellation
- 3. Accomplished
- 4. 37th pres. of the US
- 5. Optimal
- 6. One of a set of 10 whose locks recall Beatles and Monkees?
- 7. Opiate of yore
- 8. Kanga’s offspring
- 9. Eager to move
- 10. _____ Sea, aqueous body which separates Italy from the Balkans
- 11. Skis, harnesses and kayaks, to tourists
- 12. Prefix that seems to be everywhere these days?
- 13. John William _____, the last person in Britain to be sent to prison for blasphemy
- 21. It may be political
- 23. Farming practices that will keep your hair curly for months!?
- 24. Small splashy salty Southeast Asian watery expanse
- 25. Study of pee-pee tubes
- 26. Ferret fan, lion lover or ant aficionado
- 27. Microwave
- 28. Explosive TV channel?
- 32. Baby oaks
- 33. Lilo’s arch-rival, or a misspelling of a famous bathroom-ghost’s name
- 38. Thurman who kills Bill
- 39. One who grinds nails
- 46. Expose buttocks to
- 53. Sexual practices misrepresented in 50 Shades of Grey
- 54. Dear _____, _____ am unsatisfied with your latest delivery (ingredient orderer’s complaint to a major distributor)
- 55. Barrel _____
- 56. Local organization concerned with 44-across
- 57. The 6th of the 5 Ws
- 58. Basic unit of a breakfast meal?
- 60. Photograph editing tools (abbr.)
- 61. Flightboard info.
- 62. Tattle (on)



QUESTION OF THE MONTH



“Something with a yacht...or Smokey the Bear.”

— Jenn Wheeler '15

“Advance Scout for the St. Louis Cardinals”

— Scott Sanders, Archivist

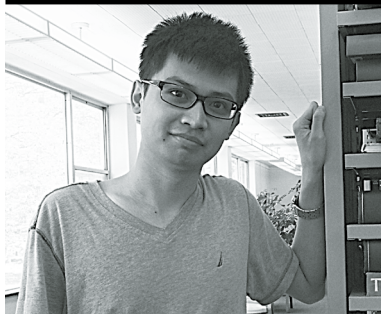


“High-end designer of exercise vests.”

— Nikki Saadat '16

“Park Ranger”

— Sam Benac '17



“An actor who plays Abraham Lincoln for children at their school plays or birthday parties.”

— Gabe Iglesia '16

“President of St. John’s College in Santa Fe, NM”

— Mark Roosevelt, President

