

the Antioch Record

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Protests: Challenging the Dominant Narrative



Photo credit, Odette Chavez-Mayo '18.

By Selena Wilkinson '17

For the first nearly eighteen years of my life, I lived in St. Louis city in a neighborhood called Tower Grove South. My home is 1 mile from the Shaw Neighborhood where Vonder-rit Myers, Jr. was murdered by police in October of this year, and 15 miles from Ferguson, where Michael Brown, Jr. was murdered by police this past August. I have wrestled with leaving Antioch since the first news article broke regarding Michael Brown's death. I wanted to be at home protesting in the streets I grew up on with the people who have been out every single day since it happened. When the announcement came that Darren Wilson would not be indicted for the murder of Mike Brown, I decided to finally go home. I could not let the unrest I was feeling be felt

anywhere but in my childhood bedroom and, evidently, while peacefully blocking the highways that brought me to childhood soccer practices.

I was asked to write this piece to discuss the media's portrayal of what is happening on the ground contrasted with my first-hand experience at home during the week of Thanksgiving. So here goes: the mainstream media is doing some intense framing of the situation to encourage fear and belittle the efforts of the protestors. The mainstream media is using words like "rioters" and "violent demonstrators" in articles about the highway blocking protests and sit-ins/die-ins happening all over the city. The mainstream media has been misconstruing the messages so fully that protestors now pause

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Be Ashamed to Die Until You've Painted a Wall for Antioch

By Jon Baker '72

It's not uncommon for alumni to support their college. Usually it's done with a check in the mail. In keeping with Antioch traditions, many alums also do something which is a little different and quite unique -- they show up on campus several times a year, hammers and paint brushes in hand, and fix up the College. When you see folks around campus your grandparents' age covered in paint and sawdust, you should know that they are part of a near-30 year tradition of alumni volunteer work projects.

That tradition began at the 1985 alumni reunion when Mac Palmer, '61, Peggy Erskine, '60 and other alums talked about helping the College even though they didn't have much

money. Mac recalled a freshman orientation work project back in 1955. Using recycled materials from former campus buildings, Antioch freshman constructed Cedar Center, the first building in what was then called the "School Camp" and is now the Outdoor Education Center in Glen Helen. The group of alums liked this idea of volunteering to work for Antioch. The following year's reunion saw 25 of them work in Birch, repainting dorms, replacing broken windows and repairing ceilings. The tradition was begun and work projects were then scheduled the week prior to each year's alumni reunion. To this day, Mac and Peggy still show up to work on them.

Work projects continued even when Antioch University

closed the College. Returning to their roots, alumni volunteers helped refurbish Birch House for Glen Helen during the years the campus was closed.

In October, 2009, with the first reunion after the College was reopened, the work project concentrated on the Library, the only functioning building at the time. It quickly and painfully became clear that the campus had been neglected and needed a lot of work. That work began two months later when a group of alums and students who had been on campus when Antioch closed went into South Hall's attic, reinforcing its 160 year old rafters and thereby keeping the roof from falling in.

The following year alumni volunteers concentrated on

Pennell House. Walls were stripped, patched and painted. The inside of the building was cleaned and extensive repairs were made. Outside, the porch railings and lattice were cleaned and painted. Pennell House went from dilapidated to restored in a year's time as the result of several work projects in 2010.

In the course of working on Pennell it became clear that a single work project per year was not going to cut it. Reprising Mac and Peggy's group discussion some 25 years earlier, several of us talked about organizing the volunteer efforts. From that point on, work projects were scheduled several times a year, not just during reunions.

The first order of business was to build a workshop.

The old Maples fire engine garage, then used for storage, was turned into a work space. Tools and equipment were salvaged from around campus. The alums now had a place to work. And the work began. The results -

Theater Building - Originally used as a foundry and then production plant for airplane engine parts used in World War II, the theater building was showing its age. Alumni attacked it with determination, removing literally tons of material and debris from the building. It was cleaned, organized and the interior painted. The floors, badly damaged, were leveled and then either tiled or carpeted. David Vincent, '65 organized volunteers to clean, repair and repaint

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Mission Statement

The Antioch Record is a student run publication for the Antioch College Community. We continue the legacy of independent, student run publications at Antioch and are dedicated to serving as an instrument for recording the college's history. Our ambition is to promote informed dialogue, social engagement, and community action by fulfilling our civic and journalistic responsibilities.



Record Updates

The Record is delighted to announce the hiring of Taylor Larson '17 as Assistant Record Editor. In this capacity she will assist the Editor with running the paper, including tasks related to layout, editing, and writing articles.

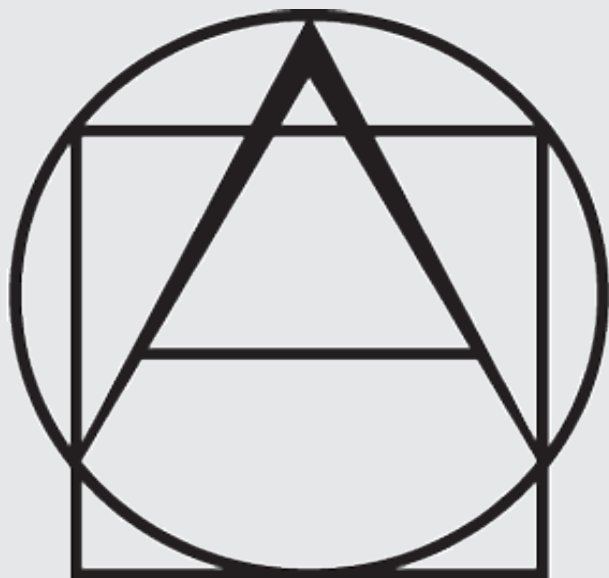


Photo credit, Odette Chavez-Mayo '18.

Challenging the Dominant Narrative

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our chants about black lives mattering to instead inform everyone watching that "WE ARE PEACEFUL," chanting this over and over in place of words about justice. And this is exactly what the media, and the white supremacist world, wants. To derail the conversation. To quietly make it about how "unruly" and "dangerous" black people are. And to make it seem like the only people fighting for justice right now are black. Neither of which is true.

The truth that I found at home is that people from all walks of life are protesting, of all racial backgrounds and across class lines. Multiple hundreds were out every time I was, despite the news saying "a small group" or "50 to 75 demonstrators," it is hundreds. Multiple hundreds. Every time. The people are upset, the majority anyway, and rightfully so. Injustice unto black and brown bodies is the backbone this country was built on- it's about time we try (again!) to shut it down.

Regardless of what the news says or what you may be imagining, St. Louis is a large and sprawling place. Everything is "a twenty minute drive away," and Ferguson (believe it or not) is not a faraway and distant "town" outside St. Louis- it is a frequented county right by the airport and multiple colleges and malls. Currently, protests are being held in all sorts of places using all sorts of tactics. Inconveniencing people in the sections of the city that are able to ignore issues of racism in their everyday life by blocking highways and closing down

big-box stores, protesting at the sports centers and malls to demand that business as usual (especially capitalistic business as usual) not continue because it is constantly, systematically harming people of color, vigils at area churches, and sit-ins/die-ins at governmental buildings to remind those in representative positions of power that "the whole damn system is guilty as hell" (as the chant goes). Children are showing up, of all ages, right next to people as old as my grandparents. My mother attended a few protests with me and was surprised by how safe and peaceful the protesters actually made her feel. Surely all of this is terrifying to the police, to see people coming together for the same cause for a considerable amount of time (120+ days straight at this point) and self-organizing in all different ways non-violently.

People aren't only self-organizing in the streets, though. There are rebuild efforts popping up all over the place, educational teach-ins on race and incarceration/police brutality and privilege are being organized and well attended, mass meetings happen often for mass updates, and long-term demands are being made, along with long-term programs to ensure those demands come to fruition. Solidarity efforts, which are truly just public recognition of the universality of modern racism, are now happening all over the country and world. This is a serious movement and the police are seriously concerned about it- and the media does not want anyone that isn't already involved to feel any of that.

Instead, they want to publish thinly-veiled racism and "riot porn" (as it has been dubbed). This includes photos of burning police cars, people pouring milk onto each other's tear-gassed/maced faces, and face-offs between unarmed protesters and riot-gear clad police. All of this is happening, yes, and I have been face to face with it, but it is not the only thing going on in my hometown. In my opinion, all of it is only serving to publicly dehumanize St. Louis. My friends, my family, my eight year old sister and nine year old brother, and my cat are all still living there, along with all of my beloved parks and favorite restaurants. Life is still happening every day for the people of St. Louis. The protests are a long awaited airing of grievances and preparation/public demand for real change for all of us.

Please stay tuned to the live streams and live feeds coming from the people on the streets. If you do choose to read/watch the news, keep in mind that they are often blatantly lying to make viewers feel both scared of and far removed from the issues at hand. Please do not let the voyeuristic, exploitative, and downright incorrect narratives the mainstream media are using dissuade you from joining in with protests that are happening here in Ohio and all over the country wherever you might be. Police brutality and systemic racism are alive and deadly all over this country, and of the many ways to combat them, telling your stories, and seeking the true stories of others, is an incredibly important practice right now.

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the outdoor amphitheater and sculpture annex.

A major project in the theater was the construction of the sprung dance floor. Built from flooring salvaged by alums from Curl Gym, the cushioned dance floor design and construction was supervised by Tom LaMers, '68. It took the efforts of dozens of volunteers to remove and clean the old flooring, assemble the subfloors and cushion blocks, install the reclaimed hardwood flooring and then sand and seal it.

Birch Hall - Major work on Birch had been performed by contractors before it was opened for student housing. However, roof and plumbing leaks, along with normal wear and tear, resulted in a lot of drywall and painting repairs needing to be done. With students away on co-op, alumni volunteers descended on the building in March, 2013. Just about every dorm room was repainted. Missing pieces of cabinets were fabricated in the volunteer workshop and then installed. Alums, using their own tools and a lot of patience, repaired the wood veneer on many cabinet doors, drawers and faces. New shower stall dividers and other bathroom hardware were installed. Drinking fountains were cleaned, missing window screens replaced and handrails refinished.

Science Building - "Something old and something new" might be the theme for the reconstructed science labs. The original lab benches, hand-built sometime in the 1930s, were removed and sent out to be stripped of their old varnish. Alumni, working in both the volunteer workshop and old engineer building, then sanded, stained and sealed the cabinets and drawers. Alum Jim Taft, '68, along with Joshua Miller in the Facilities Department, brought their carpentry skills to bear replacing or repairing damaged or missing pieces of the cabinets.

Library - Work began in the library in October 2009 at the first reunion after the College was purchased from the University. Spanning several work projects, alums repainted the entire library, refurbished all of its lighting, replacing old

inefficient bulbs and ballasts (the devices which run fluorescent bulbs) with new, high-efficiency units. As a result of these efforts, the college got a rebate from the electric company.

Case Commons - Alums did major renovations to Case Commons, now used for student housing. The interiors were painted, walls repaired, kitchen bath plumbing upgraded and water damage to windows and doors repaired.

Farm - Two movable chicken enclosures and three growing platforms were built for the farm. The storage building was upgraded as well.

Fels (Sontag) - Before the Wellness Center students had no place to exercise. Alumni volunteers cleaned up an area on the first floor of the Fels (Sontag) building to be used as a social gathering spot/exercise area. Working with current students, alums painted the area and installed exercise machines.

Campus grounds - Bike racks and picnic tables were built, campus benches were repaired, including replacing all of the rotten wood on the bench behind McGregor. Flower beds were weeded and planted. A "living wall" was built on the side of North Hall to hide the garbage cans.

McGregor - Not wanting to leave them out, alumni volunteers also did work to help faculty and staff. In February, 2011, alums repaired and refinished countertops from offices in McGregor. The tops were made of beautiful wood but had become cracked and damaged from decades of use and exposure to sun and moisture. Alums removed the countertops and transported them to the workshop where they glued, sanded and refinished them.

Also, in keeping with the college's ecological efforts, alumni installed waterless urinals in some of McGregor's washrooms.

And now, **West Hall**. This past October over 20 volunteers started working in West so that it can again be used as a dormitory. West Hall was built around 1926 as a first class living space. Each room had a sink and a fireplace; some had screened in sleeping porches. The building has fallen into disrepair and upcoming work projects are scheduled to make

it inhabitable again.

In October volunteers removed damaged wood in the hallways, replaced a kitchen sink, replaced ripped window screens, repaired all of the lights and started cleaning the bathrooms. There was extensive water damage in a second floor room. The volunteers removed the original wall (made of wood lath and plaster) and rebuilt it with modern drywall. The damaged downspout that caused the damage was replaced.

Next up will be figuring out how to repair West's floors. They are solid maple (same as the second floor of the Wellness Center) but have lots of holes and patches from repeated remodeling.

All told, almost 400 alums, representing classes from 1931 to the present, have participated in work projects. About half have come to more than one and some to as many as 25. Alumni spouses, friends and parents of current students have also been part of the work crews. Every building except Mills has had repairs and/or maintenance done by a work project. Since July of 2011, volunteers have put in over 16,000 hours of love/labor into the college at a value of approximately \$355,000.

Why do they do it? For many, it's a unique and different way for alumni to help their college. Work projects provide tangible results that can make students' campus life better. As one volunteer said, *"For me the bottom line is that the alumni do care. As Antiochians we are committed to doing the hard and dirty work necessary to move Antioch College forward."*

Work projects are scheduled for January 26 - 30, March 23 - 27 and June 14 - 19, 2015, right before the graduation/reunion. Current students (aka future alumni) are welcome to participate.

About the author - Jon Baker, '72, is a retired union representative living in the Chicago area. He has participated in many work projects. Contributing to this article are other long-time participants: Peggy Erskine, '60; Joe Foley, '64; Gary Houseknecht, '66; Roger Husbands, '63; Evelyn LaMers, '69; Tom LaMers, '68; Mac Palmer, '61; Jim Spangler, '74; Penny Storm, '65; David Vincent, '65; and Richard Zopf, '73.



Photo Provided by Jon Baker '72.

