



Community Council and Senior Leadership Team met on August 18 for their first joint meeting since Antioch College's Reopening. In front, Mark Roosevelt, Andi Adkins, and Amelia Gonzalez '17. Read about the meeting on page 5. Photograph by Odette Chavez-Mayo '18.

## WHAT'S INSIDE?

Printing Fees to be Implemented.....	2
Diversity Strategic Plan.....	2
ComCil Special Election.....	4
Senior Leadership & ComCil.....	5
Campus Theft on the Rise.....	6
Farewell to Nat Freeman.....	9
Interview: Passing the RDPP.....	10
Person of the Month.....	10
Comics & Gaerin on Gaerin.....	11

## PRES. SEARCH POOL NARROWED

by Jane Foreman '17

During Community Meeting on September 15, Trustee Malte von Matthiessen '66 provided an update on the progress of the Presidential Search Committee. The committee met with nine candidates in Columbus, OH, on September 11 and narrowed the pool to four finalists. These four finalists have all agreed to participate in the next round of interviews, which will take place in October.

"The candidates' answers to our questions on diversity and social justice were enlightening. Once we asked those questions we knew who should go," said ComCil President Amelia Gonzalez '17.

"We were asking a basic question about what it means to have a commitment to diversity on a college campus in 2015," said Mila Cooper, director of the Coretta Scott King Center. "It's 2015, and if you're at the point where you can assume a college presidency, you should have an answer to that question."

Amanda Cole '05 noted that alumni chapter organizers had concerns about the college's plan for presidential transition, specifically if an interim president option was being considered.

Von Matthiessen couldn't provide much

*Continued on page 5*

## FACULTY TENURE, JOB REVIEW PROCESS IN REVISION

by Greta Treistman '17

Throughout the month of September, Antioch's new faculty members are undergoing a newly revised orientation process. This year, faculty orientation began one month before the start of fall term, a shift from past years when incoming faculty were welcomed at the same time as new students. The change is part of ongoing efforts to provide greater faculty support, smoother transitions, and stability. Faculty equity and unity and the formation of a formidable culture of peer review and professional development are considered of utmost importance.

Last quarter, Antioch lost several professors. Although they had varying

reasons for leaving, the small size of Antioch's faculty means that any loss is felt strongly. Every time a professor leaves, questions abound regarding the school's low faculty retention rate. Why is it that professors leave every quarter?

There is no one explanation for why former professors have left, but there are a few issues that come up again and again. In her farewell interview with The Record this past spring, former Assistant Professor of Literature Geneva Gano mentioned that lack of emphasis on peer review, support, and agency for faculty members factored into her decision to leave Antioch. The uncertainty that is a major part of life at Antioch is another big stressor.

Currently, faculty committees are working toward creating a culture of teaching, learning, and self-critique, in addition to clarifying the job review process and defining the different roles of faculty members. Library Instructor Kevin Mulhall, chairman of the Faculty Policy and Procedures Committee (FPPC), believes that this work will begin to alleviate some of the anxiety felt by faculty members around the stability and future of their jobs.

This quarter, the FPPC has spearheaded a push to update the job review process, define procedures for pursuing tenure, and clarify definitions and roles of different levels of faculty. The proposed changes

*Continued on page 3*

## COLLEGE PREPS FOR SITE VISIT

by Gaerin Warman-Szovoboda '17

With the Higher Learning Commission site-team's visit only a month away, Antioch College finds itself on the precipice of accreditation. But before the visit, the College must undertake a final effort to assure its accreditation: the Assurance Argument, a document that aims to concisely and convincingly make clear to the Higher Learning Commission that Antioch is well on its way to meeting all the criteria for accreditation. In charge of the Assurance Argument is the Assurance Argument Steering Committee (AASC), co-chaired by Director of Institutional Effectiveness Hannah Spurrison and Vice President of Academic Affairs Lori Collins-Hall.

An important step in this preparation took place August 10, with the arrival of a mock site-visit team. During their stay they acted as substitutes for the actual site-visit team that will arrive next month and reviewed a working draft of the Assurance Argument. While the official report on their visit has not come back yet, preliminary feedback was mostly positive. "There are five main criteria, and they felt very good about four," said AASC member and Library Instructor Kevin Mulhall.

The Assurance Argument breaks down the aspects necessary for the school to reach accreditation into several criteria. Most criticisms from the mock team visit centered around a single category: financial stability. "The main takeaway," said Spurrison, "is that we could strengthen the business plan by turning it into a strategic financial plan, so aligning it with our strategic goal. ... That plan is in progress."

The mock team felt that the college's plan to decrease its dependence on donations was too slow—the percentage of Antioch's income derived from donors is unheard of at most U.S. colleges. As the school looks to a more financially stable future, the student body comes into focus as an increasingly important source of potential revenue. This in spite of the fact that past projections of student based revenue have come up short.

"Our student population is not from a high wealth population," said AASC member and Associate Professor of History Kevin McGruder. "When we look at the incoming class, 40 percent are first-generation. From the site team's point of view, their question was 'How are you going to do this if the students that are coming

*Continued on page 3*



## THE RECORD

### Editors

Jane Foreman '17

Taylor Larson '17

Greta Treistman '17, Asst. Editor

### Staff

Dorian Bell '17

Odette Chavez-Mayo '18

Amelia Gonzalez '17

angel nalubega '18

Taylor Spratt '18

Gaerin Warman-Szvoboda '17

### Contributors

Ellie Burck '18

Kijin Higashibaba '16

Heather Linger '17

Elise Miller

Nick Daily

### Faculty Advisors

Amy Harper

Lewis Wallace

## 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).

# CAMPUS PRINTING FEES & QUOTAS COME TO ANTIOCH

by Gaerin Warman-Szvoboda '17

At the start of the coming fall quarter, Antioch will go the way of most colleges, and start charging for prints made using school equipment. This is not the first time Antioch has charged for prints or copies. That was common practice for the school's copiers going back decades, where a clipboard and the honor system were seen as sufficient. Indeed, it was a simpler time.

"We had two copiers. ... Those machines were as big as a Lincoln Continental and people would sit on them and copy their you-know-whats," recalled Library Circulation Specialist and Special Assistant to Alumni Relations Steven Duffy '77. Later on, a system where students were given print credits was instituted,

with the credits prepaid as part of a tech resource fee. People would often have varying amounts of credits, and thus would sell themselves to capitalism in the process of printing out passages of *The Communist Manifesto*. Such was the result of the black market for print credits that was created.

After the completion of the summer term, students, staff, and faculty will be required to pay for prints, copies, scans, and perhaps even a fax or two. In order to keep track of these payments, print accounts will be linked to campus email accounts. The accounts will include a set amount of money that will, for students, be paid via quarterly fees.

"The entire college is entering a realm of greater responsibility and accountability when it comes to

the costs and use of resources," said Director of Information Technology and Media Services Kevin Stokes. Many components will be factored into the cost of printing, including double siding, amount of toner used, and color vs. black and white. "Everything you can do to decrease the cost of resources is in your best interest," said Stokes.

Students enrolled in certain classes may be allocated extra funds for printing, as well as access to additional printers that not all students will have connected to their accounts, though there are no guarantees at this time. Student accounts will be linked to their ID cards, which will be required in order to identify yourself for copies, scans, and prints. If students run out of money in their accounts during the quarter, there

will be an online option to add money via Paypal.

Staff and faculty will be given funds for printing through the college's operating budget, which will be divided up by department. Departments will be given shared budgets for printing, however what members of each department print individually will still be tracked.

There will be four tiers of expense when it comes to printers. The least expensive tier will be that utilized by students in the library and the writing institute and other student academic spaces. While it will represent an increase in student costs, it will also increase the sustainability of the college. "We have to be judicious with how we utilize resources," said Stokes.

## FURTHER PROGRESS ON DIVERSITY STRATEGIC PLAN

by angel nalubega '18

A year after the group's formation, the Diversity Task Force is close to completing the Strategic Plan on Diversity and expects to present a final draft before the end of next term.

The plan will include objectives for improving in specific areas, and goals that the College hopes to achieve in the next few years.

An ad-hoc committee, the task force first set out to define diversity at Antioch. Chairs Mila Cooper, director of the Coretta Scott King Center, and Kevin McGruder, assistant professor of history, first engaged the community in discussion through Community Meeting. After their initial presentation, the group began working on a plan for diversity. The culmination of the group's work will set the stage for an institutional infrastructure for diversity at the College.

During spring quarter the task force hired an external consulting group, Compass Consulting, to perform a diversity audit that would help identify the College's strengths and weaknesses in regards to issues of diversity on campus. In addition to the results of the audit, the task force is relying on the knowledge and experiences of its members. The group is also integrating the results of the Noel-Levitz student satisfaction survey and the supporting campus climate audit to construct the strategic plan.

This quarter, the Diversity Task Force is working on the development of an action plan for the

Strategic Plan for Diversity at the College. The plan is an attempt by the College to define goals for achieving a diverse campus, determining what actions should take place to achieve those goals, and how resources should be allocated to create a diverse Antioch.

"We're utilizing the varied expertise of the members of the Task Force for the College's benefit," Cooper said.

Four working groups have been developed to address the lack of diversity in different areas of the College. Each group is developing its piece of the Strategic Plan. The Student Experience, for example, works with the recruitment, retention and support for students. The other working groups are Curriculum and Co-op, Campus Climate, and Recruitment and Retention of Faculty and Staff. All of the working groups have planned objectives that are eventually going to be incorporated in the complete strategic plan.

"We might use some of the recommendations from Compass Consulting, but we might not use all of them. We're figuring out what can be applied to Antioch," Cooper said.

The Diversity Task Force has also been working with the Campus Climate Working Group, a subcommittee of the Campus Climate Committee, to develop ideas for the Strategic Plan. The Campus Climate Committee is made up of Chief Human Resources Officer Joanne Lakomski and Dean of Community Life Luis Rosa. The two separate

groups will meet to merge ideas.

Diversity Committee, an open ComCil committee separate from the Diversity Task Force though with a large overlap in membership, has been focused this quarter on the Racial Discrimination Prevention Policy (RDPP). The RDPP was created through Community Government, approved by the Board of Trustees prior to closure, and readopted in 2012 to help support students of color with regard to racial issues. In the policy, there is a clause that requires a review every two years. This year, the committee is completing its second review of the RDPP. "No major changes are being recommended, but there have been minor changes to the language aspect of the policy. We do want to elevate the awareness of the policy for the community," Cooper said.

The committee is also working on a diversity reader for the class of 2019 to read before orientation

this fall. The reader would consist of articles and short readings that deal with a variety of constructs, namely race, gender, and ableism. Alongside the reader, a revised and expanded edition of last year's Diversity Welcome Packet is being developed for dispersal at orientation.

**"No major changes [to the RDPP] are being recommended, but there have been minor changes to the language aspect of the policy. We do want to elevate the awareness of the policy for the community."**

Students, staff and faculty are encouraged to join the Diversity Committee to provide valuable input and voice concerns involving diversity. The Diversity Committee meets every Tuesday at 12:30 in the CSKC.



# TOWN DRUG



How may we help you live better and longer?

We have Premium **Abdallah chocolates**, vitamins, a full line of **Burt's Bees** products, cards & more!

767-1070 • 263 Xenia Ave.

10 a.m.-7 p.m. Mon.-Fri.

10 a.m.-2 p.m. Sat.

CLOSED SUNDAY & HOLIDAYS

Janice Blandford, R.P.H., mgr.

Emma Robinow, R.P.H.

**Unfinished Creations**

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

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



## MOCK SITE VISIT PREP.

*Continued from page 1*

are not the ones that can provide tuition, how are you going to fill that gap?’ Federal financial aid will do that to some extent, but that’s an answer that still needs to be crafted.”

The steering committee is in the process of organizing several

events and activities to give members of the campus a better understanding of what the site-visit team will be looking for. There won’t be any significant changes made to the campus in the meantime, said Mulhall: “I think the more relaxed and Antiochian we are, the clearer picture they’ll have of what’s really going on.”

## TENURE, JOB REVIEW PROCESS BEING REVISED

*Continued from page 1*

aim to realign the procedures in the faculty handbook with actual current practices and to provide an adaptable model to follow as the faculty continues to develop with the college.

One of the key goals is to explicitly define the roles of different levels of faculty. Antioch professors are divided into several different categories: tenured, tenure-track, full-time non-tenure-track, and visiting or adjunct professors. The uncertainty in this system has to do with the definition of the roles of full-time non-tenure-track faculty, many of whom are classified as instructors—though that category does not exist in the faculty handbook—and the school’s commitment to them. “The way that the non-tenure track faculty are being handled right now is with renewable one-year contracts, which by definition makes you contingent,” said Mulhall.

The upside to this system is that it allows the school more flexibility to adjust the courses that are offered based on what students are interested in. The problem, however, is that, despite many non-tenure track faculty carrying the same work load and performing the same committee duties as tenure-track professors, they have little job security and an unclear commitment from the College.

Within the language program, there are professors with terminal degrees who are full-time non-tenure track instructors working under one-year contracts. This recently changed when Assistant Professor of Spanish and French Eugenia Charoni accepted Antioch’s first tenure-track position in the language department, representing a commitment to language study at the college.

However, uncertainty about roles and definitions among instructors remains a problem that the FPPC seeks to address. Mulhall says the committee is working

on the review process for instructors in part “so the college may commit two or three years to a non-tenure track faculty member,” with the aim of recognizing those who have been deeply involved in the creation of programs, committee work, and community work. Current non-tenure track positions include the writing faculty, the library faculty, some of the language faculty, and some of the co-op faculty.

Creating a strong, stable, and empowered faculty is a process. As Antioch rebuilds, faculty have filled seats on committees that are working towards accreditation, hiring new colleagues, and many more jobs necessary to operate and improve the school. This high workload has stood in the way of faculty development processes, said Vice President of Academic Affairs Lori Collins-Hall. Additionally, the hope is that faculty will devote as much time as possible each quarter to offering as many classes as are needed. “Every faculty member that gives up some teaching time to work on committees gets replaced by an adjunct,” she added. Antioch often uses adjuncts to allow full-time faculty their research terms.

The FPPC proposal has been presented to the faculty and has been the subject of much discussion, feedback, and revision. The proposal will be voted on next quarter. Assistant Professor of Political Economy Sean Payne, who chairs the FPPC sub-committee drafting the revised tenure proposal, notes that the development of a proposal was very strongly sought by the faculty themselves. “This has been a faculty-driven process to reform our review process. And our review process is pretty critical to making sure that we have really good faculty,” he said. VPAA Collins-Hall also commented on the value of faculty initiatives: she wants “the faculty to figure out what it wants for itself, and then have the Board chime in.”



Fulbright Foreign Language Teaching Assistants Fumi Aono, Claudia Marín Rodríguez, and Kelly Starkbauer arrived on campus this September. Photo by Odette Chavez-Mayo '18

## SPANISH INSTRUCTION IN FLUX; WELCOME NEW FULBRIGHT SCHOLARS

*by Dorian Bell '17*

The Spanish program was rocked in late July when Mirelly Buitrago-Gonzalez, former instructor of Spanish, left unexpectedly to take a position in North Carolina. In her place she left Assistant Professor of Spanish and French Eugenia Charoni to search last-minute for an adjunct professor to finish out the summer term. Spanish students were left to cope with another transition between instructors. Buitrago-Gonzalez was, for many, the third Spanish instructor of the past year.

Charoni said that the last-minute hiring wasn’t as hard as you would think, however. She already had a pool of candidates in mind and had help from Wright State University, Sinclair University, and University of Cincinnati with finding adjunct professors in their database. The biggest issue was finding someone who was available to work—as many professors have already been hired by the time August rolls around—and who could also teach all four classes. It was a tall order, but Charoni was up for the task and rallied her resources until she found Laura Skidmore.

“It was very fast,” Skidmore said. “A friend sent me a message ... and said ‘Hey, did you know there was an opening at Antioch?’” She hadn’t been planning on going back to work with a new baby at home, but she thought it would be a good opportunity to get to know the Antioch community as a resident of Yellow Springs. The process all happened within 48

hours and the Monday after her weekend interview she was the new adjunct Spanish instructor.

However, Skidmore is not here to stay as her contract is up at the end of summer quarter. A search committee has been working hard to find a new Spanish instructor. The committee was made up of Charoni, Hassan Rahmanian, dean of global education and presidential professor of political economy; Karen Velasquez, assistant professor of cooperative education; Cary Campbell, instructor of French; and Toyoko Miwa-Osborne, instructor of Japanese. Eleanor Hicks-Green '17 was involved in the committee initially but was unable to attend and give feedback on phone interviews.

The committee did and does as search committees usually do: they reviewed the over 100 applications received and narrowed the pool down to only a handful of potential hires. When the committee decided on their final candidates, they asked Tymber Compher '17 to join the committee. Compher had full voting rights when deciding on who to finally hire.

Joining the Antioch community this fall will be Didier Franco, instructor of Spanish, and three foreign language teaching assistants: Claudia Marín Rodríguez for Spanish, Fumi Aono for Japanese, and Kelly Starkbauer for French. Both the instructor of Spanish and the foreign language teaching assistants have year-long contracts, so look forward to seeing them around campus in the upcoming school year.

## BELL '16 WINS COMCIL SEAT IN SPECIAL ELECTION

*by Perin Ellsworth-Heller '17*

Due to an unforeseen gap in ComCil student representation caused by Jane Foreman '17 and her alternate Eric Rhodes '16 going on concurrent co-ops, ComCil convened Elections Committee for a special election to fill their student seats for the coming fall. As Foreman and Rhodes hold a seat elected by only students instead of the community at large, only students were eligible to vote in this special election.

This year Elections Committee is composed of Associate Director of Restorative Practices Jennifer Berman, who is serving as chair, Soleil Sykes '18, Ella Arnold '18, Amanda Cole '05, Institutional Research Coordinator Jim Woehrle, and Assistant Professor of Philosophy Lara Mitias. These members will continue to serve as Elections Committee for the calendar year, overseeing the spring election and any necessary special elections as they become necessary.

In its first official act, Elections Committee organized and facilitated a rousing candidate forum with the three candidates running for the position: Taylor Spratt '18, Angel Nalubega '18, and Elaine Bell '16. During the forum, which took place during Community Meeting, the candidates shared their campaign statements, fielded questions from the crowd, and presented their views on the purpose and nature of ComCil.

After the informative candidate forum, and a solid week to deliberate on the decision, the student body voted to elect Elaine Bell '16 to fill the vacant position. Bell will begin her quarter of Community Government service in October, with Rhodes returning to hold the seat in the winter and Foreman serving again in the spring.

ComCil members for the fall term are Bell, Meli Osanya '18, Odette Chavez-Mayo '18, Hannah Barrueta-Sacksteder '16, Ellie Burck '18, Patty Nally, Amanda Cole, Emily Steinmetz, and either Lara Mitias or Barbara Sanborn, with IdaLease Cummings '16 presiding as ComCil President. Sara Goldstein '16 will serve as ComCil’s hired administrative assistant.





## SPOTLIGHT: WOMYN'S GROUP

**Past Events: Womb/Belly massage with Marybeth (open to all), SOPP Talk with Nick Daily, Questions for Elise Miller**

Womyn's Group is an IG for any community member that identifies as a womyn—a spelling that rejects the patriarchal root of the word. The aim of the group is to provide a space for womyn to talk and strengthen solidarity amongst womyn on campus. It is also a space for womyn to ask for support for any related projects they are piloting on campus. Furthermore, Womyn's Group is working on being inclusive and addressing the issues the group has struggled with historically.

Marianthe Bickett '15 attributes the formation of the group to Geneva Gano's Gender in Literature course in Winter 2014. "This course inspired us to do what we'd been talking about for a long time and form a group of womyn on campus to support each other and work towards making sure womyn's voices and issues were given space on campus," Bickett stated. "There were lots of frustrations we wanted to address.

We were angry about the lack of a womyn's center on campus (or plans for it to be included in the new wellness center), very little female representation on Comcil, and Men's Rights Activism rhetoric going around campus. Another driving force in wanting to bring womyn together was the perception that men in this community were very easily able to play the gender imbalance to their advantage, and a desire for more connection, communication and solidarity between womyn around this issue."

Moving forward from the IG's controversial history, Womyn's Group is brainstorming new methods to study and explore feminist and womanist texts, articles and movies, and beginning to reach out to other faculty, staff and community members about speaking to the group. In the larger campus, Womyn's Group aims to engage in more outreach. "We feel like we're doing good work here and hope the community feels it," said Jessica Steinrueck '17. The group meets Mondays, 9:30 p.m. in Pennell House.

## FACULTY MEETING UPDATE

by Greta Treistman '17

The Record reports on the outcomes of the last three faculty meetings of summer 2015. The faculty meet every other Tuesday at 3:30 p.m. in the ASB, room 202.

- Orientation for new faculty began earlier and lasted longer this year. New faculty now have more time to process information, attend workshops, and get a grasp of Antioch institutional history before diving into fall quarter. Current faculty were invited to participate in orientation workshops as part of professional development.

- A proposal for voting procedures and the decision-making process in faculty meetings was introduced. Discussion centered around whether or not the voting process should be anonymous.

- New software for booklists is in the works. The software, Ecampus Solutions, should make it easier to place book orders for classes. The college must abide by a rule that says any materials required by courses must be pro-

vided by the college.

- Curriculum Committee approved a proposal to appoint a student to sit on the committee starting fall 2015. Also brought up by Curriculum Committee: the goal of decreasing reliance on independent studies because they weigh heavily on faculty workload; working together with academic affairs to develop the college's niche and have faculty teach classes that they are passionate about; and improving the process for completing Senior Capstone requirements.