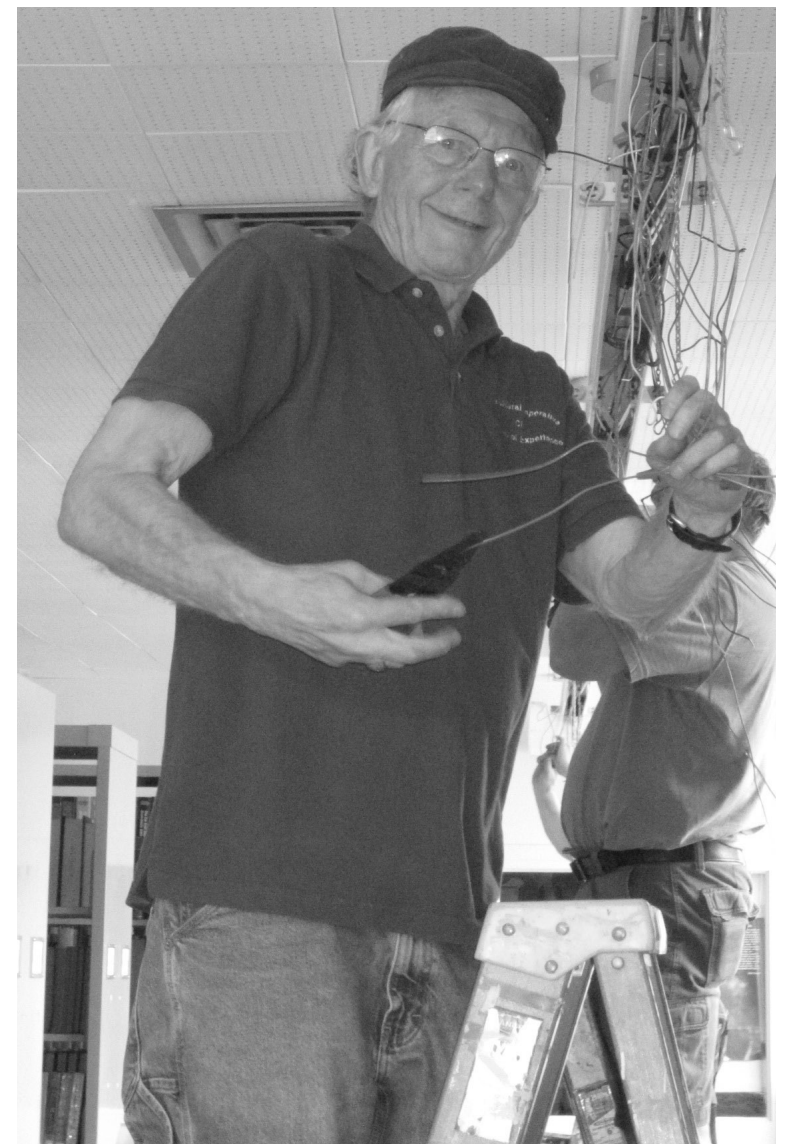


Photo Provided by Jon Baker '72.

Student Space Needed on Campus

By Greta Treistman '17

We are crunched for space. As Antioch's student body grows and our needs as a community are solidified and prioritized, the lack of physical space on campus is a constant problem. Where is the class of 2020 going to sleep? Where are we going to hold Community Meeting? Where are we going to meet to discuss X, Y or Z? Where can I go to study comfortably in silence at 4:00 in the morning? For students, one of the most pressing questions is the future of student space at Antioch.

The old Student Union building was home to campus dining services, a permanent space for IGs, an active social scene, art, and parties. That building is now abandoned, slated for demolition as soon as funds can be raised to remove asbestos. Current campus space available for multi-purpose student use includes the Wellness Room in Pennell House, the Writing Institute in McGregor, and Sontag Fels. The two former are often difficult to access due to the fact that the buildings they are in are often locked for security purposes, and the latter is in the basement of an abandoned building that has very limited accessibility in terms of ADA requirements.

I talked to Tom Reid of the Oberlin College center for student life about the importance of making space available to students on a liberal arts college campus. "A residential campus needs places to sleep, eat, and attend classes," Reid says, but these three functions "do not add up to a robustly lived life."

Like Antioch, Oberlin seeks to offer more to students than a liberal arts curriculum and a place to sleep. Our vision includes striving to discover "new and better ways of living." Part of that includes the creation and maintenance of a robust community. According to Reid, making space available to student organizations both fos-

ters a sense of community, and also allows students to provide services that they would like to see for themselves. Independent groups are able to become established, reliable, and take on more responsibilities when they are entrusted with their own space. At Oberlin, student organizations "serve public campus interest as opposed to only the groups' own needs...the student body knows where to go to look for resources" about specific organizations and issues. "Groups serve important functions that are not otherwise addressed on campus," says Reid.

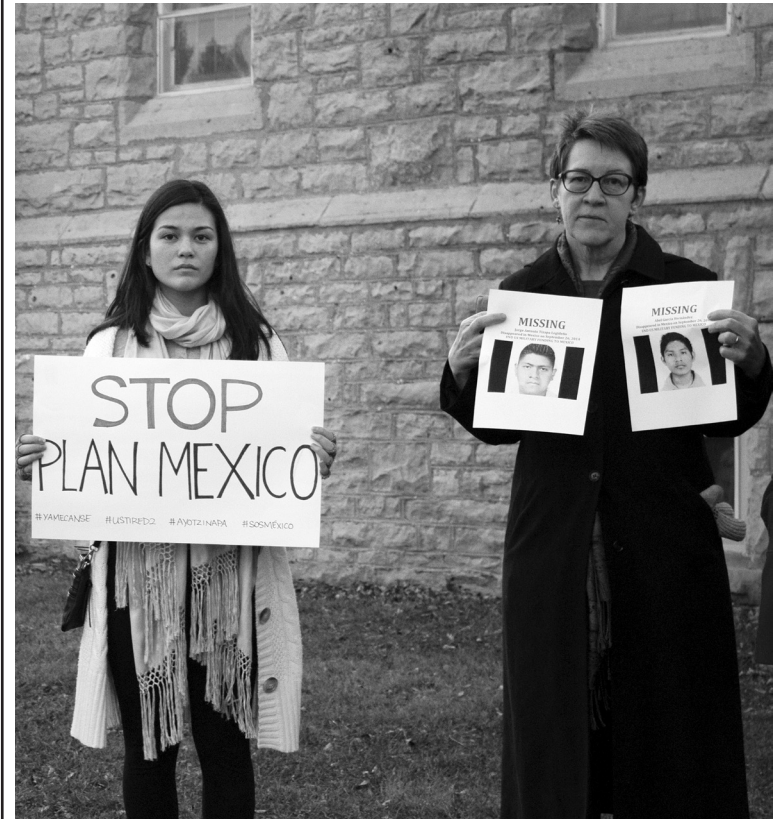
One example is a student-run sexual information center that provides for an important need identified by students but not provided for by the school. The institution supports student initiative and self-advocacy as one of the facets of how and what students learn at college – it is not just about attending classes and getting the degree, it's about learning how to solve problems and take charge of your own space and needs. The Oberlin Student Union building has rooms available to rent and to reserve, in addition to a permanent space for the student senate (which performs functions similar to a student union).

After talking to Reid, I contacted Chris Brown, a Project Architect with MacLachlan, Cornelius & Filoni, the firm that has been contracted to renovate the Antioch campus. Brown highlighted the need of the architectural plans to be flexible in order to accommodate the unstable budget the college is working with. Everything he shared with me is subject to change. Ultimately, the vision of the architects is to renovate Main Hall to contain a library, student lounge, student space, and more. However, due to astronomical cost, it is unlikely that construction on Main will begin in the next five years. In the meantime, the firm is working with Luis Rosa, the Dean of Community

Life, to investigate the possibility of renovating Weston Hall (located between Pennell House and North Hall) to make student space in the near future. Brown also mentioned the possible future demolition of Sontag-Fels, the definite demolition of the Student Union and possible construction of a new student center in its place, and the ongoing work on West Hall to accommodate housing needs until a new dorm can be built.

Neither Brown nor Rosa are able to give a clear timeline of what the development of Weston Hall might look like, but Rosa gives a clear statement of support for student space, including a plan to begin taking student input starting next quarter (Winter 2015). "I believe that the creation of a Student Union and developing student specific space is vital for the successful growth of the college. Antioch's size and its emphasis on community and community governance makes the need of a space that is central and symbolic as the point of unity even more important," says Rosa. He has already begun brainstorming ideas for the use of this highly sought-after space. Examples include "an open lounge and study area, a grab and go market, a mail room, moving the bookstore from the library and using the upper floor as office space for student organizations." He also mentions that space on the second floor could be used as a Queer Center, Multicultural Center and Womyn's Center.

While the long-term ideal is a building that can accommodate all independent groups and advocacy groups, the need for student space is clearly something that cannot wait if Antioch college students want to continue to push forward the process of building and engaging a community. Expect to hear more soon about the development of Weston Hall and the future of student space at Antioch.



On December 3, 2014, members of the Antioch Community gathered in downtown Yellow Springs to hold a vigil to mobilize on a national level for peace in Mexico. Attendees of the vigil were encouraged to share the hashtags #yamecanse, #Ayotzinapa and #Ustired2. The vigil was organized by Odette Chavez-Mayo '18. Photo credit, Odette Chavez-Mayo '18.

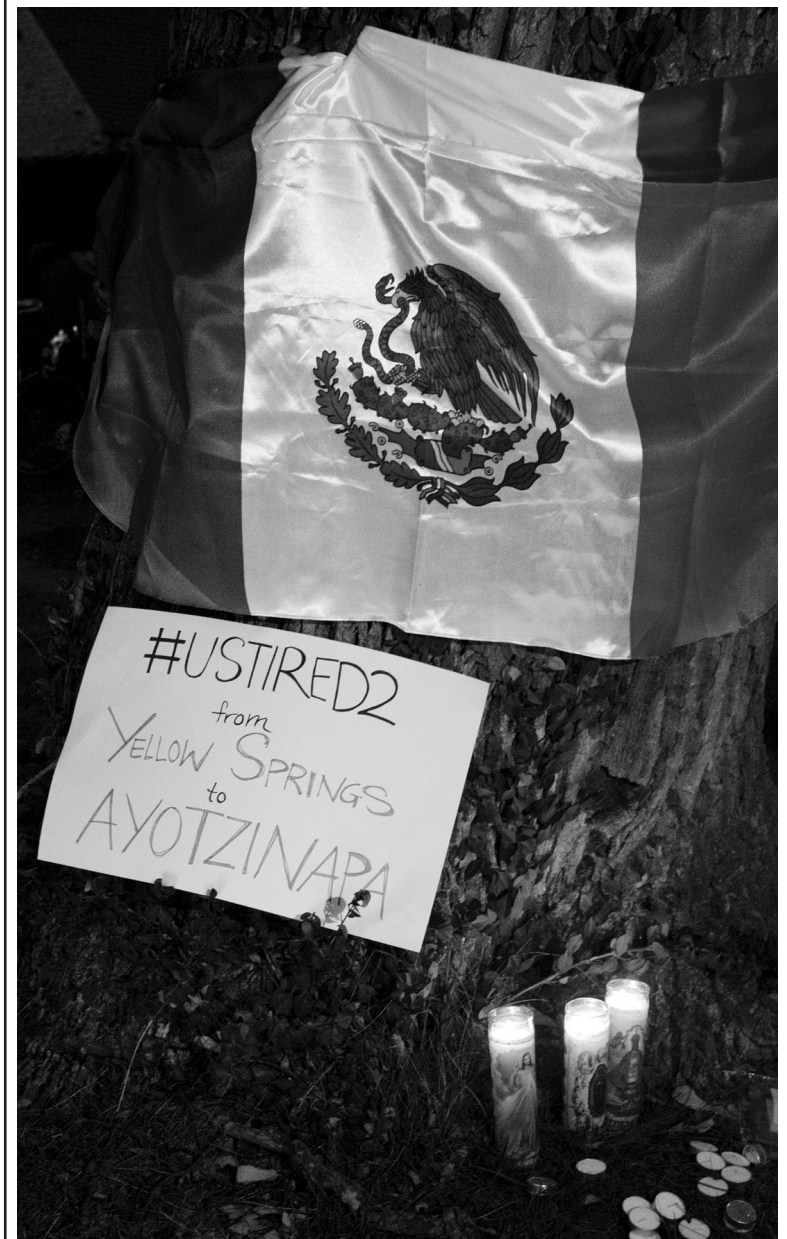


Photo credit, Odette Chavez-Mayo '18.



Photo credit, Odette Chavez-Mayo '18.

Profile: Amanda Cole

By Hannah Craig '17

You may have seen her bright, fresh energy around campus—Amanda Cole '05 is the new director of Alumni Relations and the Annual Fund. She is very excited and happy to return to Antioch after being a student from 1999 to 2005. “It is like a dream co-op job,” she said about her return to Antioch.

Originally from Defiance, Ohio, she stayed in the Yellow Springs area after leaving Antioch. Between then and her current position at the College, she ran an after school program, organized conferences and programs on feminism and queer theory on Antioch's campus, and received a Masters of Public Administration with a Certification in Non-profit Management from Wright State University. Most recently, she managed fundraising and alumni relations at a small private school in Springfield.

Returning to Antioch after her student years means that Cole has a lot of context for what Antioch means and a direct memory of what it was like to be a student on campus before Antioch's 2008 closure. She said, “I'm very aware of the way the closure happened... we lost faculty [and] that's a

really complicated issue. I'm aware of the lost history that happened because of the closure.”

She also noticed the similarities and differences at Antioch—for instance, the lack of a usable student union space to be in and organize from and the visible changes to buildings. She said there are much safer and healthier spaces than there were when she was a student. She said, “There are ways that you [students] interact and organize and engage which is different...I mean, when I was here nobody had a cellphone. We had bigger common areas and we cooked and ate together a lot more. But that's just generational stuff. Otherwise, I think you are very similar and you have really good ideas; you're organizing IGs, you're organizing groups, and even though you don't have a central meeting space, we know that you're doing it [organizing, building, activating, meeting] anyways.”

“[The Antioch Classroom] was probably the most revolutionary space in my life,” said Cole. “Then when I went to grad school...people were sitting in rows and not looking at each other and raising their hands to give an answer and

didn't challenge their professor. I had no idea that anyone would pay to learn that way because I went to a college where you sat in a circle—for the most part—and if you gave an opinion or a perspective, people could challenge you and ask more questions and it held you accountable. We were able to challenge professors but we had a lot of mutual perspective.”