- The Diversity Task Force visited to discuss diversity in the curriculum.

- The Faculty Personnel and Procedures Committee introduced a proposal to update the faculty handbook to improve the processes for job review and seeking tenure (see article on page 1 for more).

- A proposal to institute division chairs was approved. The new chairs will be nominated next quarter.

## WESTON HALL PROJECT FACES ASBESTOS, FUNDING OBSTACLES

by Kijin Higashibaba '16

In Spring 2015, Antioch decided to renovate Weston Hall for use as a new student space. Plans were drawn up that will include a C-shop, student meeting spaces, Independent Group space, the bookstore, and the mailroom. To fund the renovations, Weston Hall was made the focus of the Annual Fund this year and \$183,000 was raised during Reunion and graduation. That money will be added to the \$250,000 tin seed money already identified for the project.

"I was hoping that we would be further along," said Dean of Community Life Luis Rosa when asked about the progress of the renovations. "[Although] I went into this with some realization that all this hinged on the ability to gather funds."

Overall, it is estimated that completely renovating Weston will cost \$750,000-\$800,000. To save money, much of the work will be done by alumni during the alumni work projects that happen four times a year. In the last work project alumni volunteers put in approximately 1,000 hours of work, pulling up tiling and carpeting and demolishing walls to make space for the bookstore, mailroom, and meeting rooms on the second floor. One wall taken down on the east side of the first floor will be replaced by a glass storefront for the new bookstore.

Since that week in June, work in Weston has stopped, except for

mold remediation for the building, and the much-needed asbestos inspection. Work on Weston will not pick back up until the alumni work project in the fall. In that project the focus will be floor finishes such as tiling, carpeting and sanding and finishing the wood floor. They will also work on the lighting fixtures, converting them to LEDs, and inspecting the basement bathrooms to make sure all the fixtures are working.

The asbestos in the building comes from the insulation of the old steam heating system, which will be retrofitted with a geothermal heating system by a contractor. Another large cost involves asbestos abatement, which will total about \$20,000. According to Director of Physical Plant Reggie Stratton, these renovations will take place after the fall alumni work project, but probably not until winter 2016 because the college is trying to ease spending before the accreditation visit in November.

One of the major obstacles for the project is its accessibility. In spring 2015 the Weston committee decided to make accessibility to Weston a priority. The external elevator addition required to make the building fully accessible adds greatly to the cost, and the wheelchair lift already installed in the building has been pointed to as a temporary solution until funds are raised to build the external elevator. The wheelchair lift is an assisted-type lift, meaning that a person requires assistance to use it.

It is possible to retrofit the elevator to be automatic but that would not be within building codes for a commercial building. The Weston committee will be responsible for deciding whether or not to file for a variance to allow for the retrofit.

**"We're not giving up on this. We're going to keep forging ahead...I would just ask the students to be patient."**

The biggest obstacle to opening Weston is funding, and besides the \$250,000 in seed money and the money raised through the Annual Fund, no other sources of funding have yet been identified. Rosa hopes that the Weston committee, which worked in previous quarters to plan the use of the building, will become more involved in the renovations and participate more in identifying funds, with fundraising or grant writing. The committee has been on break for the summer and will resume meetings in the fall term.

With the renovations still needed and dwindling funds for the project, it is unclear when Weston will be opened, although Stratton is optimistic about the progress made so far and thinks it could be open as early as fall 2016.

"We're not giving up on this," he said. "We're going to keep forging ahead and as we're able to allocate funds to various parts of this project we'll do it. ... I would just ask the students to be patient."

## FREE COOPER UNION CONNECTS WITH ANTIOCH COLLEGE & STUDENT UNION

by Taylor Spratt '18

A group of students and alumni "working towards free education for all" from the Cooper Union for the Advancement of Science and Art, an undergraduate institution located in New York City, spent a week visiting Antioch in mid-August. Among the events planned collaboratively by Free Cooper Union and the Antioch Student Union was a teach-in called "Gritty Little Bubble: Student Power & the University."

"The intention was to get together with other students similarly interested in the future of higher education to discuss its history and issues around its current iteration," said organizer

Eric Rhodes '16. "The premise we united under was that the way we, as a society, currently conceive of higher education is unsustainable."

Cooper Union was founded in 1859 by Peter Cooper, a contemporary of Horace Mann, whose ideals were reflected in Cooper's personal mission: "education should be as free as air and water." However, after a series of bad investments by the board of Cooper Union, half-tuition began to be charged, starting in 1914. In the face of this, Free Cooper Union was formed in Fall 2012.

In the midst of Antioch's own tuition changes and challenges, Free Cooper Union became inter-

ested in the College's history and present situation. After meeting Antioch connections in New York, Free Cooper Union decided to visit campus during Graduation/Reunion weekend and planned their next, longer visit while the quarter was in session. During their August visit, the group sat in on the Community Meeting, the ComCil/Senior Leadership Team meeting and were shown around Antiochiana by Scott Sanders.

The groups hope to maintain contact to share ideas and support the possibility of future organizing in higher education. Two students in the class of 2017 will be spending their fall co-op in New York with Free Cooper Union.

**Have an opinion you'd like to see expressed in The Record? Have an issue with the way something was reported? Consider writing a letter to the editor, 500 words or less, for publication in the next issue of The Record. To submit a letter, send it via email or Google Drive to [therecord@antiochcollege.org](mailto:therecord@antiochcollege.org).**



# SENIOR LEADERSHIP TEAM, COMCIL HOLD JOINT MEETING

by Taylor Larson '17

On August 18, ComCil President Amelia Gonzalez '17 began the first joint meeting between Senior Leadership Team (SLT) and ComCil with a quote from Algo Henderson's book *Antioch College: Its Design for Liberal Education*. Henderson, described by Archivist Scott Sanders as "the greatest democratic force in our history," shared the authority given to him by the Board of Trustees (BOT) with his Administrative Council (AdCil).

The meeting, light-heartedly referred to by some as "JointCil" in reference to the name of joint the meetings between ComCil and AdCil years ago, was organized by Gonzalez and Dean of Community Life Luis Rosa for

the purpose of addressing a lack of clarity around the official relationship between the two bodies.

Gonzalez said the meeting was in part organized in response to the Assurance Argument, which reveals a lack of clarity between ComCil and SLT. More importantly, she insisted the meeting be scheduled for the purpose of deciphering how the two groups can "work together in [their] unique functions."

President Mark Roosevelt said he welcomed the joint meeting as an opportunity to discuss pathways for "shared decision making, shared input, and shared access to how things are done." He believes SLT is a "greatly misunderstood body" and saw the meeting as a chance to offer clarity. He said

students assume that he makes all the decisions at the College, despite what he describes as an "incredibly decentralized" system of decision-making. Roosevelt said that SLT has never taken a vote on any issue and that the amount of decisions he has made in his five years as president has been extremely limited. Later, it was noted that SLT has taken at least one vote, on the matter of academic calendar change in the first year of reopening.

SLT is composed of senior staff representing various areas of the College as well as the student ComCil president and a faculty representative nominated in faculty assembly. It functions "primarily as a sounding board and a communication tool" for issues to be brought to the president, Andi

Adkins, vice president of finance and operations, said. Though it is SLT's role to review and revise policy as well as to reach an informal consensus among members, the final authority on whether the policy is adopted and implemented rests with the president, who answers to the board.

Recent topics addressed by SLT include: a sustainability policy addressing idling cars on campus, a policy on the College's purchase of cleaning products, and the creation of the Diversity Task Force. The policy that established women-only hours in the Wellness Center was given as an example of a policy initiated by ComCil and brought to SLT for final approval.

Though ComCil may propose policies that have legal, financial, or administrative components, these policies must be sent to SLT for potential revision and approval, as in the case of the Parental Leave Policy. Oftentimes the president must also determine whether the decision must be passed on to the board, as in the case of students' proposal for divestment from fossil fuels.

One of the central topics of discussion was the flow of policy approval, or a "policy pathway." Director of Institutional Effectiveness Hannah Spirrison said she was putting together a clear description of which bodies were involved with which policies and procedures. This description will be posted on the College's website. She is also working with ComCil staff representative Patty Nally and ComCil student representative Eric Rhodes '16 to develop a clear "policy pathway" infographic.

Access to information about the College's governing structures was also discussed. "Students need [education] to be able to question and critique these structures in order to give better input," ComCil faculty representative Michael Casselli said.

ComCil faculty representative Emily Steinmetz raised concerns

about the process for "funneling things up." She said, "Being more bidirectional in policy-making does seem to me to get more buy-in, more good ideas...What is a bidirectional way in which community input can better inform and strengthen, not just a policy, but also community buy-in on a policy?"

Roosevelt had reservations on the extent of community involvement in certain decisions, primarily financial. "This college is... not going to be able to continue to raise 84 percent of its revenue from donations," he said. Referencing students' expected reluctance to changes in tuition policy, he said, "The reasons for it will be communicated and understood, but I would be remiss if I left you with the misconception that there would be any situation in which 'the community' would be able to veto certain financial decisions that were made."

Roosevelt asked, "How can [issues] get discussed in a way that does not bring people to a state of fisticuffs?" ComCil student representative Jane Foreman '17 answered, "But that's the beauty of shared governance—if you work on making a decision together, then [the community] won't feel the need to veto it. Involvement will build trust."

In his brief presentation on the history of CG, Sanders concluded with a quote from a 1966 Community Manager report: "I believe in CG because it contributes to the health of the institution. Any college that can successfully harbor an organ as unconventional, inconsistent, frequency ridiculous and often outrageous as is our CG is, is certainly healthy."

The joint meeting ended with a plan to create a Google drive between ComCil and SLT to enable the sharing of documents. Roosevelt and Gonzalez expressed hopes that "JointCil" will in the future meet at least twice a quarter in order to discuss policies under revision.

## RASH OF CAMPUS THEFTS WEAKENS TRUST IN COLLEGE COMMUNITY

by Dorian Bell '17

It takes trust to live in community. Trust is essential to building a healthy student body, and especially when living in such close quarters with one another. For a long time, community members were able to trust that others in the community would respect space, personal belongings, and personal space. However, in light of a recent uptick in theft of varying types, that trust is being threatened.

Where members of the community were once confident in leaving their bicycle—oftentimes a person's only method of transportation—unlocked and unguarded, it is now necessary to keep them locked up. Roger Stoppa, head of public safety at Antioch, says that there has been an unusually high number of stolen bikes on campus since June of 2015—about 10 in total. Stoppa noticed that the bicycle thefts have "coincided with the Yellow Springs school district being out for the summer." In the past, Antioch students have also reported seeing Yellow Springs community members stealing bikes. "It's more than likely that it's the Yellow Springs community coming in and taking our bikes," Stoppa says.

Stoppa had some suggestions about how to prevent bike thefts. They include locking up bikes at all times, registering them with him in his office or through email (rstoppa@antiochcollege.org), and reporting any missing bikes by

sending him a thorough, detailed email including a description of the bike itself, where it was last seen, and any details that could help Public Safety locate the bike.

Aside from stolen bicycles, another target of theft on campus has been cash. Four separate faculty members have reported having cash stolen from their offices and mailboxes, totalling a little over \$400.

Michael Casselli had \$140 stolen from a desk drawer in his office. He said the money had been stashed towards the back of the drawer, and the door of his office closed—but not locked. Someone would have had to really know where to look in order to find the money, or know exactly where to look, Stoppa says.

Because of the increase in stolen goods, there is a chance that more requirements will be needed for locking things like buildings, offices, mailboxes, etc. "I think you get more and more inaccessibility to things because of these actions," Casselli said. "I think we're a school, students need to get into these buildings and [the thefts] are more of a rationale for clamping down."

Finally, the infamous creme de la creme of theft on campus: food. It is no secret that food theft within the dorms has gone up exponentially in the recent months. Students murmur among themselves about things like whole pies, lemon bars, and cookie dough disappearing from the shared dorm

refrigerators and kitchenettes. It has escalated to the point where some students have, perhaps jokingly, begun to conspire to put things like laxatives in the food in order to punish the food thieves, or install their own personal cameras in the kitchenettes.

Tory England '17 has had multiple items stolen from the fridge on the third floor of Birch and has since decided to forego using this important community feature. "My mom had bought [my friend and I] cookie dough because I couldn't afford it and so we had this log of chocolate chip cookie dough ... in the fridge," England said. "We went back the next day and the entire log of cookie dough was gone."

They also had some homemade lemon bars stolen that their friend, Gwenna Lorenz '17, had made them. The lemon bars were gone in less than a day of residing within the fridge. "It's really frustrating and it makes you feel like there are people on campus who can't be trusted or there are people on campus who don't respect anyone or other people's property," says England. "It's also kind of sad and a little bit scary because why are these people disrespecting others and why can't we get them to stop for any reason?"

Theft on campus is clearly a serious issue. In such a small community, even a small loss is significant. Several thefts can feel like an epidemic and to some students it may seem that way.

## SEARCH NARROWED

Continued from page 1

information on the transition. "The Board of Trustees in an executive session last week voted and approved a transitional plan, and that's about all I can share with you at this point in time," he said. "We do have a plan, and it will be embedded in the Assurance Argument that will be given to the Higher Learning

Commission."

The search committee and the Board of Trustees originally announced that the new president would ideally be on campus for the accreditation site visit and available to meet with the site team. Mark Roosevelt, whose presidential contract with Antioch is up at the end of the year, will still be present for the site visit.





## FAREWELL TO FREEMAN

Nat Freeman is leaving Antioch at the end of this quarter as his fifth year of work comes to a close. The Record sat down with him in August for an interview about his experience at Antioch and plans for the future.

**Amelia Gonzalez:** How did you begin working at Antioch?

Nat Freeman: I showed up three months after graduating from Kenyon College. I had just helped open up a restaurant. I had a moment when I was visiting my little brother at Wooster College and realized I wasn't done with college or I hadn't really figured out or seen how a college works.

I had come down to Antioch a couple of times before. I knew this place was special; I just didn't know why.



Nat Freeman. Photo by Odette Chavez-Mayo '18.

I knew the volunteer coordinator at the time and he agreed to let me stay at Case Commons for six weeks, earning 100 bucks a week. Then six weeks turned into six months and by then I had been hired on as a temp. Within the first two weeks of being a volunteer here, I had met pretty much everyone who represented the departments at the time. Susan [Eklund-Leen] at the time was co-op. I told Susan, "I really want this. I don't know what you do but I really wanna do it."

**AG:** What was co-op like then compared to now?

NF: Co-op didn't really exist until about the first year. We had a few jobs. We were trying to keep people local at the very beginning because we thought it would be good for community building. That's kind of where the Miller Fellowships came in. We had a bunch of local people helping us out with jobs. After that we realized, okay, we have to step it up.

At the time I didn't really understand my role in job development so I was writing these

huge, essentially love letters—epic poems, "Will you be part of us?" I was emailing many of our big givers.

As I began to develop things for this place my loyalty began to grow. In order to sell the place and convince people you need to actually believe in the product you're selling. I think that was one of the hooks that kept me here, was that I could tangibly see what I was contributing. A lot of the jobs now and in the beginning I had a lot of stake in. All of the co-op people have developed jobs, but for me that was what I was the most proud of. Every time someone did a job that I landed, that was all the thanks I needed, just to know that you were somehow affecting someone's trajectory.

**AG:** Why now?

NF: I've been somewhat of a trailblazer so a lot of the work I've done has been filling voids. It was fun and exciting!

But now I'm about to turn 28 and it made a lot of sense for me to start preparing for my next step and what I assume will be time where I begin a family and rooting myself. Right now I'm looking at Pepperdine, UCLA, and USC for career services, since I already have that under my belt and I want to be able to work and have my graduate school paid. Knowing myself, I really do enjoy trailblazing. That's why I'm going to California. I'm going to explore and see what's out there.

**AG:** Any last words that you would like to share with everyone?

NF: I wouldn't be leaving if I felt like there was some crisis that I could help or jump on. I guess I was always the crisis guy [and] now I don't feel like there's a crisis anywhere.

This place gave me everything. And this is not like a break-up because Antioch did something wrong or I did something wrong. It's just like we learned a lot from each other, appreciated each other the whole way. It was a good love story but it wasn't the end. And really I think that's the best stories, the ones where you can just kind of look back and feel like you gave it absolutely everything you had. I don't know, dude. I got really lucky being able to work here. It has its challenges but, I mean, it was like my own growth laboratory. I am surrounded by the most intelligent folks all day long. If you're ever in LA you always have a safe and welcoming place to go to!



## STAFF SPOTLIGHT: MATT DESJARDINS

by louise lybrook '16

Matt Desjardins joined the Antioch community as director of communications at the end of April. Though he has certainly not been hidden away in South Hall all this time—he is in regular attendance at Community Meetings, yoga classes at the Wellness Center, lunch in North Hall, and makes frequent visits to the library—many at Antioch College have not had the opportunity to get to know Desjardins.

Desjardins grew up in Elizabethtown, a small bedroom community in central Pennsylvania, and attended college at the University of Mary Washington in Fredericksburg, VA, where he studied international education. After graduation, he spent three years based in Boston, working in international education, traveling throughout the country, the world and, in particular, the deep south. He met with administrators at various colleges, discussing how international experiences can be integrated into the college experience. He also happened to be in Kiev, Ukraine, during the Orange Revolution, in 2004.

He received a master's degree in communications and international affairs from the University of Pittsburgh and then worked for five years as communications director for the mayor of Washington, D.C., leaving when his wife was transferred to Ohio. When the position for director of communications at Antioch opened, Desjardins was immediately drawn to the school.

He collaborates with a growing and evolving staff, which includes two assistant directors who handle admissions and advancement, graphic designers, and student workers. For the last five months, they have worked to create communications and marketing materials that accurately represent what Desjardins refers to as "the Antioch story" and to develop a more uniform visual identity for

the College.

The story to which he refers is the story of a school with an exceptional, long, and complex history that has been on the cutting edge of education since the beginning. He emphasizes social justice as the major thread that runs throughout, up to and including the present day.

Additionally, he said, a big part of Antioch's story is the way it has been "taken back from the brink by alumni and students and the current administration" to be transformed into a newly independent Antioch College "that's really viable now." He describes this as the success story that can inform the struggles of other schools such as Sweet Briar College or Cooper Union.

A large his job is ensuring that everyone, from alumni to potential students to news outlets, knows about the positive things going on around campus such as the expansion of the farm, campus projects like Cleo van der Veen '16's Project Go!, or faculty achievements such as Assistant Professor of History Kevin McGruder's new book, *Race and Real Estate*.

He puts effort into making sure, through "putting the right information and the right resources in the right places," that these various groups can connect to Antioch in their own way. For instance, "if you're a student coming to Antioch, you need to know different things about the College," said Desjardins. "You need information about accreditation, shared governance, and co-op. If you're an alumni you've gone through many of those things in a different era in the college, so it's about reconnecting the current Antioch with what Antioch looked like in the 70s or 80s."

Desjardins places a strong emphasis on the need for awareness and respect for the school's rich history. One way in which he and the communications staff have accomplished this is through

fully embracing the existing mid-century iconography of Antioch College, especially the original Vitruvian A, designed by an alumnus. This is one way Antioch can be unique, as many liberal arts colleges "take their branding either all the way back to their conception or try to modernize it into something a little too new and polished that doesn't honor their history."

He has also sought this awareness of history through inclusion of "stories that are relevant to both younger and older alumni" in upcoming issues of the Antiochian. The best way to move forward as an institution, he said, is to synthesize the college's history. He hopes to feature spotlights on alumni from the 2000s as well as earlier generations, in addition to pieces on the school in the distant past. He joked, "On the record, my communications strategy is always just more Duffy."

Moving forward, Desjardins finds it essential to develop a uniform branding that is "clean and simple" and does not involve many shades of crimson as the school colors. He has worked hard to streamline communications methods on campus, making it easier to send mass emails to the community, and to utilize social media as much as possible, since it is a great way to connect and get free press. Of course, everything is a work in progress. At Antioch College, the greatest challenge—and also the greatest opportunity—is that the campus community is charged with developing systems at the same time as it is using those systems.

When Desjardins is not working on a visual identity for the college or overseeing the creation of communications materials, he likes to visit the library for some almost free coffee and good conversations, listen to music—jazz and 90s punk rock, lately,—go to museums, and do plenty of reading.





## INCOMING FACULTY: KELLY GALLAGHER

Kelly Gallagher will join the faculty at Antioch College as an assistant professor of media arts this fall. A native of the Philadelphia area, she has spent the last three years completing her MFA in Cinematic Arts at the University of Iowa. She recently talked with *The Record* about her background, interests, and plans for teaching at Antioch.

**Odette Chavez-Mayo:** So you teach media; what do you specialize in?

Kelly Gallagher: I'm really excited to start out as a professor of media arts at Antioch. I will be introducing an animation curriculum, starting with an Introduction to Animation course that's going to offered this fall quarter, so I highly encourage anyone who has been interested in animation to sign up and take the class.

**OC-M:** What got you interested in specializing in animation?

KG: So I kind of came into animation accidentally when I was an undergrad student. I was a film/video major, and my senior year I wanted to make a documentary on the history of women filmmakers because I felt that often in a lot of my film classes the contributions of women and people of color filmmakers were always being overlooked. Doing the traditional talking heads documentary seemed a little boring to me. So I was watching a lot of Terry Gilliam—he does a lot of crazy colorful cut-out animations that open his Monty Python movies—and I thought, “Oh my gosh, what if I could incorporate really vibrant, colorful animation in sharing the stories of early women filmmaking pioneers?”