If she could do her Antioch experience again, she would have chosen different co-ops. Even so, her co-op experiences are intriguing. “I hiked 500 miles on the Pacific Crest Trail,” she said. “That was pretty awesome and dangerous and a real learning lesson...I fell on a glacier...I didn't have the right boots to be hiking in that terrain and I fell about 20 feet. A glacier can also be a mountain...it's just a sheet of ice—so yeah, I fell. I just slid. I tumbled and then I slid. The person I went with,” she said, “was an atheist when we went and by the end he had found God.”

Cole thinks that defining the most pressing current issue on campus is challenging and said that it really depends on perspective. For her, being involved in alumni relations and the annual fund,

it is money. “We have to get the funds in and the support from our alumni donors. Not just to open us up and push us through but to do it sustainably. We have to raise 19 million dollars per year for operating.” And that 19 million doesn't account for additional campus expenses like additions and the creation of new buildings, construction, etc.

Cole said, “While I am in alumni relations, everyone here is really important to me—not just so I can do my job and I'm going to later ask you for money, but because that's really the best part of my day—when I see you guys coming out of North or walking across to go to campus in the morning or walking back in the evening it's the best part of my day. Because you're here.” She said, “I have a real responsibility to those that were here before me and to those that aren't here anymore because of the closure and what happened with that. And I have responsibility to make Antioch an option for my son—he's twelve and a half and I want him to be able to apply. I need there to be an Antioch.”

ComCil Corner

Hot Topics

Developing Community Meeting

December 2nd introduced a new open-ended segment of community meeting, currently titled Pulse. For the last 15 minutes of the meeting, students, staff, and faculty will have the opportunity to bring up any concerns, grievances, or appreciations they wish. Pulse will be facilitated by ComCil President Myrcka Del Rio and ComCil member Marianthe Bickett.

Time to Shine eradicated

Due to Title 9 liabilities, the Antioch student Facebook group Time To Shine will be deleted by the end of the quarter. Dim The Lights, a new student group unaffiliated with Antioch administration has been created in its place.

University Vs. College

ComCil member Michael Casselli requests that we refer to Antioch College as a college and not a university, out of respect for the mistreatment of the college by Antioch University and the subsequent closing.

Community Standards Board Antioch College's judicial board is in the process of being assembled. CBS will consist of 12 community members, who will use restorative justice to find solutions to conflicts in the community.

Newly Ratified IGs

A capella Group
After Antioch
Antioch College Finance Club
Antioch for the Advancement of Antioch
Basketball Club
C-shop Creation Group
Conspiracy Theories
Creative Writing Club
Latina/o Migration Working Group
People of Color Discussion Group
Tap Dance Group
The Horace Mann-sylvanians Shadowcast Club
Volleyball Club
WindowCil
Fall 2014 Ratified Nominations
Amelia Gonzalez, Scribe
Jane Foreman, Treasurer



Classifieds

If you identify as a man, male, or masculine, you are invited to the Sontag Pool at 9 p.m. on Thursdays for the Antioch Masculinities Group. The group meets weekly and discusses topics relating to masculinity.

ComCil is forming a Yearbook Steering Committee to oversee the production of the revived Antioch's first yearbook. Students, faculty, and staff interested in serving on the Yearbook Steering Committee should contact Jane Foreman or Sean Payne for more information at jforeman@antiochcollege.org or spayne@antiochcollege.org.

Come play kickball with Wyatt, Rachel, Jane, Liam, and Keegan for a Global Seminar Health final project! Exact time unknown, will be sometime during the fair on December 13th. Email ksmith-nichols@antiochcollege.org to sign up.

The Antioch Record Advisory Board (RAB) is looking for new student members. If you have any interest in or experience with journalistic writing and standards, and would like to join RAB, please email Perin Ellsworth-Heller at pellsworth-heller@antiochcollege.org.

On Tuesday night, November 25 Myrcka Del Rio's fish supplies went missing from the 3rd floor kitchen-it. Her mason jar of supplies included a tiny green fish net, a blue cleaning sponge, and hard water drops. Although all of these things are relatively cheap, she does not have a car to get to the pet store. If you took these things, please put them back, no questions asked. Thank you.

By Amanda Cole '05, Director of Alumni Relations & Annual Fund at Antioch College

There are many ways that nonprofits find the resources they need to fulfill their mission.

Time...when 100 volunteers come to campus throughout the year to paint, stuff envelopes, and make shuttered spaces viable. Talent...when alumni skype into science classes or present on the renegade history of the United States. And Treasure...this is possibly the most obvious. When people give the dollars required to keep lights on, provide health insurance, and nourish both the minds and bodies of our students.

In fundraising, all of these resources are invaluable and Antioch would not and could not be here without them. But asking alumni and donors for money is not always fun; it is

as challenging as it is rewarding. Giving Tuesday, on the other hand, is just pure fun, and we could not do this without everyone on campus. The biggest win of the day is how many students, faculty, staff, and parents gave. It means so much to those people who brought the College back after closure and who continue to

1st place was awarded to C-SHOP Revival! ...with 1,155 votes. 2nd place went to the CSKC Resource Room with 825 votes. 3rd place to the Speech & Debate Team with 740 votes.

invest in **us** that those of us who work and study here give of our time, talent, and treasure.

Giving Tuesday Wrap-Up

As an alum, and as a fundraiser, the support of this community on Giving Tuesday has left me speechless and elated. I cannot thank you enough.

That said...how did we do?!

In one day we raised **\$26,921.00!** Almost \$1,000 more than last year. These funds will help support student success.

In a 24 hour period we processed 552 donations (that is A LOT!) with 59 students making a gift. Because student participation was through the roof an anonymous donor gave \$1,000 to the project with the most student participation, to be fair we excluded the projects in 1st, 2nd or 3rd place. The winner of the \$1,000 is Defenestration Gallery and Publications. (As an aside, I had never heard this word before...learn something new everyday.)

The voting was close, particularly among the top three projects. **The Office of the President has generously recognized that support by adding a \$2,500 award to the CSKC Resource Room and a \$1,000 award to the Speech and Debate team for their impressive 2nd and 3rd place finishes.**

We are aware that here have been some concerns about the venue of the C-Shop Revival. The Office of Advancement spoke with the project leaders this afternoon and have figured out a solution. The winner project has one entire year to use the \$5,000 prize (until December 2, 2015). Therefore, the Office of Advancement will allow the C-Shop Revival one FULL quarter to determine a venue space, in order to fulfill their initial project proposal.

Co-op Class Changes

By Sequoia Ponzio-Young '18

While Fridays may be a day to slow down at the end of the week for many, every first year student has the same course to attend that day. This course is Work 145, a course hosted by the co-op department in which basic job skills are taught.

Beth Bridgeman, who teaches the required course for first years, stressed how much the benefits of the class are directly tied to the amount of effort each student puts into it. "The role of the Co-op Program is to help students position *themselves* for jobs. Those who do not take it seriously, do not put energy into their resumes and cover letters, those who do not practice their interviewing skills might not get the jobs they hope to attain," she said.

The role of the co-op staff is to "develop relationships with employers and then do our best to prepare students to show how they can add value to an organization," she said, explaining that while last year, Community Life co-taught the course, this year it is taught by co-op staff with assistance from Academic Support Services.

As with every new thing, the Work Class has changed a bit from when it was first year it was offered last year. "This course continues to evolve as we work toward our goal of preparing students for successful, meaningful co-ops that inform their classroom choices, their career trajectory and indeed the paths they choose as they move forward in their lives," Beth explained.

Last year, the course was offered in the winter quarter so that the students had a venue to raise questions about the jobs they were applying for at that time. This year, the course is being required for all first year students fall term.

Beth explain this change and said, "Incoming students have so many questions about Co-op their first quarter that it makes sense to roll out the class when they first arrive. This way they can be well prepared to start their job search by December. The problem with the class last year was that it came too late to be useful for many students."

The benefits to such a class are numerous, especially to students who have not held jobs before. Beth elaborated on the skills the co-op staff

hope the students gain from this course: "Learning how to develop a well-crafted resume and cover letter, learning how to interview, having a chance to be intentional in thinking about housing and transportation resources, learning about wellness issues surrounding co-op, such as loneliness,

"To me, co-op is a chance to discover who you are as a person, in addition to thinking about work and the classroom and how one informs the other.

being in a new place, safety awareness, all of it."

Beth directly asked for student feedback on how they think the course is going and things that would make it easier and more beneficial in the future. "We want to continue to make it as useful, meaningful and effective as we can...It's most important to me that students share their ideas, what they think is working, what is not working, so that we can continue to improve the course. Of course, the best time to evaluate the effectiveness of the course will be after

one returns from one's first co-op, and we will be asking students that question then. I look forward to hearing what they have to say."

Suggestions heard from the first years include more interactive job preparation, smaller classes with our advisor, and a way for students who have been employed before to expand on the basic skills they already have down.

Jenni Ruud '18 put into words what many students have communicated: "It's a really good idea to prepare students, but I don't necessarily agree with the implementation of it."

As for her hopes for the future of the class, Beth said, "I want to continue to think about the relationship of co-op and classroom and perhaps build more of that in to the course."

"To me, co-op is a chance to discover who you are as a person, in addition to thinking about work and the classroom and how one informs the other. Countless times, when talking to alum, I hear stories about how their co-ops changed the direction of their lives," said Beth.



Profile: Jalaledin Ebrahim

By Connie Brunson '18

Jalaledin Ebrahim is the visiting Assistant Professor of Psychology, and with years of world travel and insight, he has plenty of interesting tales to tell. Born in Kenya, West Africa, Jalaledin experienced Kenya's Colonial Period first hand, in which Kenya fought for and eventually gained independence in 1963. Living there until 1966, Jalaledin attended the first multi-racial primary school in Kenya and was invited as one of the first five non-whites to go to a white school in Kenya in 1961. "We all did fine," Jalaledin explained, referring to being a "guinea pig" in breaking down the color-barrier because Kenya had been a segregated society prior.

In 1966, Jalaledin attended the American University of Paris, an American college now in arrangement with Antioch for a formal global studies program. While there he learned to speak French fluently and traveled to many countries including Spain, Italy, the United Kingdom, Poland, and even the Soviet Union and Czechoslovakia. During his time in France, Jalaledin witnessed another social movement when the students protested against the capitalist economy in May of 1968.

After his two year program at AUP, Jalaledin traveled once again as he left France

to study hotel management at Cornell University in Ithaca, New York. He ended up working in his father's photo safari company in Kenya, which he turned into an international adventure and safari company. But as expected of someone who has seen over 80 countries, Jalaledin wasn't satisfied. After 25 years, he realized it wasn't what he wanted and he wasn't making nearly enough money. He soon heard about the University of Santa Monica bachelors program in Spiritual Psychology and headed back to school in 1998 for his masters in said field. "It was one of the most profound experiences I've ever had educationally," Jalaledin said. "It was rehabilitation for my soul." This led him to file for personal bankruptcy, and he once again pursued another degree masters in counseling psychology. Jalaledin moved to the Bay area from L.A. and luckily got into the mental health field within the first year of working on his counseling degree. Of course, this was far from easy. He spent nearly all his time on his education, working three jobs all the while attending a four-year program and two more years studying.

At the age of 57, Jalaledin decided that he wanted to get his Ph.D. and find a place where he could enjoy his life and settle. He chose to attend the Pacifica Graduate Insti-

tute in Santa Barbra, CA to pursue a Ph.D. in Depth Psychology. He started schooling again in 2006 and ended six years later. The life of a traveler is never easy, and Jalaledin soon decided he was too comfortable in Santa Barbra. He wanted more diversity, so when he got a message that there was a position open at Antioch College, a new place he'd never heard of before, he jumped on it. It was three weeks before the first quarter of this year when Jalaledin applied for the Assistant Psychology Professor position, and he was offered the position three days later.

He applied Friday September 12th and was offered position on Sunday. He had a week to pack up and arrive by October 4th.

Currently 65 years old, Jalaledin is working with other professors and students to create the International Circle, an independent group that seeks to raise levels of consciousness on global affairs. Their mission statement is as follows:

"In alignment with Antioch College's vision to foster intercultural effectiveness, the mission of the International Circle is to promote global perspectives and expand our awareness on campus about international events, news, cultures, and lifestyles by offering meaningful engagement with diverse groups of people



Photo provided.

through organizing speakers, lecture series and other events, to provide insight into the cultural values and practices of international communities."

The International Circle is open to all students and community members and meets every Friday at four o'clock. Jalaledin hopes create a news lounge with cable television on a flat screen TV where students and community members can come to stay up to date on our ever-changing world. Currently the group is seeking a flat screen TV and a DVD player and is more than willing to take donations or

use loaned items for the time being. If you are interested in the group or donating, contact Jalaledin at jebrahim@antioch-college.org.

When asked if he planned to stay at Antioch, Jalaledin responded that he'd see how he survived the winter, and if whether or not he's offered the position.

"This is very different" Jalaledin commented, referring to going from working with dysfunctional families to working with young adults. "It's been a thrill."

What Are You Doing For Co-op?

Megan Howes: Wright State University



Photo credit, Sean Allen '17.

A colorful character, Megan Howes is dabbling in the idea of a Self Design major, trying to incorporate their interests of chemistry, psychology and the performative and visual arts in hybridized blend of science and art. For their last co-op experience, Megan travelled alongside their compañera Myrcka Del Rio to La Isla Foundation, a public health NGO located in Nicaragua. There, Megan acted as a teacher, instructing and facilitating english and geography lessons for kids of the local community. Looking into the future, Megan has enjoyed their experience,

but is searching for a job with a little more structure and a clearer definition of the intent of organizations that are involved with international issues. As of now, Megan has been accepted to go to Argentina, where they would be working alongside fellow classmate Greta Treistman, at an all Spanish Speaking School. Locally, their interests have extended to a Wright State University research internship, to explore what it might be like fulfilling an occupation in the field of Science, although they feel that the cross-cultural effectiveness and linguistic skills that

would come with the international co-op is just as valuable to their academic journey as it is to their individual one. If Megan decides to go to Argentina, they intend to entirely immerse themselves in the Spanish language, an opportunity they didn't get to pursue in their previous co-op. Off the academic path, Megan is looking for co-ops that will offer them a glimpse of the rich variety and diversity that exists in the world, while also using it as a way for them to experiment with their interests and gain experience.

Reflections on the Students of Color Leadership Conference

By Myrcka Del Rio '17

The Students of Color Leadership Conference (SCLC) was held this year at DePauw University in Indiana. The conference gathers students from each of the thirteen Great Lakes College Association schools. The purpose of the conference was to provide a space for students of color to connect with one another about issues and initiatives happening on the campuses of GLCA colleges.

As soon as we arrived, multiple people excitedly welcomed us to the conference. When I sat at my dinner table, the other students were talking about how small their schools are, and Kenyon thought they had the smallest student body at 1,600 students. They were shocked to hear about our tiny (but mighty) 250. Our keynote speaker for the night, Ron Jones, had done extensive work in the world of improv; he was a player/coach for the U.S. team at the World Championships of Improv. He asked some thought provoking ques-

tions about oppression and the systems set in place. That first night we dove right into some heavy conversations about systems that have been put in place to oppress people of color.

Saturday was filled with great sessions and workshops. The first session I attended was called, "All These Liberations: Exploring Myths, Concepts, and Practices of Black Feminism." We went over some amazing women in history like Sojourner Truth and Shirley Chisholm. During this session, we talked about the question, "Are you a woman first or are you a person of color first?" I still don't have an answer.

Unfortunately, the majority of the conversation was spent debating whether Beyoncé is a feminist or not. As much as I love Queen B and all of the things that she does, I would not consider her a feminist, and I wanted to hear the other woman's thought about black feminism and how it differentiates from mainstream femi-

nism.

My favorite session of the entire conference, "Stable Xpress: Intersecting Expression and Activism," was an explosion of creativity. The young man who led the workshop, Jestin Kusch, was exuberant and passionate about spoken word poetry and the history of the Black Arts(Aesthetic) Movement, or B.A.M., that was founded in reaction to the assassination of Malcolm X.

We also discussed a few quotes from Amiri Baraka and his passion for the arts. He had us watch some great spoken word pieces like "College Brochure Brother," that I highly recommend to everyone. He also had us write our own pieces. Odette Chavez-Mayo '18 wrote a wonderful poem about her own experience as a woman of color that you should ask her about. There was another woman who wrote a poem that validated many of my experiences as a first generation college student, like pressures that

family puts on us to be "the way out" or the angry question we'll get if we tell our families we took a weekend off work to connect with other students of color.

The last two keynote speakers of the conference were amazing. T.J. Jourian closed the conference by shedding some light on transgender issues. Most hate crimes are directed towards transgender women. He also talked about his organization, Brown Boi Project, a community of masculine of center on the gender spectrum of womyn, men, transmen, and allies committed to changing the way the communities of color talk about gender. He also expressed the need for marginalized groups on campus to work together to make a strong movement and closer community. The problems of all marginalized groups are interrelated.

My favorite part of the entire weekend was the speech from Yadira De La Riva. Yadira talked about her experiences

as a Latina woman growing up in Texas and the challenges she faced in college at UC Santa Cruz. It was inspiring to see a strong woman with a very similar background to mine take her experiences and share those with the world to help people be understanding of different experiences. It was moving to hear about her one woman play, "One Journey: Stitching Stories Across the Mexican American Border." Growing up in a family who was afraid of police or felt alone and alienated, it was powerful to hear that other families have had similar experiences around the country, even other students who were at the conference. The topic of the conference was, "Who am I: Navigating the Depths of Intersectionality as a Student Leader and Activist," I am still struggling with my identity and which part(s) I put before others and often those priorities change. Today, I am a woman trying to get some brownies before going to work.

What Are You Doing For Co-op?



Photo credit, Sean Allen '17.

By Sean Allen '17

The winter vortex is yet again upon us, and while some Antiochians bundle up and gather together to tough out the chill on campus, members of the class of 2017 are preparing to embark on their second Co-Op experience: a

work term which will carry them through the bitter winter months until their return in the spring. Like any other part of the Antiochian experience, the search and work of Co-Op can be exhausting and emotionally and physically taxing. It requires a great deal of com-

mitment, but comes with the exhilaration and promise of new life experiences. Falling back on memories and lessons learned in previous Co-Ops, these five Antiochians are striving to propel themselves forward on their next Antioch Adventure.

Hannah Craig: Arte del Mundo, Baños, Ecuador

Hannah Craig is a budding performance major whose passion for theater has carried over from her hometown outside of Madison, Wisconsin and her academic interests in the realm of performance art.

For her last co-op, Hannah Craig ventured to the bustling streets of New York City, where she worked in collaboration with Kara Walker as a member of the organization Creative Time. She assisted with the installation of a colossal art piece: a gigantic "mammy sphinx" built from styrofoam and coated in a

mixture of sugar and water that was displayed in the Brooklyn Domino Sugar Refinery. Craig later acted as tour guide to visitors and was a site manager for the installation. In her time in the field, Craig found herself able to reflect on the dance between buyers, sellers, artists, and dealers, and how their economic roles heavily influence the art world.

For her winter co-op, Craig has already secured a job and housing in Baños, a small town in Ecuador. She will be working for Arte del Mundo,

an arts and literacy organization that works multi-generationally to encourage artistic and educational exploration among community members. Craig will be participating in workshops and assisting with showcases of visiting artists. She hopes that this will compliment her academic interests, knowing that she can achieve what she envisions. Craig intends to catch up on reading, learn a bit more Spanish, and completely immerse herself in the world of South American Theater.

What Are You Doing For Co-op?



Photo credit, Sean Allen '17.

Todd Sanders: Black Mesa Indigenous Program

A philosophy student with expanding intrigue in psychology and mental health, Todd's previous co-op adventure brought them to Gould Farm, a residential and therapeutic community for adults with mental illness, enveloped in the beautiful scenery of rural Massachusetts. There, Todd worked mainly as a farm hand, taking care of animals, working in the bakery and working alongside people on a daily basis. Further elaborating, Todd was astounded by the optimistic charm of this intentional community consisting of 100 residents: 60 staff members and 40 guests. Since day one, Todd learned the importance of daily commitment to not only the work,

but the community members as well. As a support staff member, they felt that their efforts and the efforts of their co workers, were pertinent to maintaining the progressive atmosphere. For their next co-op, Todd has arranged to work with the Navajo Nation, as part of a non-native volunteer organization called the Black Mesa Indigenous Program. Now that it is secured, Todd will be offering support for families living on the reservation, mainly as a sheep herder. This journey will be a solitary and enduring process, but they believe the intrinsic experience will be rewarding despite its trials. Considering the difficult and oppressive forces of both the local police

and the Hopi tribe, Todd believes that their contributions will provide much needed assistance to the Navajo tribe in the trying time, while also exploring themselves, enjoying the placidity and solitude of the highland wilderness. Todd is looking beyond academic based co-ops, pursuing co-ops for the rich experiences they offer, and also thinking about what they can give back. Todd is seeking to reinforce their fundamental skills of repair and assembly, but is also eager to pick up whatever skills they might learn in their co-op experiences. As far as they are concerned, the opportunity the co-op program offers for exploration of interests is too good to pass up.

Myrcka Del Rio: Natic Organization

Myrcka is excited by anthropology, literature and history, and although she has an appreciation for both anthropology and literature, she has a special place for the "hot gossip" and insight history grants to her. Last spring quarter, Myrcka travelled with Megan Howes to work at the NGO La Isla Foundation, located in Nicaragua. She and her partner worked with kids from age ranges of 3 to 12 years old, where she acted as a teacher, coming up with geography trivia paired with maps constructed by her partner, giving presentations

and invoking ideas and inspiration to their students. For this co-op, she has her eyes set on Natic, an organization in Chiapas, Mexico, where she would work with Jack Hassler, another 2017er, to help drive the organization's mission of empowering local women, young and old. Utilizing the rotating library the organization possesses, both students would be working to educate young girls and women and help them independently rise from poverty. On a personal note, Myrcka also wants to investigate the region, as a way of reconnecting with her

familial roots and origins. This option strongly resonates with her core values, as she admires and strives to empower herself and others to rise up from difficult positions, believing education is the best way to pave the road to individual and collective success. From here, Myrcka wants to continue doing international co-ops, pondering whether or not she will work for another NGO, start an NGO of her own, or be able to work aside the Peace Corps. She has many big dreams.

Photo credit, Sean Allen '17.



Greta Treistman: Spanish Language Immersion

Planning on majoring in Political economy, Greta Treistman has an intense fascination for the connectivity of globalization, as well as the intersection of culture, art, politics and economy. This previous spring, Greta spent her co-op experience working at the Fraenkel gallery, a nationally renown photography gallery started by an Antioch alum in the '70s. During this experience, she became exposed and

educated in the art form, while learning to appreciate policies and exchanges on the business end of the art world. Presently, Greta has applied for a job at a Spanish speaking school in Argentina, where she will be working in the office and, in exchange, be able to expand her linguistic knowledge of the Spanish language through complementary language lessons that the school offers to its North American interns.

This option ideally aligns with an Antioch University exchange program that she wishes to participate in this upcoming spring quarter, in Patagonia. Here too, Greta wants to investigate the micro-economies now prevalent in the country of Argentina, in order to grasp a better understanding for causes of workers self organizing themselves. Greta firmly believes that being multilingual in today's

society is pivotal to developing a broader understanding for how countries, cultures and systems adjacent to the US operate, and how this opens up the capacity of understanding global problems as a whole. Overall, her personal goal is to develop a greater understanding, through communicative and collaborative office work.

Photo credit, Sean Allen '17.



Spotlight: Independent Groups Fall 2014

Antioch People of Color

Coordinators: Ciana Ayenu '17 and Nick Daily

Antioch People of Color welcomes students, staff and faculty to discuss things that affect us as people of color on campus and in the world and provide support for each other. Because of the intersectional nature of identities, we support other marginalized groups on campus. Our mission is to support people of color and their needs, increase the visibility of people of color on campus, and hold events and discussions that are open to all members of the Antioch community to increase dialogue and understanding of race. We held a cultural exchange meal earlier this quarter where we cooked and ate West African food, listened to West African music, and had conversations about West African culture. Next quarter we are planning to do a presentation at Community Meeting about microaggressions. We also intend to host movie screenings and discussions in the community. Antioch People of Color meets Wednesdays at 9:00 p.m. in the Coretta Scott King Center.

Latina/o Migration Working Group

Coordinators: Taylor Larson '17 and Karen Velasquez

The Latina/o Migration Working Group seeks to engage students with issues relating to the changing demographics of Latina/o migration in the U.S. as well as the experiences locally of communities in Ohio. Our goal is to provide education on Latina/o migration and to provide a means for students, staff, and faculty interested in immigration and Latina/o cultures to inform themselves and pursue advocacy. This

quarter we organized a panel of local leaders to talk about the immigrant-friendly initiative Welcome Dayton and next quarter we will be functioning primarily as a readings and discussion group based on the book *Harvest of Empire: A History of Latinos in America* by Juan Gonzalez. We meet Wednesday evenings from 7:00 - 8:00 p.m.

Volleyball Club

Coordinators: Tess Haskin '17, Steven Taylor '17, Dale Kondracki '17

Volleyball Club provides the community with an opportunity to practice wellness in a fun and organized environment. We will run drills, play scrimmages, and organize tournaments with the desire to teach skills and practice in games with the ultimate objective of having fun and learning a sport. We have people of all skill levels--no previous experience needed--and all of our practices are open to the Yellow Springs community. Volleyball meets Monday and Thursday 7:00 - 9:00 p.m. and Saturday 3:00 -5:00 p.m. in the Wellness Center.



WindowCil

Coordinators: Addison Nace '17 and Heather Linger '17

WindowCIL aims to empower Antioch College students through student-driven interaction with the arts. WindowCIL is a student-run arts organization at Antioch College. Based in the Defenestration Gallery, WindowCIL's projects engage local communities and extend outside the gallery's walls. Created to allow a space for student autonomy in the arts, we support the development of artists by providing opportunities to display work, curate exhibitions, learn essential skills, and participate in all levels of the organization. We connect with our neighbors by having diverse programming, accessible hours, engaging off-site projects, and throwing excellent educational shindigs. Right now we are in the planning process of the gallery since our space in the arts in science building has not opened yet. Once that opens we will begin planning exhibitions and events. We wanted a space for student art and more student involvement with the arts. Currently we meet Mondays in Birch from 12:30-1:30 p.m..

C-Shop Creation Committee

Coordinators: Spencer Glazer '17, Todd Sanders '17, and Sara Brooks '15

We seek to create a student-run coffee shop on campus. We do this to create not only a safe social place on campus, but a place for dialogue and community engagement. The C-Shop was an important place on campus, not only to the students but to the faculty and staff as well. Having won Giving Tuesday we are excited to march on full steam ahead in making this dream a reality. We are currently talking to distributors for baked goods and other snacks as well as other organizational issues such as staffing and programing. We are currently aiming to have regular hours sometime starting in the beginning of Spring quarter.

Basketball Club

Coordinators: Ian Rosenthal '17, Amelia Gonzalez '17, and Joshua Lucca '16

Basketball Club meets every Friday at 1:00 pm and play until people either have class or are too tired. Occasionally we will play during the week if people aren't too busy with work. Sometimes professors will join the game as well. We are hoping to get jerseys for next quarter!

Antiochians for the Advancement of Antioch

Coordinators: Jack Mathews '15 and Katie Olson '17

We believe that Antioch is a great school and has been so in the past, but we think there are ways that it can be improved and we are determined to finding those ways and taking steps toward making Antioch the best college it can be. We meet on Fridays from 4:00 - 5:00 p.m. in the Library.

A Cappella Group

Coordinators: Meli Osanya '18 and Malka Berro '18

A Cappella provides an outlet for vocally talented students to share their skills in a safe fun environment. Hopefully in the future we would like to have performances to show our fellow students what we do! We showcase all different styles of music and appreciate all levels of talent. We meet Fridays at 6:30-7:30 p.m.