And I sort of was self-taught because they didn't teach animation at my undergrad school, which was Penn State, so I spent the entire senior year teaching myself all kinds of tangible and tactile hand-crafted forms of animation and fell absolutely in love with it and I haven't stopped animation since.

**OC-M:** What do you focus on with your animations now?

KG: So many of my animations have remained political. I'm especially interested in histories of radical resistance against white supremacy, histories of resistance against colonialism and the patriarchy as well. Most recently, a lot of my work has been centered around making films about stories of militant resistance against police brutality and racism.

**OC-M:** Why did you choose Antioch?



Kelly Gallagher. Photo by Odette Chavez-Mayo '18.

KG: When I had my campus visit as part of my interview process with Antioch—and I had done a couple of these sorts of interviews before at other schools—there was something kind of unexplainable about the energy of the students here. It was really exciting to me. During my teaching demo students were just so involved and interested and seemed so actively wanting to engage and learn and I found that incredibly motivating and I realized that there really was no other place I could imagine someone like myself wanting to teach. I also really appreciate ... the ethos of the politics here at Antioch, and when I had heard that folks like Mumia Abu-Jamal had given commencement speeches in the past I was just blown away and really excited to come here.

**OC-M:** What do you hope to accomplish here at Antioch?

K: I hope to sort of just further the growth of the media arts program and the offerings within the media arts program and get students interested in the possibilities of animation whether they're media arts students or not. I also have this dream of starting a microcinema with students here, if they would be interested, to further the possibilities for community, and the Antioch students and faculty to come together and program different types of films they would be interested in seeing and discussing. So, yeah, those are just some things.

**OC-M:** Have you taught anywhere else before?

KG: At University of Iowa, where I was finishing up my MFA, I was an instructor for my last year and I taught sort of an experimental animation class, which was so much fun, and I'll be bringing something like that to Antioch in [maybe] the Spring quarter. I also taught an Introduction to Film

Video Production course, which was amazing. I like to take from my experiences as an undergrad where, again, I felt that my production classes were so inundated with technical and film cinema examples, primarily with films by white, cis male filmmakers.

Oftentimes, too, in these technical spaces a lot of undergrad film students—women and people of color—are pushed out of these spaces. It's something really weird

**“A lot of undergrad film students—women and people of color—are pushed out of these spaces...There's this machismo around holding the camera or something that I see, and it cracks me up.”**

that happens where sometimes in some classrooms, male students will just kind of take—and not always and not everyone—but there's this machismo around holding the camera or something that I, like, see and it cracks me up and I don't understand where it comes from.

So I like to incorporate the negative experiences I had as a woman film student as an undergrad and actively fight against those experiences within my own pedagogy and my own teaching and make sure that everybody has the chance to have equal access to all of the technical aspects that a film course brings with it. I hope that more and more students get interested in media arts and taking film and animation classes because I think that media arts provides a really special place for folks to share their unique stories, perspectives and experiences.

**O:** Is there anything that you would like to say to the students?

K: I guess my message to students would be ... I hope that regardless of whether or not students may think that they have a use or interest in animation, I would encourage everyone—at least everyone interested in media—to take one animation course and see how expansive animation can be and different ways they might be able to utilize it in their own work or interest or research. But aside from just that, my biggest message to students would be to just come and hang out. For students that might need a break from the intensity of what it means to be in college, movies and animations can be a fun break.

## PASSING THE RDPP

An interview with Alumnus Daniel Solis y Martinez '06, who was involved with efforts to pass the Racial Discrimination Prevention Policy (RDPP) during his time as an Antioch student. He was coordinator of Third World Alliance in the spring of 2004, involved in other independent groups like Unidad, Queer Center, Queers of Color, and served on ComCil and AdCil.

**The Record:** While you were at Antioch, what were the main factors that first gave rise to the idea of the RDPP?

Daniel Solis y Martinez: There would be no RDPP without the Sexual Offense Prevention Policy (SOPP). [The SOPP served as a template] in terms of having a comprehensive policy that would spell out the responsibilities of the College to the community around addressing these issues, but also say what would be a process of grievances. But more importantly—and this is the part that would always get ignored—[it took] inspiration from the SOPP in having proactive policies and integration into the curriculum. The goal was prevention and equipping students and staff and faculty with the tools to be more critically reflective of the way that living in a racist country affects the way we see and treat each other, and give us the tools to dialogue through that, so we wouldn't have to activate more punitive, legalistic approaches that were also in the policy.

The SOPP was not only a model in writing the policy itself, but in the way it was passed. There was such a groundswell [of community support] to pass the SOPP and I think we tried to replicate that and cultivate that sense of inevitability and council support for the RDPP, but that part never quite worked.

**R:** Outside of the student leadership, outside of ComCil, outside of POC group, to what extent was the entire community aware of these attempts to pass the RDPP? How did it affect conversations, for instance at community meeting or in the Caf?

D: People were aware that there was this RDPP idea out there. But if you weren't one of those policy nerds who read the Leg Code and who would go to all of those meetings, it wouldn't tend to come up until there was a crisis. Back then...every eighth week there'd be a crisis and then it'll come out in community meeting, it would explode, it would consume everyone until the end of the semester...There were a lot of usual race-based crises, and then

people would talk about it in community meeting and people would say, “Okay, this is why we need the RDPP.”

The fall of 2000 there was a really bad racial crisis and there were quite a few students of color who dropped out because of it. Bob Devine, who was the president, appointed an AdCil working group on the RDPP...When I entered in spring 2001 there was recent work that had been done on it, so some of the older students of color had been a part of that process.

And that's how the policy was kept alive. Older students of color initiating new students of color—this is what it is, this is what the struggles are, here's the policy. That was a big issue, even getting a copy of it was really difficult. That's probably hard to imagine now...but then it was really difficult, nobody had a copy, or people had an incomplete copy—there were different drafts and different versions. We would pass each other the official copy and make copies for everyone else. In one sense it was a really beautiful way that this community of students of color at Antioch kept this policy alive through generations and co-ops... But also it spoke to how little institutional responsibility there was for it.

**R:** What were the contentious points of the RDPP that were most debated in community discussion?

D: There were two main sticking points...Some of the faculty would raise issues around intellectual freedom in the sense that the RDPP was going to force a very specific political ideology on the College, and that people who didn't agree with it would be penalized and punished. So they were worried about how that would affect debate and discussion, and just the right to disagree on the part of students, but also I think they were really worried about...if you had a faculty member who didn't believe in societal racism, they were worried that person would be ostracized and driven out.

The other, which came more from students—mostly white students but also some students of color—is that the RDPP would give license to target and go after perceived white racist students, so that it would turn into a witch hunt culture. There were other variations but time and time again people would bring those up as barriers to the RDPP.

*Continued on page 9*



## WYSO'S JERRY KENNEY: 'GET A RADIO'

Jerry Kenney is a reporter and host of "All Things Considered" on WYSO, as well as the host-producer of a weekly news wrap-up called "WYSO Weekend." Before joining the staff in 2007, Jerry was a volunteer music host for 16 years, primarily working on the transcendent and international music show "Alpha Rhythms." He says his involvement with WYSO changed the direction of his life in a way he would never have expected — he had been working in factories and customer service before he came to WYSO.

Lewis Wallace, WYSO's managing editor and economics reporter, caught Jerry in the studio for a few minutes to get a glimpse of his radio life for The Record.

**Lewis Wallace:** How did you first get connected with the station?

Jerry Kenney: A friend of mine was big into public radio. I didn't even know what public radio was, but he said, "Hey, I'm driving up to Yellow Springs to give money to this radio station, want to go with me?" It was an open house, and I'd never been to Yellow Springs.

We met the program director, Ruth Dawson, later Ruth Yellowhawk, and I just thought, this is kind of cool. Plus, it was the fall, and I fell in love with Yellow Springs. I thought, this looks like the coolest place on earth.

I started listening to WYSO, and I fell in love with programs like "This Way Out," "WINGS," "Women's International News Gathering Service"—programs that I wasn't hearing anywhere else. I started pledging money, and then I saw a call for volunteers in the quarterly program guide. I called and offered to stuff envelopes or whatever they wanted and was asked right away if I wanted to learn how to operate the sound board.

Later on I offered to fill in for an "Alpha Rhythms" host, and he never came back. I spent 15 years filling in.

**LW:** You'd never been to Yellow Springs before? Where were you living?

JK: I was living in Bellbrook, which is not that far away. I think maybe in high school we drove through Yellow Springs late one night just because of all the legends about how crazy the town was, but I never saw it in the day-



light. We had some really weird experiences here at night, too — crazy experiences on the back roads that I won't even go into.

**LW:** Are you sure?

JK: [laughs] We were driving late one night down one road and this dog lunged at our car, just attacked our car. We're going 30 miles an hour. The road dead-ends into this little circle turnaround with all these old cars and old houses, and our headlights hit this wolf, or something. It was just a crazy dog night in Yellow Springs.

**LW:** How different was the vibe at WYSO in your earlier times here?

JK: The vibe was kind of the same, it was always kind of open, to people and to stories. The vibe has always been there. We're a little bit more of a professional outfit now, which I think is something each of the program directors and general managers have been striving for. It was pretty free-form back then — volunteers pretty much ran the roost and did all kinds of things while they were hosting their shows. I don't know if you want me to go into that ...

**LW:** Give me at least one example.

JK: Smoking, drinking, eating. We could do anything in the early days and people pretty much did.

**LW:** Right. Where now, drinking, eating and smoking are forbidden [in the studios].

JK: Correct, those are the three big ones. [laughs]

**LW:** What's your favorite thing about your job now?

JK: My favorite thing is getting out and talking to different organizations around the city, finding out the good things that people are doing. There's a lot of bad news out there, and my favorite part is finding out what people are doing to make this a better place.

**LW:** WYSO is still figuring out its relationship to the new Antioch Col-

lege. What do you want that relationship to look like?

JK: I'm kind of torn because the station's always been kind of autonomous no matter who's owned us, and that's a cool thing — not having this big heavy organization looking over your shoulder. But the fact is that we are connected, so I think more student involvement at the radio station, which has been a longtime tradition, would be good. I think we should still keep somewhat of our autonomous nature here at the station, but more interaction would be a great thing.

**LW:** What's the No. 1 thing you would want students to know about the station?

JK: WYSO is doing a lot when it comes to bringing stories in from the community and putting them out to a greater number of people. A lot of people are learning about their neighbors, people that live in their cities or the next town over. It's a great way to get to know the place you live. If you're new to town, tune in to WYSO. And we can provide great opportunities if you're interested in radio or editing or any of the things that we do here.

**LW:** Do we need to get more digital or more accessible to the forms of media that are popular with younger people?

JK: Absolutely. Keeping up with technology helps the staff to stay in tune, and if WYSO's going to be a major player or continue to be a player in this market, we have to do that.

**LW:** Nobody has a radio anymore. I'll be talking to the students, telling them, "Listen to WYSO," but the only contact they might have is with their phones or maybe laptops.