Photo Provided by Rose Pelzl

An Open Letter to Antioch Students



Dear Antioch Students,

You might recognize my name from the Nonstop Antioch History Teach-in on the 4th. I spoke as a student of The Nonstop Liberal Arts Institute, (and I have blue hair).

If you feel so inclined, I would greatly appreciate your thoughts on whether you would recommend applying to Antioch College. I will not share your words, I swear I will keep whatever you wish to tell me completely confidential. I just feel like I have no idea what it is actually like to go there, and before I go through the emotional turmoil that is explaining why I belong at Antioch again, when I don't know if I do anymore, and then waiting for an answer, if they want me, I want to know your truth.

I grew up in Yellow Springs. I planned to go to Chicago for College. Then Antioch closed, and I met the most amazing group of people I could ever hope to meet. Antioch students and professors who loved this institution and what it represented so much that they chose to stay and fight. It was hard. It was beautiful. It was awful. We didn't know

if any of it would pay off, and for most of us, it didn't. But the academic environment was exactly what I wanted out of College, challenging and difficult and loving and queer, and the community I became a part of was more than family. I knew I belonged there, everyone expected me to be my best.

I applied the first year. I was "provisionally admitted" to the second class, if I went to an accredited college for a full year, full time, took only gen-eds, and didn't get less than a C grade. I didn't do that. I didn't have a car, I was told those credits wouldn't transfer in, and at the time the Horace Mann Fellowship had not been extended. So, I didn't get in the second year because I had not done the requirements. My pro-faculty politics were a liability and even now, years later, even if I had the most stunning academic profile, which I don't, I am skeptical if applying wouldn't be a complete waste of time. Antioch does not want me. But, on the off-chance that maybe that has changed, do I want Antioch? I've been going to Sinclair for a couple semesters and love being back in school, but I miss the way my

studies felt important.

I get alumni newsletters and such and I still don't know what the New Antioch is, the material is full of indecipherable platitudes and buzzwords and I wonder what kind of Antiochian is comforted by those words. So, I am asking:

Do you like it? Are you challenged academically?

Is your mind blown on a regular basis? Are you learning?

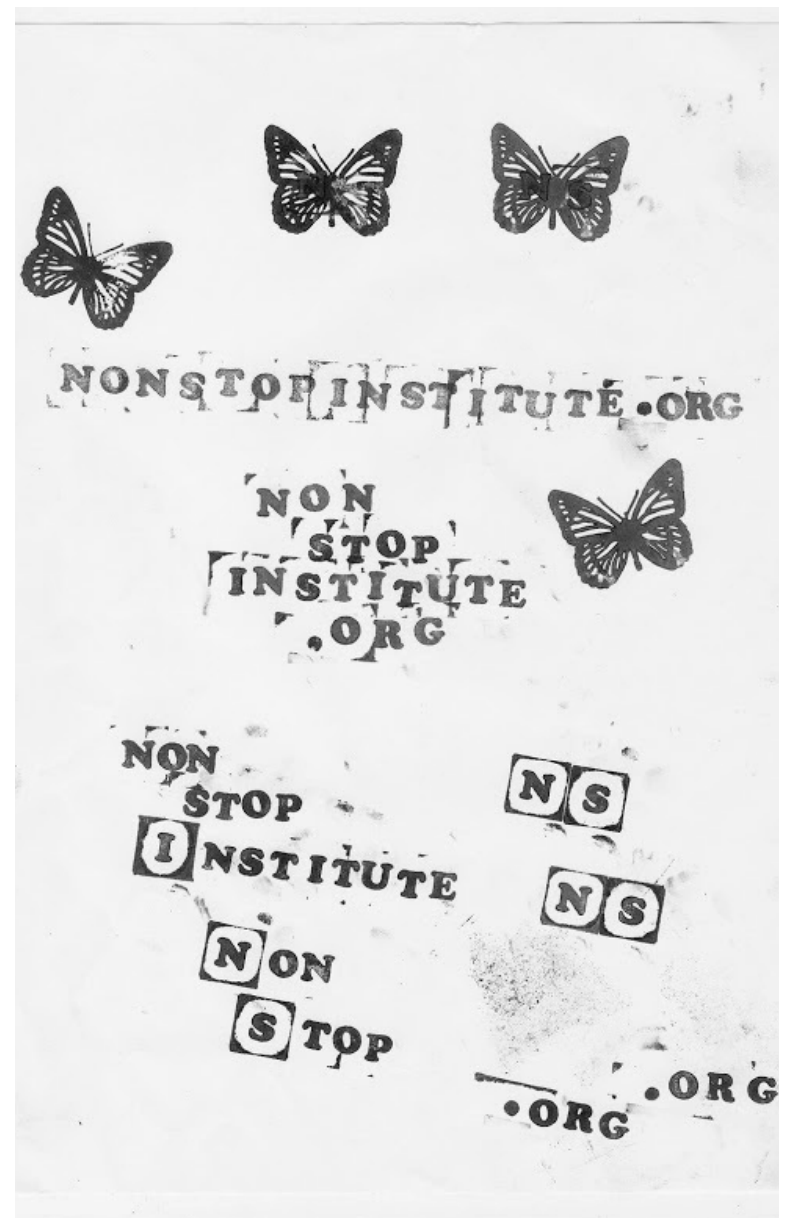
Are you finding things to be passionate about at Antioch?

Is the organization moving in the right direction, whatever your definition of that is?

Are you thinking of leaving? Why? Why are you staying?

If you wish to answer any of these or if you think of more pertinent questions you wish to answer, please email, facebook message, text, call me, or stop and chat if you see me downtown. I am open to meeting in person, and am open to answering questions about my experience in the Save Antioch Movement as well.

Thank you,
Rose Pelzl
email: rose.pelzl@gmail.com
txt/call: 937-344-0563



"Diversity in All its Manifestations" ... A Short (& Sad) History of Diversity at Antioch

By Taylor Larson '17

When asked about past iterations of Diversity Committee at Antioch pre-2011, Eric Miller recalled independent groups like Third World Alliance (TWA), By Any Means Necessary (BAMN), and Unidad in addition to the IGs that carried on, like Queer Center and Womyn's Group.

Institutionally, diversity initiatives on campus funded by a grant from the Lilly Foundation in the early 1990s sought to "reduce the burden of adaptation for students and faculty of color." To this end, faculty approved a new general education program that required general education courses to address race, class and gender across the curriculum.

Additionally, Fall 1998 saw the creation of the Office of Multicultural Affairs with its own full-time director. However, the position was only filled twice and left vacant most of the time. The first director to fill the position made the effort to draft the

Racial Discrimination Prevention Policy into a committee task. The drafting process had been initiated prior to their arrival in 1997 by a group of African American and Latino/a students "as a result of a series of occurrences on campus in which they found themselves isolated in their efforts to address incidents of racism."

In Spring 2001, a multiracial coalition of students conducted a petition drive, attended AdCil meetings, and drafted a letter quoting the Strategic Plan--"to build a college free of racism and other forms of oppression, intolerance and bigotry. All departments and operational units are responsible for improving the climate of civility, respect, trust and social justice on campus"--in order to demand a new OMA Director be hired despite a campus-wide hiring freeze. The students, favoring an intersectional approach to diversity, also redefined the OMA's mission to end dis-

crimatory behavior based on race, class, gender and sexual orientation through curricular and co-curricular programs.

A campus self-study completed by the College in 2002 for the reaccreditation visit acknowledges the team's critique that in regards to diversity, the college "is not living up to its aspirations" and that "more needs to be done to attract and retain faculty and students of color." Racial diversity on campus was especially lacking at this time due to attrition and retirement rates, a trend the report demanded "must be recognized and reversed."

Antioch's challenges in regards to diversity during the 1990s and 2000s are similar to the challenges we face now: when the task of educating students on issues of racism, classism, sexism, ableism and discrimination based on gender identity or religious beliefs falls on the students who are most affected by institutionalized oppression, these students are the first to leave

the college. Indeed, it was because students of marginalized identities in Antioch's

"Antioch's challenges in regards to diversity during the 1990s and 2000s are similar to the challenges we face now: when the task of educating students on issues of racism, classism, sexism, ableism and discrimination based on gender identity or religious beliefs falls on the students who are most affected by institutionalized oppression, these students are the first to leave the college."

class of 2015 did not feel safe and supported that Diversity Committee first formed.

Diversity Committee at

Antioch began entirely as a grassroots effort. Students in Antioch's first incoming class after reopening were given no diversity programming at orientation, and for too long it was left up to students of color, trans* and queer students, and woman-identified students to either educate their peers or silently accept discriminatory behavior: this initial environment--bereft of institutionally-supported diversity initiatives--into which the first incoming class was introduced took a toll on the class of 2015, and is reflected in the class's retention rate.

The first formal diversity programming was executed by Derrick Weston, the Coretta Scott King Center's first director, in the second year of the College's reopening. Eric Miller--a staff member apart of the initial make-up of Diversity Committee--describes this first official programming as "gentle" and "introductory."

Campus Sustainability Committee Forms

A campus Sustainability Committee formed this quarter to create a "comprehensive community line," said Nick Boutis, committee chair and Director of the Glen Helen Ecology Institute, in planning, managing, and in helping to facilitate sustainability efforts on campus and within the Yellow Springs community.

Boutis hopes the committee can be "the central coordinating committee to ensure that Antioch is doing as much as it can to make a difference in the world."

The committee has compiled a list of what initiatives are going on and of ideas on how to take sustainability a step further. People in different campus departments are on the committee.

"Since its reopening, Antioch College has implemented impressive and pro-

gressive green initiatives. In some cases, however, we have not documented or codified these initiatives in a way that allows us to be measured against existing standards or other institutions" wrote Jim Woehrle, member of the Sustainability Committee and Antioch College Institutional Research Coordinator.

Woehrle said, "From the perspective of institutional research, it is always helpful to have comparisons with other institutions so that the data can be put in context.(...)By implementing systematic measurement of Antioch's green initiatives, and aligning what we measure with existing metrics, we can more accurately determine if we're living up to our mission of sustainable living."

The Sustainability Committee plans to to create a

more fluid narrative of the

"From the perspective of institutional research, it is always helpful to have comparisons with other institutions so that the data can be put in context.(...)By implementing systematic measurement of Antioch's green initiatives, and aligning what we measure with existing metrics, we can more accurately determine if we're living up to our mission of sustainable living."

sustainability goings on. Kim Landsbergen, member of the Sustainability Committee and Associate Professor of Biology and Environmental Science, hopes the committee will "help collect those stories."

The synthesis of what is currently being done campus wide "will tell us what we need to do," Landsbergen said, "maybe it will be operations or curriculum." Jessica D'Ambrosio, member of the Sustainability Committee and Assistant Professor of Cooperative Education, hopes to see a campus sustainability master plan created "to look towards the future and as a way to put a vision to action."

The committee hopes student participation in terms of taking sustainability initiative will grow. "Through student participation the commit-

tee can gain insight on what Antioch could be doing" said Boutis.

A student co-op will work as a campus sustainability coordinator this winter. Working with the committee the student co-op will be able to take a lead in campus sustainability initiatives.

D'Ambrosio believes the committee must now think about "how to make the sustainability committee sustainable." Landsbergen thinks the committee's "biggest challenge is funding." D'Ambrosio and Landsbergen believe the committee will have to find money, perhaps through grant writing.

Boutis said Antioch students have an "extraordinary opportunity to do things other students can't do." The hope is the Sustainability Committee can help students make those things happen.



Student Union Passes Resolution on Structure

By Taylor Larson '17 and
Elijah Blanton '15

At the Student Union meeting held on the evening of Friday, October 24, a proposal was presented for structuring the Union more effectively. That system, first introduced and vetted in the previous night's planning meeting, required that groups of roughly 14 members select an individual student to represent them. The representative would be responsible for attending weekly Union meetings and report happenings back to the students they represent in the event that those students could not attend themselves.

After a discussion of this proposal's strengths and shortcomings, it was not met with consensus at the large group meeting. Due mostly to its

incompleteness as well as its use of representatives and a somewhat more vertical structure, students decided it necessary to begin again rather than attempting to edit this model for structure. For students experienced in Community Governance under Antioch's first model after reopening--the Council of Conveners--a representative structure also recalled familiar dysfunctions in which representatives were not wholly invested in the issues that they influenced.

A suggestion was made to the large group that on the following Sunday a special meeting would be held at brunch for the purpose of hearing and workshoping alternative structures. At this meeting, a proposal for structure brought forward by a student with experience in Community Governance

gained some traction and was heavily workshopped at that meeting. The students present were quick to add the definition and process of formal consensus into the proposal. The proposal was ratified by a consensus of the large group meeting on Thursday, November 21.

The most significant addition to the proposal brought forth by a student in planning meeting stipulated that in the process of obtaining formal consensus on a resolution passed by the Student Union, actions that are specifically in support of a marginalized group can only be blocked by members of that group. Rather than a divisive measure, this rule is meant to keep students working together. Students reason that the additional rule prevents those who would subordinate the collective student

interest from using our societal divisions against us.

This structure, now the working organizational model for the Union, includes hall organizers who are responsible for keeping their hallmates informed and getting them to meetings during emergent situations, a coordination staff made up of well-defined positions, and agenda setting power for representatives from our community's marginalized identity groups. However, the structure model remains weak in several areas: most notably, it lacks creative strategies to keep interested students connected with Student Union activity during co-op terms and funding for staff positions.

The latter drawback could be particularly detrimental to Union functioning because a lack of paid positions potentially prevents students from

lower socio-economic backgrounds from participating in Union planning and organizing in a time-intensive way. Therefore, students attending planning committee are currently suggesting short-term solutions with the hope that in the long-term Student Union will be able to build a relationship with ComCil that will allow the group to receive funds through Community Governance, an idea still highly contentious among current student participants in the Student Union.

The resolution on structure passed by Student Union can be found and commented upon at antiochstudentunion.wordpress.com. Student Union continues to welcome proposals for revisions.

Blast From the Past: Being Gay at Antioch



By John Fermin
This article was originally published on November 30, 1973 as part of Volume 29, Issue 17 of The Record.

What is it like being gay? What is it like being gay at Antioch? I talked with Cynthia, 18, a first year student, and Harold, 19, who's in his second year. Both are involved in Gay Center activities this quarter. The two spoke freely about themselves, their gayness, and Antioch.

Cynthia spoke first: "Finally identifying myself as gay was a natural, very freeing thing for me to do. I had my first gay sexual experience with a woman: met at a feminist meeting and whom I still love. Since then I've been sexually attracted to women mostly; at times I suppress latent heterosexual tendencies-- I guess that kind of suppression is bad. I don't feel obliged to live a "gay lifestyle," what that is, but I'd like to live in a gay community. In terms of my attraction to certain types of women I'm more attracted to Greta Garbo than Marilyn Monroe. I'm active in the Women's Center, but it seems like all the women talk about is birth control and

their boyfriends. The Women's Center needs more sisterhood. "I've observed that in gay life, love relationships grow out of friendships rather than sexual attraction as in more straight situations. I feel sorry for men in general, even gay men. The gentleness, touching, and caring that can happen between two women who are friends seldom happen when two men are.

"Gayness at Antioch is sort of exotically chic, but underneath the superficial face of chicness you'll find hostile people, nervousness, people who are afraid. My roommate doesn't know I'm gay. I really won't feel totally honest about myself until I tell her. But why should I get into one of those 'I've got something to tell you' routines? If people here are hassled by my gayness it's their problem-- not mine. I know there are a lot of gay students who will be reading this. People who know they're gay, but just aren't ready to come out. People should come out to the extent they comfortably can do some. The Gay Center shouldn't pressure people to come out.

"You often notice that gay

people are trendsetters, and we're very visible in the arts. I've formulated a general view to explain this. I think that gay and bisexual people have knocked down the basic barrier of sex. After that domino is knocked down all the others (e.g. perception, creativity, exploring new things) just tumbled and fall before you. New barriers are crossed, and the path before you is limitless. I like being gay."

Harold went on:

"I've always known I'm gay, although I just recently identified myself as such-- and still don't really know what it means. Can you imagine asking a straight person what it means to be straight at Antioch?

"Antioch is a very straight [sexually] place. Students here are expedient and act 'cool' towards tolerating gayness, but toleration doesn't equal respect and acceptance. I'm shocked at how 'romantic love' is so idealized here at 'hip' Antioch. That's a problem that some gay person have too.

"When you're in the closet at Antioch-- you're in the closet for real. Until you accept your gayness and content with you

friends, family, and other gay people here you're doomed to frustration. What other alternatives do Antioch gay students have? Masturbation?

"I don't spend a lot of time with people here in general, so being gay is a matter of my own political consciousness. It's no secret to most people who know me that I'm gay-- to that extent I'm very open about my gayness."

An effort is being made to reach the gay students at Antioch who realize themselves gay, but many fear going to the Gay Center because of being found out. "Coming out" is gay jargon meaning the point in time when a gay person realizes he or she is gay and reveals themselves as such. Unlike previous quarters, the Gay Center is presently engaged in trying to help students who feel insecure in their sexual identities or just want someone gay to talk to.

At the first "open house" of this fall's Gay Center, 30 gay men and women rapped and drank wine together at the center's new location across from C.G. According to the veteran Gay Center participants, it was three times the

number of people who normally show up.

In a rather lengthy meeting at the Gay Center this fall, around 35 gay men, women, and others showed up to participate in a panel on "coming out." Here, several people talked about their experiences. Jack, an Antioch community member, spoke humorously about explaining his gayness to a woman with whom he'd been living and having a relationship with for a year. Rennie, a first year student, recounted to a captive audience a situation where she told her brother she was gay mainly because she was afraid to tell her father-- only to have her brother reveal that her father spoke freely about his own gay relationships. After the discussion, three gay consciousness raising groups were formed; a mixed group of gay men and women, a separate group for men, and one for women. Meeting of Antioch Gay Students are every Thursday at 8:30 p.m. in the Gay Center. The Gay Center is open daily from 4-5 p.m. and maintains a mail box in the student mail room.

Vestige Of Dead Past Rises From Institutional Grave

*By Elijah Blanton '15 and
Marianthe Bickett '15 with help
from Ozrich Du Sable '16*

The purpose of community government to allow for the agency of students, staff and faculty in shaping our campus and culture was and is a significant part of Antioch's mission. The role of Community Manager (CM) was a central component of the Community Government (CG) structure before the closure, providing extensive oversight and continuity between all the pieces of the complex structure.

The CM sat on both ComCil and AdCil and was a paid, full-time position typically filled by a student for

one year post-graduation. The process of selecting the community manager shifted throughout our recent history from being hired through ComCil to being elected by the entire Antioch community. The community manager's role also shifted from being filled by one student to being shared by a collective of two to four people in the specific roles of office, events, and community manager. Sifting through old CM manuals and job descriptions in Antiochiana, we found that the CM also worked to create positive campus morale and was integral in maintaining our relationship with the Village.

Of course, governance is

different now; our Antioch's system is based on the old CG model, but it employs a Dean of Community Life as well as a Community Council President and several other student employees to handle the responsibilities once under the purview of the CM. Wondering if this position might benefit the new Community Government, we spoke with Community Council Treasurer Jane Foreman to gain some insight into recurring issues of our fledgling structure. During our discussion, the treasurer talked on the problems that persist despite its committed employees and committee members.

"The main problem in

ComCil" Jane told us "is that there's no institutional memory. There's very little history or awareness of the way it's set up or procedures of what we're supposed to use." Even with strong leadership and oversight, it seems, discontinuity is still an issue, "even the ComCil president, with 10 or 15 hours a week, is still a full-time student with other responsibilities to handle...sometimes transition documents just aren't enough." Speculating on how the system could be improved, Jane shared that "it would be nice to have at least one person who has a really firm grasp of the situation—someone whose full-time job is to keep things going."

CG's structural problems often arise from the constant shifts and turnover created by the quarter system and co-op. It's our opinion that an extended full-time position like the CM would address this issue, as well as create further bonds between our campus and the wider village, and act as a uniting figure through the inevitable tensions that arise in our shared venture. Our history is one of the great resources we have available here. Both to honor the past and to make our systems the most effective they can be, we believe it's important to build this college in a way that draws on that rich heritage.

Hating Speech: A Linguist's Perspective

By Cary Campbell

Our campus is blessed with many language experts and speakers of a diversity beyond the French, Spanish and Japanese we offer for study. But unless I'm mistaken, I may be the only one here with a BA and MA in linguistics. Linguistics is different from the study of individual languages because it attempts to understand the meaning-making coding systems—sonic, phonetic, logical, cognitive, and social—underlying the miraculous human phenomenon of speech rather than merely attempting to gain skill in using any given one of them.

One of the most useful principles I discovered in my first linguistics classes was the distinction between prescription and description. As budding linguists, we learned that although there was value to the wonderful English Department experts who loved to prescribe "rules" for good writing and good speaking, we needed a more scientific approach. To avoid introducing our own biases which would color our analysis, we had to take language samples as evidence and extrapolate "rules" based on describing what people actually do, rather than how we think they should. We found that when we temporarily suspended our judgment for the time that we wanted to study something, we could more accurately understand its nature. Now whether or not something makes sense or has

a consistent internal logic from an insider perspective, a broader English-speaking community in which we're all agents still can't accept every new development as "grammatical", or "good grammar", or "safe for work", etc. So after this period of study is complete, re-engaging that faculty of judgment has its rightful place—we can accept or reject things based on our own sense of what is good and right, but after the study time our standing to do so increased because we could now do it in full understanding of the phenomena, having done the work of objectively ascertaining the truth first.

I also learned that any linguistic communication requires a minimum of two interlocutors, one who performs the work of fleshing out a message in a mutually understood code, and the second who interprets. This implies something fundamental: that the control of the speaker/writer who intends to mean something ends as soon as this intention-to-mean is fleshed out in code and enters the medium of transmission. Interpreting a message is an active faculty of the receiver over which the sender has no control whatsoever. This principle has consequences. Although message senders are responsible for their word choices, we can now no longer think of the words in a simple way. They are no longer transparent and direct, but partial, inadequate to our full

meaning, and most importantly, shared. Receivers are therefore not passive recipients, but co-constructors of meaning in a negotiation and have vast capacity to either clarify or distort by the kinds of assumptions and experiences they bring to this double-variable equation. The implication of this consequence is that receivers of messages should never assume they have captured the messages as intended until they check.

It is with the understanding of these twin principles (description before prescription and meaning-making as a tango that it takes two for), that I'd like to offer what I hope can be a useful reflection. It occurs to me that some of the debates we engage in as the active world-changing leaders we're attempting to become, (as students and faculty alike), sometimes tip over into the violation of these two principles of objectivity and shared responsibility for message communication. I'm particularly concerned about the use of the label "hate speech", when it is applied as a value-judgment prior to demonstrating an objective and neutral understanding of the speech. This label does more than flout the objectivity principle. It also sets up a dichotomy in which the message-maker is an aggressor and the message-interpreter is a victim before the objective analysis of relative position is complete. This can be particularly pernicious because it sets up relative positions

between two interlocutors in such a way that even an innocent and appropriate question about the responsibility—which is shared in any communication, remember—addressed to the interpretative side of this communication equation can't avoid looking like "victim blaming".

Now, human beings in general and Antiochians especially do have value-judgments and should operate according to their consciences and according to the honor code. But to apply these before demonstrating understanding is potentially damaging both to the individual interlocutors and to the community because it tends to maintain biases and prevent dialog on the substance of the message in question.

Let me be clear: it IS an unethical bullying tactic to blame victims for their own victimization. I'm not suggesting we just let that kind of bullying logic slide. Quite the opposite in fact, I strongly condemn it. But it's also true that if we meet bullying speech with prescriptive speech and with a shutting down of one side of the communicative equation, we've behaved like speech bullies ourselves. And not only that, but applying the label "hate speech" also prevents full and accurate exposure of ideas, and some ideas that are truly hateful deserve to be exposed as such. Our potential allies may need to clearly see the fully exposed evil behind some ideas in order to truly and fully join us in condemnation

of them. In other words, unless we can choose to respect speech as speech, and concentrate our condemnation and activism on unethical actions rather than on unethical speech, we may actually be shooting our own cause in the proverbial foot.

When ideas are free to compete because the speech that communicates them is fully free, we, as moral agents who are also free to believe as we choose, are more likely to be persuaded by the best ideas and intrinsically motivated to uphold and disseminate them. We make more effective advocates and leaders this way because our cause-mates and followers magnify the cause's power and add to solidarity because they believe in the ideas or our cause themselves, rather than merely supporting our own personal power because they believe in us, or in the solidarity of the movement.

As a person who truly believes in all of our great nation's First Amendment as the best and only way to prevent groups of people (whether they be mobs, tyrants, or even legitimate governments) from exercising control over thoughts and consciences that properly belongs to free individuals, I think it's vital that we commit to seeking clarity before agreement—even if it clearly offends us—and that we choose to truly listen harder when we disagree. I think that as we do so, we'll find our agreements deeper, and our disagreements more fruitful to work through.



Dearest Daily: A Community Advice Column

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. I am not a professionally trained counselor and am offering support to people who have questions or concerns that they believe others may also be experiencing. With that, we have our third edition of “Dearest Daily!”

Dearest Daily,
My friends often leave me out of activities, and I don’t

know if it’s intentional or not. How do I tell them I want to be included?! Sincerely, Left Out Lots

Dear LOL,
I think that this is a serious concern that many of us have. Just last week I had a situation where I was out and my friends were out and they were concerned that they were excluded. The truth is that I thought they were out of town, so I didn’t think to invite them. I think it is healthy to talk to your friends about what your concerns are. You could maybe

even give some context as to why you may be feeling these ways. Perhaps former friends knowingly excluded you from activities. Asking questions in a non-confrontational and vulnerable way is one way that I’ve seen it work in the past. Remember: Friendships should be able to handle challenging conversations, so don’t blame yourself if this person (these people) doesn’t want to be your friend after asking to be included more often. There are other people around that are there for you!

Open Up,
Daily

Dearest Daily,
How do I tell my parents that I love them even if I don’t text them every day? I’ve been gone from home a few months, and they still haven’t gotten over it. Sincerely, Tell Everyone in Xenia To Make Eggs

Dear TEXT ME,
Thank you for sharing your issue, I know there are people on campus who have had to navigate this issue, (including me!). It sounds like your parents love and care about you deeply! Perhaps they are experiencing the standard “Empty Nest Syndrome,” or they’re realizing that their child becoming an adult. Families and their importance in our lives are different for each of us based on culture, family

make-up and much more. I think that one way I have seen successful is by coming up with a schedule for you to facetime, skype or chat with your parents where you and they can see each other and talk about the goings on since the last time you talked. You could also ask them to text/call you when they’re thinking about you and commit to texting/calling them back when you have a chance. Remember: It’s a continual process to shift your relationship with your parents and while you’re going through this new experience in college, they’re also experiencing a transition in the way(s) that their parenting style will change. They can’t know how you feel unless you tell them, though!

Speak Up,
Daily

Dearest Daily,
How can you give someone feedback about their communication style being annoying/inappropriate without offending them? Sincerely, Hoping to Honestly Help

Dear Triple H,
I think a good deal of us think that because we know how to say words means that we know how to communicate, and I appreciate your willingness to give yourself room to try to discover how to offer support

to a friend without hurting their feelings. Let me answer your question with a question: Would you tell your friend that they have something in their teeth? How? You don’t want to shame your friend for not noticing, but you also want to help them avoid the embarrassment of finding out before dinner that they still had leftovers from lunch in their teeth. I find that if you’re coming from a loving and supportive place, people (especially friends) tend to respect that position.

That being said, I think it could also be helpful for you to reflect on your view of the situation and whether this feedback will be constructive or not because you describe your friend’s communication style as “annoying”. I think if you can refer to specific instances where your friend’s words/tone has been inappropriate or offensive, using non-judgemental language and without making statements that are too general (“you always...etc.”) when giving constructive, you have a better chance of making sure that you are being truly supportive of your friend without alienating them. I honestly hope that helps!