JK: The thing about that is, you can listen to radio and have it in the background and you can get a lot done. People are really tied to their screens now. What else can you do, if you've got a phone and you're punching buttons? Having a set radio kind of frees you up so you can get on with your life. It's an old tradition to sit by a radio, and you can build your own little community around that.

**LW:** I'm bringing my bias to this, but in other words, get a radio?

JK: I would agree with that. Get a radio. It's important to know where it all comes from.

Hear Jerry Kenney talking traffic, weather and news weekdays from 4-6:30 p.m., and catch "WYSO Weekend" every Sunday at 10 a.m.

## ALTERNATIVES TO MEAL PLAN NEEDED

by Angelina Rodriguez '18  
with Alison Easter '17

Since my arrival in Fall 2014, I had heard word that the Antioch dining hall would be moving towards meal plans, the classic college or university model with various payment rates that employ card swipe technology. Acting as both a member of Student Union and as Assistant Food Service Coordinator in training, I recently invited Isaac DeLamatre, Food Service Coordinator, to come to Student Union to offer clarity on the ways that this new meal plan would impact student life.

Students have been musing over what the shift would mean for the community: Would it be a relief to not have to pay for breakfast if you never made it downstairs in time? Or would the shift close down opportunities for us to maintain our unique experience of dining on campus?

A lot of students have simply felt that this was nonnegotiable, an impending aspect of institutional growth. "I hate the idea of meal plans. I was just under the impression that meal plans were inevitable," said Lauren Gjessing, '17.

I am led to wonder, why? Why make such a drastic change that would take away so many benefits from our community? Antioch's free access dining system has nurtured an atmosphere of togetherness and camaraderie that goes beyond the average college dining experience.

From the Antioch Farm, to our kitchens, to our dining halls, we are a unified force of student workers and contributors, involved in every step of the process. As Isaac explains, "Antioch Kitchens is a community service. The kitchens source and prepare food every day for everyone. Everyone contributes and everyone participates." Our delicious, nutritious food is an integral part of Antioch, with meal times creating space each day for us to come together, fostering a culture of familial meal sharing across campus.

Beyond mealtimes alone, students have all-hours access to fruit, snacks, coffee, and tea. We have a space in the kitchens where

we can congregate at all times for social purposes or meetings. I have spent many late nights over cups of hot coffee, working on final papers, plunging through the quarterly grind of midterms, finals, co-op searches. Better yet, I have spent many nights nurturing burgeoning friendships in the dining hall. "Would you wanna grab some tea and talk about it?" is a frequent question after hours.

The dining program we have right now is unique in that it gives us space for pride in contributing as well as space to care for each other as a whole, a collective. An equilibrium occurs when some students skip breakfast and others take seconds to be satiated. In this way, our dining service operates in relation to need and is more communal. I think the fluidity in the program allows for flexibility, and that's beautiful. The current plan enables us to take care of each other and all enjoy the benefits of high quality ingredients, without the individualistic aspects of more traditional meal plans.

The implementation of a card-swipe meal plan system like the one in question would mean an end to our open-door policy. The college dining halls would become something similar to a high school cafeteria, with employees having to police student behavior and limited access to the kitchens. It's a lose-lose investment with no real economic gain for the college or for students. The shift to meal plans such as the one proposed, enacted at a place like Antioch, would be a step in the direction of conformity to the standard college model of dining, a model that does not align with Antioch's politics.

Isaac DeLamatre is an advocate for alternatives. Student Union has been active in discussing the possible transition and considering more beneficial alternatives than the standard model for meal plans.

Going forward, I encourage you to engage with your neighbors to discuss innovative ways to resolve dining problems. I also encourage you to contact dining services with your ideas or come to Antioch College Food Committee Meetings.

Got a question for Elise Miller, Scott Sanders, or Nick Daily? Submit it for consideration in the next issue to [tinyurl.com/asktherecord](http://tinyurl.com/asktherecord).



# ALUMNI INTERVIEW: DANIEL SOLIS Y MARTINEZ ON THE RDPP

*Continued from page 7*

**R: Do you recall in AdCil the main legal sticking points for the RDPP?**

D: Whenever the momentum would be gained, and people would say, “Okay, the RDPP is being brought up in AdCil again,” the lawyers would be invoked and legal counsel would inevitably raise the point that [the RDPP] is above and beyond any antidiscrimination laws or policies. They would say, “You’re really going out on a limb.” and “You’re actually even going into reverse discrimination by saying things like, ‘white people are the beneficiaries of racism.’” They would say, “You might open yourself up to lawsuits” and that would have a chilling effect.

Some of those definitions [included in the policy]...were there to serve as an education guide, and were less about “if you don’t agree with that definition you’re going to get suspended” or something. But the lawyers would just jump in and say, “That’s not very clear here.”

When [Shalini Deo ’03] was running the Office of Multicultural Affairs (OMA) from 2002-2004, she really took this on because she saw that it was a really strategic roadblock to getting the policy passed. What emerged is definitely a compromise document, but the fact is that that was what was going to be able to get passed. Because the president at the time was very clear that she wasn’t going to sign off on anything that the lawyers said we could get a lawsuit over.

**R: What kind of institutional support did the RDPP receive?**

D: It was always a policy that was forced on the institution...I think the closest we ever got to having actual support was when we had a staff person in the OMA. [The director] before Shalini...was resistant to the idea of the RDPP....She did not prioritize it at all. When Shalini took over [she] made it a priority in her time in that office. She convened working groups. She would use the funding from the office and her own time to make that happen. But it

was really clear that that that was Shalini trying to work within the system. It wasn’t so much the College being like, “Yeah, Shalini, we want you to make this happen.” You know, then even the way it was passed, it was like we tricked [then president] Steve Lawry into accepting it.

**R: How did the inconsistency in leadership in the Office of Multicultural Affairs (OMA) affect the RDPP?**

D: It was this vicious circle, where they would hire the wrong person for the campus culture...or they would throw someone in an acting role...That happened to Shalini. She did the best to make it a vibrant office with very little support...You know, in like Harry Potter, the Defence of Dark Arts professor...every year, it would be like, Who’s going to be in there now? [laughs] And I think at one point they tried to merge it [with another office] before it became the Coretta Scott King Center. It was very clear that that office was important to nobody with power and money, and that it was only there to say they had one and

because they knew the students would kind of riot, because it would be such an egregious example of racism.

**R: How was the policy finally passed?**

D: It was Spring of 2006. [Steve Lawry] was announcing the opening of the Coretta Scott King Center in the cafeteria—there was press there, there were Board of Trustees members. A whole group of students came together. Shelby [Chestnut ’06] and I were kind of supporting them. [They] said, “Hey, this is a moment where we need to bring up the RDPP again.” I think what made it different during that last push that actually got it passed is that white students were really heavily involved in planning the strategies and being the public face of the effort, which was different than previous efforts, which were mostly led or exclusively led by students of color.

At that ceremony, after Steve gave this really great speech about how Coretta Scott King is so important and how Antioch’s a trailblazer for fighting racism, [Levi Cowperthwaite ’08] stood and said, “We’re really glad to hear that you have this commitment and that you know that Antioch’s all about challenging racism, so are you going to publically commit to supporting the RDPP and getting it implemented now?” [laughs] Nobody external to the community knew that this was a big thing that was happening, so they were just like “Oh, that’s a great question, that sounds good.”

I think that’s when [Steve Lawry] realized that it was a planned action and that there were people who were ready to walk out to make it an embarrassing moment for him. So he committed to it, and that was a huge victory, and from there...we were able to get it onto the AdCil agenda to get people to vote for it, and he did—to his credit—lend his weight to getting it passed...And it passed, and it felt like a good victory, even though, [laughs] it didn’t really get implemented, you know? So that’s the obvious issue, right? [The policy passed three or four months before the announcement of the closure.]

**R: What did you see to be the most important part of the policy’s implementation?**

D: I think it was about the institutional commitment piece, in very tangible ways, like funding. Having funding for somebody, whether that was for whoever was

running the Coretta Scott King Center or something else to be in charge of doing trainings and handling complaints reporting and processing files.

But also I think a big part of it was about infusing anti-racism into the curriculum and...making sure everyone was grappling with racism and institutional oppression in a more authentic way...forcing people to deal with [living] in a very racist and unequal society. How are you equipping students to navigate that? Whatever their ideological bent is, you’ve got to grapple with this issue, and silence is not a way to do that. I think that would have been really important, to find someone who could have led and mentored the faculty... That’s how we envisioned the RDPP would be a success. It was always less about, “Oh, my hall-mate said something racist, what am I going to do against them?” That’s never what it was about.

**R: What impact did working on the policy have on you?**

D: That’s an excellent question...It taught me about policy work. The experience of Antioch right before the closing was definitely scarce resources, students having to creatively figure out how to make things happen—so probably similar to what you all are doing now.

I was part of three different efforts to get the policy passed while I was there, and I occupied different roles. One was trying to get students mobilized, like in People of Color Take-Over Week [in the spring of 2004]. That was student-mobilized and more explicitly student of color-led—and we did have white allies...but it was very clear that it was the students of color fighting for the RDPP and other policy changes. And that totally blew up in our faces and it turned into this whole media circus, and white students felt threatened. There was bad news coverage, and the KKK came.

But in the end what did work was forming this more explicitly multiracial coalition of people. That definitely taught me about how important it is to build allyship and that that’s the key to passing policy. In a lot of the work that I do now, there’s no way that we could get anything done without people who have power, people who are in places of more privilege, and the RDPP process taught me that. That it can’t just be the people being hurt by policies and laws who are going to fix it.

## ASK ELISE: HOLISTIC ACNE TREATMENTS

**Q) What do you recommend as a non-prescription acne treatment? I’m tired of buying acne cream at Kroger and am looking to experiment with other remedies. Any suggestions?**

A) Acne has many causes but mainly comes down to balance - a combination of hormones and inflammation. These factors can be affected by diet, gut problems, stress and emotional health. A holistic approach to treating acne involves a combination of external and internal treatment.

Every person’s biological makeup being unique, the combination of treatments that you find works for you will be different than what works for someone else. It can be somewhat of a moving target, as our bodies’ hormonal balance constantly adjusts to the changes in our schedules, diet, sleep, emotions, stress, and so on.

### Internal:

Dandelion Root capsules - supports your liver, which filters toxins out of your blood.

Apple cider vinegar - a small shot of ACV in the morning or night followed by a glass of water, or 1-3 tablespoons of ACV mixed with water. You can optionally add a dash of cayenne pepper and some agave or raw honey to this mixture. This is about balancing acid/alkaline internally.

Probiotics - taking a capsule, drinking kombucha. This is about supporting the “good flora” in your digestive tract that aids your digestive processes.

Diet - generally, decreasing intake of acidic/refined/inflammatory items such as: sugary foods and drinks; excessive caffeine; dairy; excessive alcohol, and increasing consumption of raw foods, whole foods, high-antioxidant foods including color-rich fruits and veggies, green tea, and fermented foods.