Give feedback,
Daily

Letter to the Editor

Dear Editor,
I remember the first year I came to Antioch. Everyone was excited about it; we were ready to take on this obstacle called college, but not only that, we were ready to take on the obstacle of restarting a college. From what I hear of the class ahead of me we had it easy. Still, there was positive energy within the class to make a difference here. It may have been because my class was the majority of the student population then (being 74 out of approximately 100 students), but the atmosphere itself seemed charged with this positive energy. Now, it does not.

I am not sure when this feeling changed—sometime in the second year, I think. When did going to classes become “ugh” and participating in extra-curriculars be “haha yeah right”? When did the administration’s words become “bullshit” and any tiny problem that popped up become “Antioch sucks”? The thing is, this does not seem specific to my class. I see this in all of the students, even some of the first-years. The general atmosphere I sense at Antioch now is not one of positive energy, excitement to take on this challenge called Antioch, or even that people enjoy being at Antioch. Instead, I can’t sit at a lunch table without hearing why Antioch sucks and that people wish they had chosen differently.

When was the last time you truly appreciated Antioch? Did you express it? Why not? People here seem to express a lot of the negative things,

but never the positive ones. For me, Antioch is an amazing place. This community has taught me more than many of my classes. However, this community has also made me become a recluse, staying in my room the majority of the time and resenting when I cannot because I am so sick and tired of hearing people bash a college I love.

Antioch College has offered me a FREE—let me say this again, FREE—education. Sure, room and board is something people have to pay, it’s not entirely free, but it is still so much better than going to almost any other college in the United States. WE ARE SO PRIVILEGED TO HAVE THIS OPPORTUNITY. Privilege is talked about frequently here, so let me repeat this. We, the students, are privileged to be able to go to college without paying ANY tuition. This is not because we had a high GPA in high school, or because we did well on standardized tests (though I’m positive these things do not hurt an application). The Horace Mann Fellowship is our payment to take the risk (and it is a big one) of coming to Antioch and helping restore this college. It’s not easy work. There will be problems, problems that I encourage everyone to speak up about and go about solving in an efficient way. However, we have been paid up-front for this and I see very little return for the college from the current students. What have you done for your college?

Sincerely,
Coty Wyatt ’16

From the Editor

Dear community,
In an exciting and totally unprecedented turn of events, I would like to recognize and thank everyone who has participated in some capacity with The Record this term. Everyone who has pitched story ideas, written content, proofread, contributed a letter or an article, taken photos, done layout, or been a reader has helped made this paper

possible. You made job worthwhile, and you help preserve snippets of Antioch on paper for future readers. The Record has been reborn for a year now, appearing more or less consistently a couple times each quarter. This is our ninth edition. It’s easy to get lost in how much we still have to learn, but right now I think it’s more important to look at how much we

have accomplished in the past year. As I prepare for co-op and pass The Record into new hands, I would like to encourage everyone to continue to be involved. You help make a paper reflective of what the community values possible. Thanks again,
Keegan Smith-Nichols ’17

Submit
a
Letter

The Record welcomes letters from readers as a way to encourage dialogue and give voice to the community. Please send letters to therecord@antiochcollege.org. Letters over 350 words may be edited for length at the editor’s discretion. Please include your name, class year (if applicable) or role in the community. We do not publish anonymous letters. The Record is a student paper for the Antioch Community; make your voice heard!

Interview with Shelby Chestnut '05

By Angelina Rodriguez '18

In the traditions of Old Antioch, during the fall, the college would hold a GenderFuck dance or Drag Ball. This dance was a huge indicator of the culture of progress that surrounds Antioch life and the attention to queering our heterosexual society. Although the party scene at Old Antioch was wild and we at New Antioch strive to establish a safe environment, the dance was an integral part of defining the values of the college. As the winter dance approaches, The Antioch Student Union seeks to collaborate with the more activist oriented Independent Groups, Womyn of Antioch; pioneers of the SOPP, and Queer Center, to bring a legitimate GenderFuck experience to students. We want this GenderFuck to encapsulate our values and identities, as the New Antioch while still respecting the traditions that came before us. With the support of Events Committee we look forward to a safe, successful dance. Shelby Chestnut, Queer activist of color and Antioch Alumni, gives us first hand insight into our Antioch history while offering a pathway to our own growth, identity, and evolution as a college and student body.

Angelina: Can you tell me a little bit about yourself, your relationship to Antioch, and what you have done since?

Shelby: I graduated Antioch in the class of 2005, I graduated in 3 years. I was community manager 2005-2006 and I am on the alumni board. And I graduated in 3 years.

(Angelina: Woah, thats like..) Yeah. I'm proud of that. (Angelina: Most Antiochians take like.. 5.. or 8...) I worked hard three summers in a row so I got a lot of credits.

Currently I am the co-director of community organization and public advocacy at the New York Anti-Violence project. We work with LGBT survivors of violence.

Angelina: Very cool, I'm glad you are involved in such necessary work. It gives me

hope my for my future. Can you tell me what occurred during a GenderFuck dance?

Shelby: For my first GenderFuck... an upperclassmen like, took me out and bought me clothes. There was a Genderfuck every semester before the Div Dance. For me, it was an opportunity to dress the way I usually dress. I remember one GenderFuck I was supposed to be out of town but my car broke down my then girlfriend and all of her friends had stolen all of my clothes and I was like 'what the fuck?!' It was a time when people like... fucked with gender and gender non-conformity. For a lot of masculine identified folks it was an opportunity to dress how you would normally want to dress and feel comfortable in a different way. Antioch was very accepting. You could wear a suit and everyone thought it was cool. The Queer Center and Womyn of Antioch played a big role in putting it together.. It was a crazy party school but everybody really respected each other and really looked out for each other.

Angelina: Why was GenderFuck progressive?

Shelby: When I visited Antioch recently I saw all the gender neutral bathrooms. GenderFuck kind of represents that idea.. like a safe space for people to do gender in a way that makes sense to them. It was a safe space to figure that out. Not having it [the dance] would limit people in what they are able to express. I came out when I was 12 and i've always dressed like a boy but I had a friend that was more masculine presenting in high school but then entered college and was very feminine presenting and GenderFuck was a safe space where they could think about and explore that.

Angelina: Do you view Genderfuck as primarily cultural, social, or political?

Shelby: All three. it depends on what vantage point you're looking at it from. For me it was a space to be safe while being myself, for some it was a space to explore, and also a place for people to sort

of say 'fuck you' to normativity... a place straight or queer people could gather and talk about what it meant.. to look at gender as a performance.. and to realize it might be performance for some but that it can have a very different reality for others..

Angelina: Did you call it drag ball or genderfuck?

Shelby: It was GenderFuck.

Angelina: There has been some hesitation surrounding the word "GenderFuck" and its level of controversy. Do you think the name is important to the integrity of the event?

Shelby: No, I'm like the one Antiochian that thinks it's ok to name it whatever you [the student body] want to name it. What's important to me isn't necessarily important to you all. Thats for you to decide. I think it speaks to a larger issue that students are speaking about things from the past. It's important to acknowledge the past but it doesn't have to define where you are now. Not much has been passed down to you because there's a huge gap in attendance... so even the fourth years don't know the full history... so they are each passing their version of a history down...

Angelina: Was it an empowering event in regard to intersections of race and gender?

Shelby: Yes, I think so. I mean, it's complicated. When I went there it was mostly white with probably 20 people of color. Some of the best conversations I heard about race surrounded racial appropriation and what it meant for people to do drag. We talked about how it wasn't ok for them [the performers] to be white and take on the character of a Black identified drag queen. So, I think it allowed that space and sometimes we messed up but the community was good about having those conversations and being mindful of that. You know... I think you are dealing with young people that are really interested in alternative culture... and they are learning while experiencing and searching for

the articulation of what they have experienced for a long time. We weren't that racist... just a little bit racist.

Angelina: Was Antioch always home to an empowered queer and gender variant community?

Shelby: I would say my social group was mostly queer. Even straight people were respectful of queer folks. Yes, it was a home. Looking back, gender nonconforming people... it was easy for them to fit in and be welcomed... it was the late 1990s and 2000s and young transgender folks were having a hard time and even though Antioch is a trendsetter, society as a whole wasn't having conversation about being trans. People were certainly respectful of each others pronouns. As a culture, operating within the US construct, people weren't talking about trans issues like they are now... I remember there was a medical clinic that was really good with trans folks... getting people on hormones if that was what they were interested in. I think at the time there were no transfeminine identified folks... people were respectful but they didn't have as much knowledge. You can turn on the television and the likelihood of seeing trans folks is a little bit higher than even 15 years ago.

Angelina: Did you have a pronoun related policy or procedure?

Shelby: No, we didn't... toward the tail end of my Antioch career it became a real organizing tool... in which people would be identifying their own pronouns. Do you? What is it like now? I'm curious...

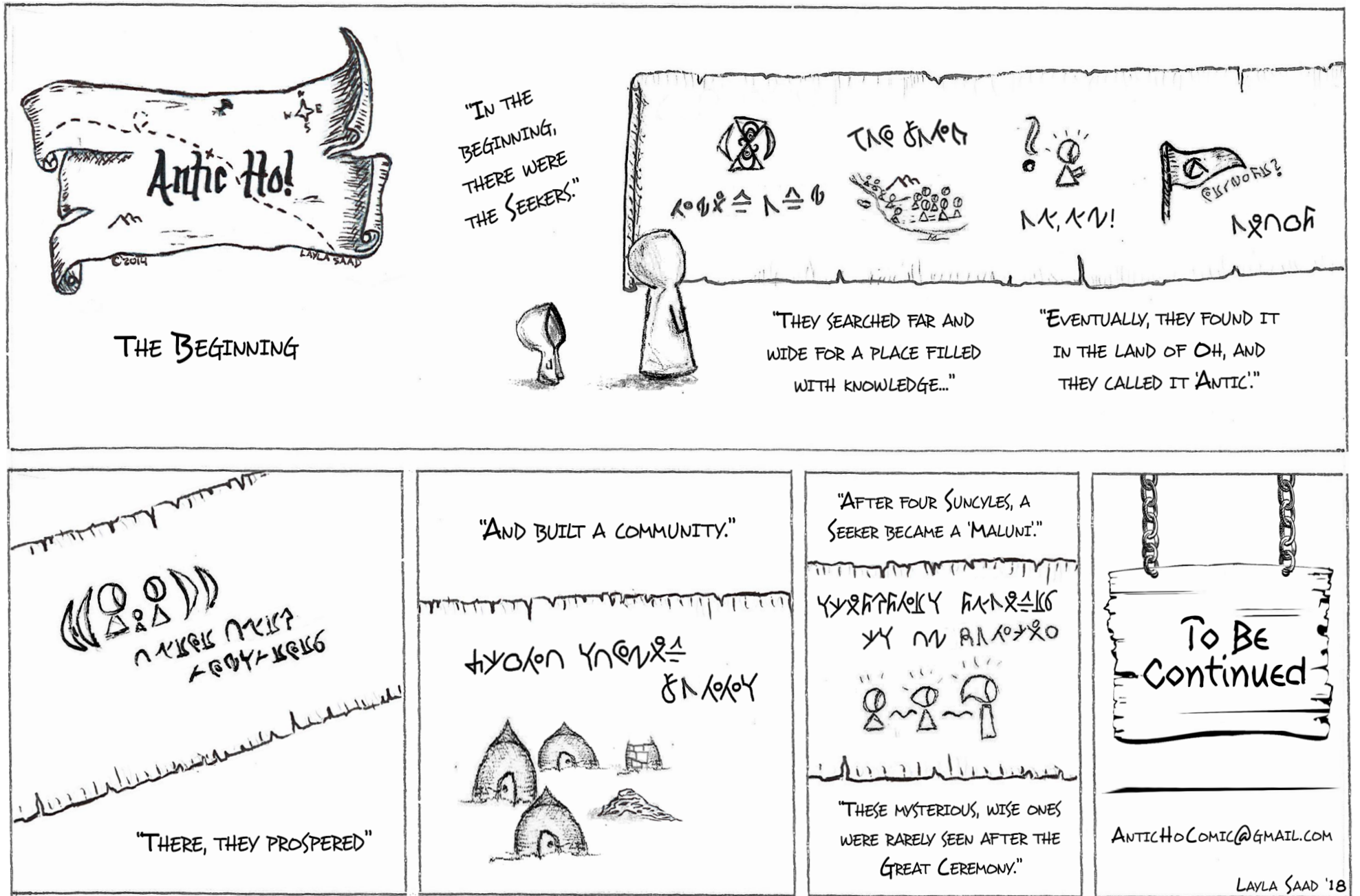
Angelina: Yes, during orientation you are given a button on which to write your preferred pronouns, you get explanations of what a gender pronoun is right there... During community events, meetings, so on... you state your name, year, and preferred pronoun... There are always ways to improve and issues but overall it's an environment in which your pronouns are asked for and respected.

Shelby: Thats just phenomenal. During my time at Antioch people were respectful but I had to take it on myself... it wasn't encouraged or asked of me... if I wanted that [to be identified by a certain pronoun] I had to do it all myself.

Angelina: How do you think attending a college that implemented the S.O.P.P., hosted Sex Weeks, had Genderfuck affected your future and the way that you navigate a less egalitarian exterior world?

Shelby: I laugh because graduate school was the first time I was ever in a large group of straight people. It was hell on earth. After Antioch I was close with all my Antioch friends. We lived in cities together and moved around together. During our late 20s we went on to other schools or better jobs. I had not been subjected to a large group of straight people for some time. It was quite interesting being forced out of that queer bubble... being a person that was bullied a lot as a kid for being gay... Antioch gave me a space to be who I was and learn how smart I could be. My thinking and experience was so important. If you asked me ten years ago if I thought I would be doing what I am now, I would have said 'no way.' I never thought I would do LGBT specific organizing. I do it and I love it and it's largely because of the intersections of so many identities, not just LGBT, you're working with people of color, immigrants, low income people... so Antioch allowed me to see those intersections and to not see it as a singular identity issue, its so many identity issues all at once. Looking back on Antioch, what it gave me as an education and community is unparalleled to anything else and it is still realistic of what is in the world. You have debate and conversations about right and wrong and people wanted to figure it out together respectfully. I also sort of love Antioch, I'm wearing an Antioch sweatshirt now.