Reduce or eliminate smoking.

### External:

Oil Cleansing method - instead of using a soap which strips the skin of natural oils, you can try this: get a pure, preferably organic oil such as olive oil, almond oil, jojoba oil, grapeseed oil, pumpkin seed oil or apricot seed oil.

Once you’ve got your oil, use it in the shower or at morning or night in the place of face wash. Pour a quarter size amount into your hands, massage it into your face, then rub it off with a hot washcloth.

There will be an oil residue on your face to a certain extent afterwards, and that is a good thing. If this is a new practice for you, it is not uncommon to go through

an “adjustment phase” for about a week when your skin seems to get worse and is detoxifying, but it should improve once your skin has adjusted to this new form of care. If your skin is still worse after 2 or 3 weeks, maybe this method isn’t for you.

Witch hazel as a toner - You can find alcohol-free witch hazel toners, which doesn’t dry out sensitive skin. Apply to the face with cotton balls in the morning and at night.

Apple cider vinegar as a toner, diluted with water 1:3, add essential oils of tea tree oil, lavender, rose, etc. Apply to the face with cotton balls, then rinse with water prior to moisturizing.

Facial scrubs - raw honey, or a pure oil mixed with sea salt (once a week).

Clay mask - a powder clay that you can mix with water, ACV, or olive oil to make a paste.

Other great essential oil friends for fighting acne include calendula, rose, bergamot, and geranium.

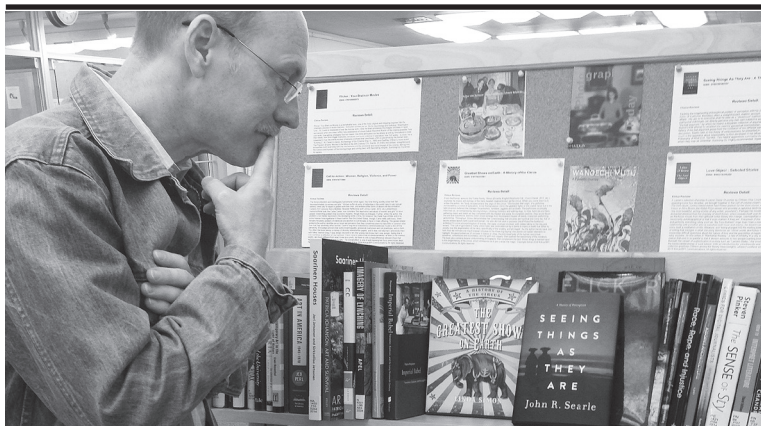
Nature - Exposure to sunlight and river mud have great balancing effects on stressed out skin.

Enjoy the journey!

Elise Miller, RN







## OLIVE READS

by Kevin Mulhall, Library Instructor

### Seeing Things as They Are by John Searle

In this philosophical treatise, Searle takes on what he calls the “Bad Argument.” Most famously encountered through the seventeenth-century thinker Descartes, the “Bad Argument” posits that we can only indirectly experience things or the state of affairs around us, that our perceptions are subjective in nature. Searle calls this position Conceptual Dualism. Seeing Things As They Are rejects this idea and argues for Direct Realism – that we directly perceive reality. Very accessible to the general reader and a must for those whose lust for reading about phenomenology simply cannot be sated.

### The Greatest Show on Earth: a History of the Circus by Linda Simon

Simon traces the origins of acrobatic display, exotic exhibition, and all-around spectacle from ancient Rome to the Cirque du Soleil. The Greatest Show is, however, primarily a history of the circus from the late eighteen century on with all of the familiar,

trappings, features, and frippery that come to mind when we think of “the circus.” Filled with color plates of paintings, posters, and photographs, Simon’s book is well documented and scholarly but, like the acrobats on its pages, stays quick and agile.

### Flicker: Your Brain on Movies by Jeffrey M. Zacks

Flicker explores how the moving, two-dimensional image affects the brain, what causes our sympathetic reactions to these images, and the techniques film makers use to exploit this relationship. Zacks also examines the way film creates and manages the perception of space, movement, and time. The final section of the book discusses movie plots and concepts that hinge on direct manipulation of the brain – realities created directly in the brain of fictional characters (think Matrix, Total Recall, etc.) and uses the opportunity as a springboard to look at real-life brain manipulation techniques like transcranial magnetic stimulation. Any self-design psychology / media arts majors out there?

## PERSON OF THE MONTH



The community would really like to send a huge thank you to our person of the month this issue, the thoughtful human that ripped opened the bag concealing a groundhog pelt in the third floor Birch freezer. Your curiosity was much appreciated, particularly for those first unassuming souls who found the unidentifiable rodent fur next to their frozen goods. It all culminated in a beautiful scene when the leaking strawberry juice stained the freezer, disgusting

many when the groundhog was identified as a dead animal. Thanks to you, Person of the Month, non-FDA approved meat is no longer allowed in the kitchen commons (maybe? Jessica Martinez? Nick Daily? write therecord@antioch-college.org with the answer) But really, thank you for your part in the creation of “Free Range Groundhogs 4 Ever” patches. Dim the Lights was really lit up that weekend. In your next stunt, could you try to get halal meat in the dining halls?



## DEAREST DAILY

Hello and welcome to “Dearest Daily.” Nothing that is said in this column should be accepted as reflective of the views of Residence Life, Community Life, or Antioch College. With that, we have our fifth edition of “Dearest Daily!” To submit a question go to <http://tinyurl.com/asktherecord>.



Dearest Daily,

Is a hot dog a sandwich?

Sincerely,

Telling Everyone About My Year End Sales Never-ending Opposition

Dear #TEAMYES,

I like that you’ve asked me this question. I’ve had some weeks to ponder it. I think I would be initially wooed to the #TeamYes very easily, seeing as a hotdog is basically an open-faced sandwich that can easily be made to fit the descriptor of “two or more pieces of bread...” BUT, I’m going to have to say #TeamNo is right here. The way that the hotdog is designed to be eaten necessitates that it not be considered a sandwich for the distinct reason that you have to FORCE the hotdog into the two or more pieces construct. But really, I think the real question here is, why are you eating a hotdog?

Eat more kale,

Daily

Nick Daily is a Residence Life Coordinator at Antioch College. He has a Master’s of Education from Oregon State University and a Bachelor’s in Women’s and Gender Studies from University of Redlands. He has spent his life offering support and advice to his friends and colleagues. His philosophy in life and work is “LuvServedDaily – The consistent pursuit of happiness – for self and others.”



An  
INDEPENDENT JOURNAL  
of NEWS and OPINION  
SINCE 1888

253 1/2 Xenia Ave. 767-7373  
[www.ynews.com](http://www.ynews.com)

## HORACESCOPES

by Gaerin Warman-Svzoboda '17  
and Amelia Gonzalez '17

### ARIES

There will be no saving face this month, after your working waffle iron hat backfires horribly.

### TAURUS

You may be at your angriest. But as you will soon see, you can be more furious yet.

### GEMINI

Like a moth in the night, you’ll both bask in the light of new romance and be scraped off an ’04 Chrysler Town and Country windshield.

### CANCER

Sometimes your tears are tears of sadness. Sometimes your tears are tears of madness. Sometimes they’re the voice of happiness. In this case, you just wanted to prove you could stick the whole onion up your nose.

### LEO

OMG! It was just your month! Belated birthday wishes! Go you!

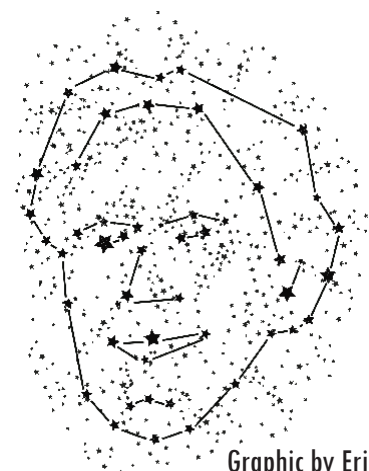
### VIRGO

Make some decisions today. Your life depends on it.

### LIBRA

Not learning to manage your time wisely is something you’ll come to regret, though not as much as misplacing your bomb disposal kit.

### SCORPIO



Graphic by Eric Rhodes '16

While you should try not to let your co-workers critiques of your character flaws bother you, it’s okay if their choice to put on friar robes and nail all ninety-five to your door gets to you a bit.

### SAGITTARIUS

It may seem convenient now, but you’ll come to regret Ms. DeVil’s offer to dog-sit.

### CAPRICORN

Not everyone is as honest and truthful as you are, but then again, most people don’t rat out their friends for a lighter sentence.

### AQUARIUS

You’re not afraid to get down and dirty, but this will change as your fear of janitors develops.

### PISCES

As you’ll soon find out, climate change is displacing polar bears at a rate far exceeding scientists’ expectations.

**DUNPHY**  
REAL ESTATE INC.

251 Xenia Avenue  
Yellow Springs, OH  
937.767.1140

**If you are interested in buying or selling call Jo or Sheila today!**  
**LET'S MAKE HOME HAPPEN!**

**RENTALS:** FRESH LISTINGS. SAVVY AGENTS.  
Please call or visit our website for a current list of available rentals.

[dunphyrealestate.com](http://dunphyrealestate.com)

HAND-TOSSED AND THIN CRUST PIZZA • SALADS • GYROS

**BENTINO'S**  
of Yellow Springs *Pizza*

PASTA • WINGS • HOAGIES

DINE IN • CARRY OUT  
Fri & Sat: 11 am–11 pm  
Sun–Thurs: 11 am–10 pm

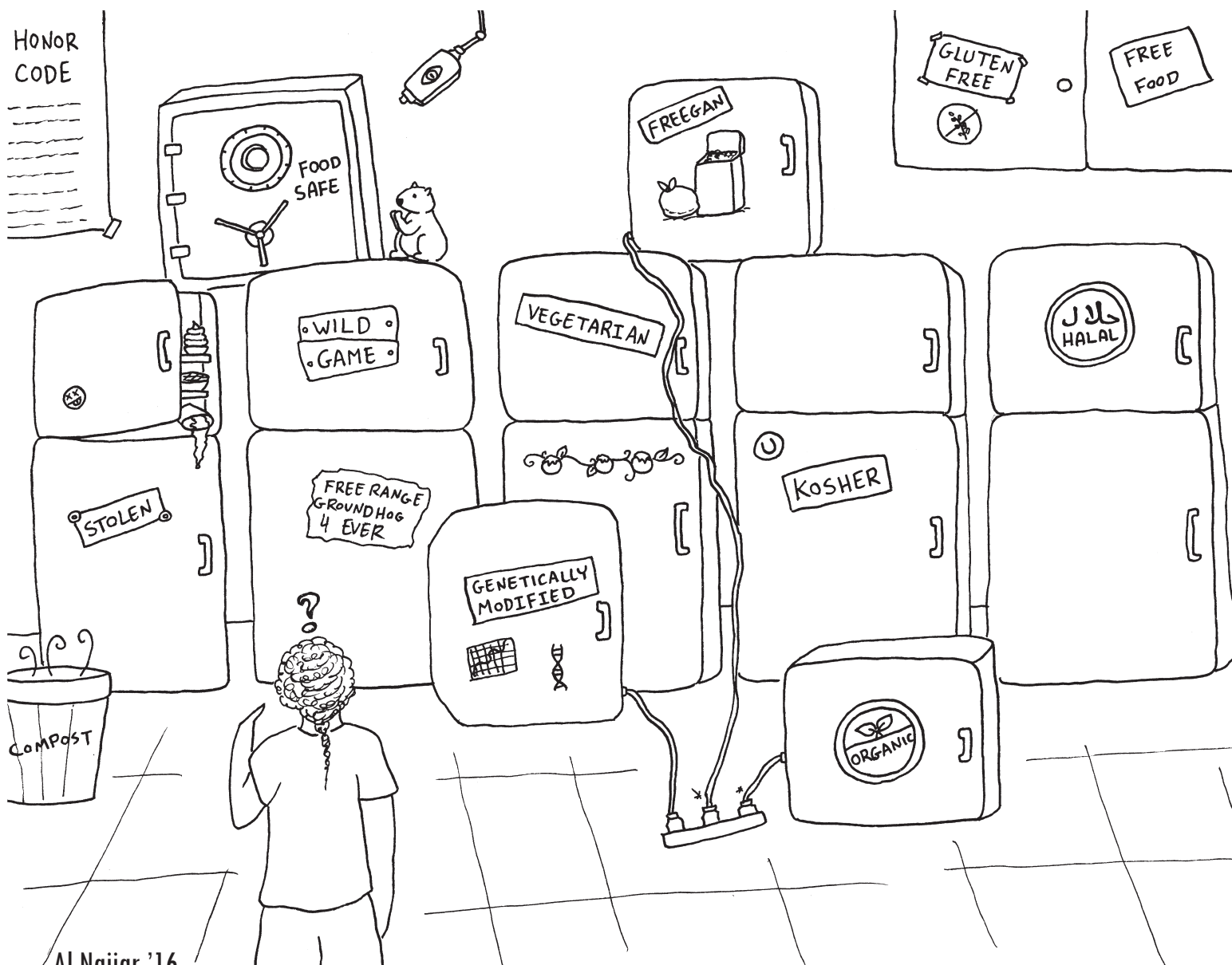
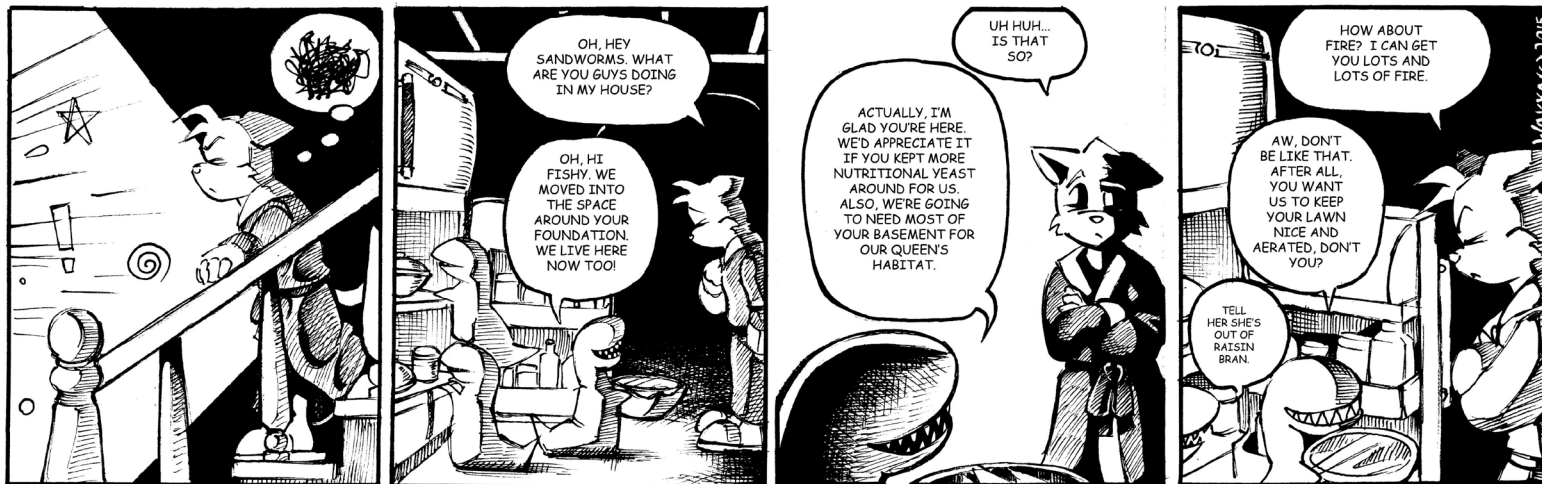
107 1/2 Xenia Ave. **767-2500**

DELIVERY 7 DAYS A WEEK — 11 am–1 pm & 5 pm–close



FISHY AND OTHER LEGENDARY WRITERS

BY WAKKA



Al Najjar '16

## DECLASSIFIEDS

#BBHMM

Dear Community,  
Start showing up to  
Community Meet-  
ing. Seriously, it's  
embarrassing how  
few people are  
here.

Friends who take  
you to breakfast  
are friends to  
keep! Thanks, guys  
<3.

Nurture yourself.  
The world needs  
you!

Isabelle,  
Thanks for being  
such a great friend  
and roommate! :)

Thank you who-  
ever cleaned up  
the garbage tree  
at Birch. It looks  
awesome now!

Hello All,  
I'm glad to be here  
... I'm glad you're  
here ... Be kind, be  
honest, be silly ...

Thank you to  
whoever is putting  
flowers everywhere  
on campus <3

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

## GAERIN ON GAERIN: REFRIGERATOR WOES AT ANTIOCH COLLEGE

by Gaerin Warman-Svzboda '17

Of late, a series of events has been causing a stir around the campus. These events center around certain objects that are refrigerated in nature: refrigerators. A recent rash of rank responses to a redundancy of disturbances has gripped the minds of Antioch students. Refrigerators are things that should be a source of both a positive metaphysical presence and food. And for many students on campus, the refrigerators located in the dorm kitchenettes have become a source of nei-

ther. All this was killing my refrigerator vibes, and with the fear on my mind that my tofu flavoured coconut milk ice cream was at risk for contamination from both thievery and bravery, I knew what I had to do.

Setting out on my hog, my quest had begun. I was on a mission. A mission to find that quintessential quality of the American Dream: my soul refrigerator. With this noble goal in mind, I was off; off on the open road, just me and my Mitsubishi Moped. It's often talked about how everyone should

have their own personal refrigerator, and how somewhere out there, there is a perfect match, a soul refrigerator for each and every one of us. Well, the time had come for me to find my own.

The happy refrigeration unit of the nuclear family had, at Antioch, gone nuclear. A fresh fridge to keep my food fresh was what I needed. I searched far and wide across the country, taking both the road and the Best Buy's road, but never finding myself face-to-face with the culinary cooling unit I needed to be the Loch Lomond of

my heart. But one day, as I gripped my ape hangers and felt the wind rustle through the hair on my poorly upkept upper lip, I saw it. It was a thing of beauty. Needless to say, the owner didn't wanna give it up. But even more needless to say, I came prepared to fight. This Road Warrior can bargain with the best of 'em, and that's what I did that day. I parted with my \$46 and got the goods. From there, there was nothing left to do but strap that '97 Kenmore to my back and put the hammer down as I sped off, leaving that garage sale

just outside of Cedarville in my rear-view mirror

I had conquered that large appliance-sized hole in my heart and I was sitting in the catbird seat. The American dream of meeting one's soul refrigerator I had fulfilled. And I didn't even have helmet hair to boot. Anyway, I haven't hooked the dang thing up yet, but I'll get around to it one of these days. In the meantime and in between time, keep your food fresh and your enemies frosty. Until the next tantalizing installment, I bid you adieu.

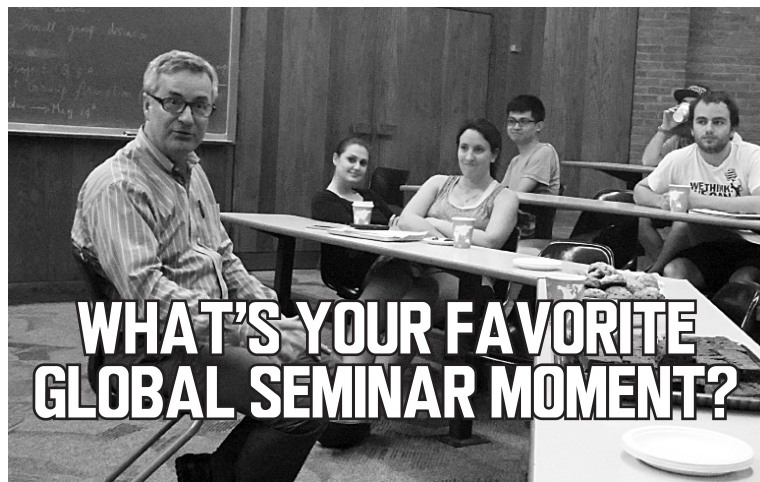




## CAMPUS COLORING

The first step in The Antioch Record's long-awaited transition to a fully graphic form is this coloring book page by Heather Linger '17. With the arrival of this coloring activity, you are now in charge of giving the news the spin you'd like to see! Got an opinion on squirrels on campus? Use this page to release all of your anger, joy, or existential angst! Paint Main Building however you'd like, and fill out the squirrel's conversation bubble accordingly.

## QUESTION OF THE MONTH



### WHAT'S YOUR FAVORITE GLOBAL SEMINAR MOMENT?



*There isn't any specific memorable moment, it's been a general experience of disappointment.*

—Megan Howes '17

*Being ungradeable.*

—Soleil Sykes '18

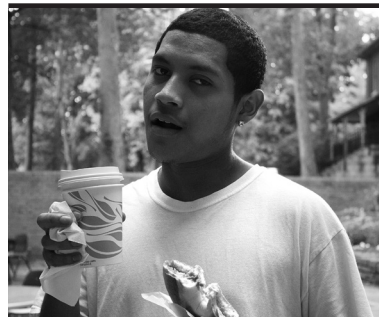


*The time this guy came to talk about the history of time—He straight up brought his baby and pulled out a f-----g sword.*

—Liam Marin '17

*When Jane Foreman brought Global Seminar bingo sheets for us to play.*

—Kevin Mulhall



*Walking out of class.*

—Ismael Ramirez '18

*They kept pushing back our break so we started chanting, "Break, break, break!" and they had to let us go.*

—Austin Miller '17