Video Game Review: Time Rifters

By Santiago Garipey '17

Time Rifters by Proton Studio takes the standard multiplayer concept and inverts it into a single-player game. Admittedly, this is an idea I've often wished for in some form or another in the Bioshock 2 Multiplayer. In a nutshell, you play as four different characters with one goal---destroy as many blocks as possible in the allotted time. Time Rifters has three 'episodes': each episode houses five arenas, which in turn have four one-minute rounds. Round One begins with a single character, who you arm with one of six available weapons. After one minute, you will play as your second character, who you arm

once more. However, in this round you will play alongside your past character, who fights based on your previous actions. Unlike other multiplayer games, you cannot rely solely on your teammates, as your teammates are only as skilled as you.

Two more roles are taken on until you are gunning down blocks in a squad of 4. Points earned by each character are congregated, allowing for upgrades to the gun of whichever one/s you choose. After the initial play-through, you can download the characters of other players who share theirs through the cloud, creating a game almost equivalent to the average first-person shooter,

multiplayer experience.

The game features a custom-made dubstep soundtrack, which I found surprisingly fitting in the gameplay; on the downside, its relatively small playlist became boring after two arenas. (It should be noted that music can be muted in settings.) I simply replaced the music with an EDM (electronic dance music) playlist of my own, although I feel classical music would be just as fitting.

I find myself utilizing one single strategy throughout each round & arena: scout out a static position for each player, and hold the trigger for the entirety of the round. Subsequently, my teammates take

that strategy that I 'taught' them. I made the occasional run & jump to eradicate a higher cube, but that was the extent of my actions. You are given unlimited ammo, few "disadvantages" per weapon, and no health bar to monitor, which I found to make gameplay a bit too repetitive at times. While standard first-person shooters can be considered repetitive (load weapon, aim weapon, headshot, repeat), limited resources and the element of danger to my character tend to make them more challenging. I was not a perfect player in the least, but, regardless, I would have liked a tad more variety.

Overall, I give Time Rift-

ers a 7.5/10; while I did find some of it to get boring at times, it was never so much as to make it unplayable. In fact, I found myself sitting through two hours of gameplay after first launch.

Proton Studio

Platform: Windows XP+, OSX 10.6+

\$10, via Steam Store

OSX- 2.0 Ghz CPU+ CPU, 2 GB RAM, OpenGL 3 compatible GPU, 1 GB Install Size

Windows- XP+, 2.0 Ghz+ CPU, 2 RAM, DX9 compatible GPU, 1 GB Install Size

Compatible with Oculus Rift

Greatest Music About the Greatest

By Louise Lybrook '16

One year ago, I took a road trip through New England. I found myself in a music shop in Portland, Maine where I heard a great song about Muhammad Ali coming over the speakers. A friend decided to buy the album on a whim. Ever since listening to it over and over while driving through New Hampshire and Vermont, the album has been one of my favorites.

Muhammad Ali—aka the Greatest—boxing, civil rights, anti-war and black power icon, inspired dozens of songs throughout the 1960s and '70s. Twenty-two of the greatest such songs can be found on that album I bought in Maine, *Hits and Misses: Muhammad Ali and the Ultimate Sounds of Fistfighting*. The songs range in styles from funk, blues rock and reggae to tra-

ditional Cuban dance music, Congolese jazz and spoken word. One stand out song for me is Don Covay's "Rumble in the Jungle," a funk tune detailing the legendary 1974 match against George Foreman that took place in Zaire, now the Democratic Republic of the Congo. There, Ali won back his heavyweight title after years of fighting to gain back the boxing license he lost for refusing the draft.

Others include "Muhammad Ali" and "The Louisville Lip" by Tom Russell and Sir Mack Rice, respectively, which give a more general history of Ali's life. One of my all time favorites is "You're the Greatest" by Bette McLaurin, a very cute love letter to Ali. Other songs simply discuss Ali as the Greatest, emphasizing the political stance he took rather than his skill as a boxer. One

track, "He is He" by Page Scherer, states, "Don't credit this man for the fights that he fought, credit him for the fights that he gave up." *Hits and Misses* offers a diverse collection of music, along with the opportunity to learn a little history about one of the greatest sports icons of all time and think critically about the interaction between popular culture, sports and politics as well as the way that black athletes have been described throughout history ("beautiful specimen," used in one song, for example, brings some history to mind). *Hits and Misses: Muhammad Ali and the Ultimate Sounds of Fistfighting* is a little hard to find, but all of the songs are available on YouTube and the compilation can be purchased on CD.

Laverne Cox Speaks at Wright State

By Keegan Smith-Nichols '17

Like most of Antioch, I went to hear Laverne Cox's lecture "Ain't I a Woman: My Journey to Womanhood" at Wright State's Nutter Center on Tuesday, December 2nd. I had more than a vague idea of who she was; I was familiar with her role in the television series *Orange Is the New Black* and had read some of her articles and watched some of her speeches online. Thus, I left the Nutter Center at the conclusion of her talk with a feeling that the target audience for "Ain't I a Woman: My Journey to Womanhood" was not someone familiar with the struggles faced by members of the transgender community or someone with any degree of familiarity with intersectionality; once again, the target audience of a queer speaker seemed like straight, cisgendered folk who like to clap.

Let me say that truthfully I have no idea how anyone in the audience actually identified themselves other than me. For all I know, the entire audience could have consisted of transgender people. But if the questions during the Q&A session afterwards are any gesture, the audience was more excited about the filming of *Orange Is the New Black* and personal advice than discussing the intersection of race and class, gender and sexual orientation, and so on.

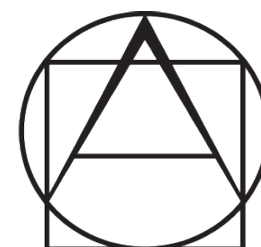
Laverne Cox talked about a lot of important things. She talked about the difference between shame and guilt. She talked about the misogyny, racism, and transphobia she has experienced and still experiences. She talked about growing up with a single mother and a twin brother in Alabama, and she talked about her transition and how long as process it has been.

She barely skimmed the surface on why young transgender people are made to feel that something is wrong with them, on why transgender people are forced to hide their authentic selves (what-

ever that phrase even means) and instead of probing deeper with questions about why the modern queer movement often all but forgets about the "t" in LGBT, the audience wanted to know about old news from OITNB and to take a "feminist selfie" with Laverne Cox. Come on, people.

I want queer narratives for queer audiences, and more specifically, transgender narratives for transgender audiences. When I looked at the at the major queer organizations who sponsored the event, nationally recognized queer advocacy organizations have names with the words lesbian or gay in them; they never bothered to change their name to include transgender populations. This is not to say that all national queer advocacy groups automatically disregard transgender people, but trying to fit the gender identity spectrum as a subset of the sexuality spectrum is not doing anyone any favors.

None of these things prevented me from enjoy her lecture. I'm glad I went. I would go again. I could listen to Laverne Cox talk all day. However, I wish straight and cisgender people would not make Laverne Cox's journey to womanhood about them; her journey to womanhood is not about you being a better feminist, or your selfie, or you apologizing for your privilege. It is about the most important thing to me that she talked about: her journey to womanhood in a society that frequently tells her that she will never be a woman and dismantling the idea that the gender you were assigned at birth is the gender you will grow up to be.



Confessions of a TCM Junkie

By Scott Sanders, Archivist

Penthouse, a Metro-Goldwyn-Mayer release of 1933, comes from the novel of the same name by Arthur Somers Roche. This entertaining mob comedy was the first pairing of director Woodbridge Strong Van Dyke (known as W.S. and "One-Take Woody" for the rapidity with which he completed films) and Myrna Loy, who was then stuck playing exotic women and "bad girls." Having literally spotted her talent from across the MGM cafeteria, in 1934 he cast her opposite Cadiz, Ohio product Clark Gable in the smash hit *Manhattan Melodrama*, the last movie notorious bank robber John Dillinger ever saw. That same year, along with leading man William Powell (who was also in *Manhattan Melodrama*), Loy and Van Dyke would make the first of four immensely popular *Thin Man* films that permanently ensconced her and Powell in the public mind as the lovable, hard drinking Nick and Nora Charles. Van Dyke's role in Myrna Loy becoming an all-time great film star is hard to underestimate.

Warner Baxter, a Columbus native and one time insurance agent, plays Jackson Durant, a high society attorney who defends gangsters and racketeers for the kick he gets out of it. His most recent such client is the very grateful Tony Gaziotti, marvelously performed by a former college wrestling star and silver medalist in the 1920 Summer Olympics, Nat Pendleton. Cleared of a mob murder charge, Tony wants to return the favor to Jack in any way he can, so he introduces him to Gertie Waxted, a rather oddly named high class call girl played by Myrna Loy. She becomes a key witness in Jack's latest case, and as a result the woman he loves as well. Veteran comic actor Charles Butterworth, whose distinctive voice is said to have inspired Cap'n Crunch's, is Jack's outwardly patient butler. The cast also includes Mae Clarke, best known for her monumental hairdo in *The Bride of Frankenstein*, and perennial 1930s Hollywood villain C. Henry Gordon. The script, by the prodigious screenwriting duo Frances Goodrich and Albert Hackett, is neatly divided into

snappy lines for Baxter, the most suggestive ones for Loy (though there's plenty of those to go around), and equal parts comedic for Pendleton and Butterworth. Unconfirmed Hollywood lore suggests an uncredited role by Ayn Rand in the script, though it's not apparent.

Amid several strong performances, it is Myrna Loy who impresses the most. Given her first shot at a big part without having to put on a weird accent, she displays the presence and timing that would become characteristic of her work, though the wardrobe choice for the only dress she has on the entire film is unusual bordering on unfortunate. Playful and sincere, it is not at all difficult to hope for her burgeoning romance with Jack to blossom. The whodunit isn't bad either. *Penthouse* was remade in 1939 as the much tamer *Society Lawyer*, suggesting it was well regarded by the studio but as a risqué story of a shady lawyer who falls in love with a prostitute and helps crooks go free, it needed sanitizing to be shown in the era of the Production Code.

Records in the Record

By Gaerin Warman-Szvoboda
'17

Released 20 years ago, *The Next Hundred Years*, the major label debut of Ted Hawkins, sits in relative obscurity today, outside of certain music circles. And while it wasn't his first album, it was far more than just a label debut for Hawkins, whose previous releases went virtually unnoticed in the US. Though it wouldn't chart, the album earned much acclaim from critics unfamiliar with Hawkins' work, and with the help of decent label help for the first time in his career, would allow for him to go on his first national tour at the age of 57. Internationally the album would be an even greater success, reaching number 20 on the Australian charts, allowing him to cross the Pacific Ocean for the first time after years of busking next to it on the boardwalk of Venice Beach. It also was a relative success in Britain, who had previously welcomed Hawkins' two previous studio albums, and allowed for him to have a four year residency

in the Northern English town of Bridlington, where he built up a small fan base, and even enjoyed being able to tour Europe a few times. Despite garnering himself a niche there, Hawkins would leave England, and travel back to the shores of Venice Beach in 1990 under uncertain circumstances.

After being heard and courted by several record executives, Ted Hawkins released his major label debut with Geffen Records, produced by Tony Berg. Filled with tender cellos, melodic guitar and bass, soft and intimate drumming, and Hawkins' strong strumming acoustic guitar, Berg crafts them together to create Hawkins' first album with a full backing band. While the full band achieves a fittingly full sound, it's worth noting that Hawkins disapproved of the backing band, preferring the folksier sound he was used to, of just himself and his guitar. Hawkins considered *The Next Hundred Years* to be his worst album because of this. Regardless of where the album ranks

in his discography, the album was without a doubt both his most successful and accessible yet, and touring on it he joked that in his age he needed to get out of the harsh winds of Venice Beach that berated him with sand on a daily basis.

Several songs about heartbreak, such as the opener "Strange Conversation" flavour the melancholy taste of the album, as Hawkins reminds himself "She said that your next lover's gonna be the blues". Bleak feelings of rejection, sorry and loss culminate in "The Good and The Bad" ("Laughter is bad / When there's no one there to share it with... Dying is good / When the one you love grows tired of you"). But the heart of the album comes from the the most compelling and often saddest songs that are more autobiographical in nature. "Ladder of Success", the only original song Hawkins performed on a previous album that appeared on his Geffen output details the struggles of gaining a foothold in the music business ("No matter what you

know / It's who you know"). The long time staple of his repertoire seems especially poignant on *The Next Hundred Years*. Looking into the future, "Big Things" reflects on the challenges facing Hawkins and time already lost, either on the boardwalk of Venice Beach or due to heroin addiction and prison ("I've got big things to do / Too soon my life will be through"). A Jesse Winchester cover ("Biloxi") provides Hawkins at his happiest as he recalls the city where he grew up, as his backing band and Tony Berg's production at their most effective provide the oceanside atmosphere that perfectly matches the vivid imagery of the lyrics ("The sun shines on Biloxi / The air is filled with vapors from the sea / And the boy will dig a pool beside the ocean").

The other two covers on the album help provide a great depth of feeling as well, and were perhaps easier to record for Hawkins, who would play mostly covers of songs, in particular those of Sam Cooke on Venice Beach, as known

songs would bring in the most money. "There Stands the Glass" (made famous by Webb Pierce) begins with a soulful yell that seems to emanate from underneath mountains to come out of Hawkins' mouth, and hints at more of Hawkins' past troubles. Although the final cover and song of the album proves to be the most haunting. The at first performed a cappella "Long as I Can See the Light" Creedence Clearwater Revival cover gives the album an appropriately sorrowful end with a sprinkling of hope, a cool drop on an album that provides the listener with tremendous warmth ("Though I'm goin' goin' / I'll be coming home soon / Long as I can see the light"). A few days after Christmas 1994, not long after completing his first tour of Australia, Hawkins suffered a massive stroke, those years of heroin addiction having caught up to him. Ted Hawkins passed away New Year's Day 1995 at the age of 58.



Herndon Gallery Prepares New Show



Artists work on the upcoming show in the Herndon Gallery "Tag: Territorial Negotiations." The show opens December 11, 2014 and runs until February 13, 2015. The show will feature local street artists who negotiate exhibition space on public turf. Photo credit, Odette Chavez-Mayo '18.

Some Words: A Crossword Puzzle

By Seth Kaplan '15 and
Toni Jonas-Silver '18

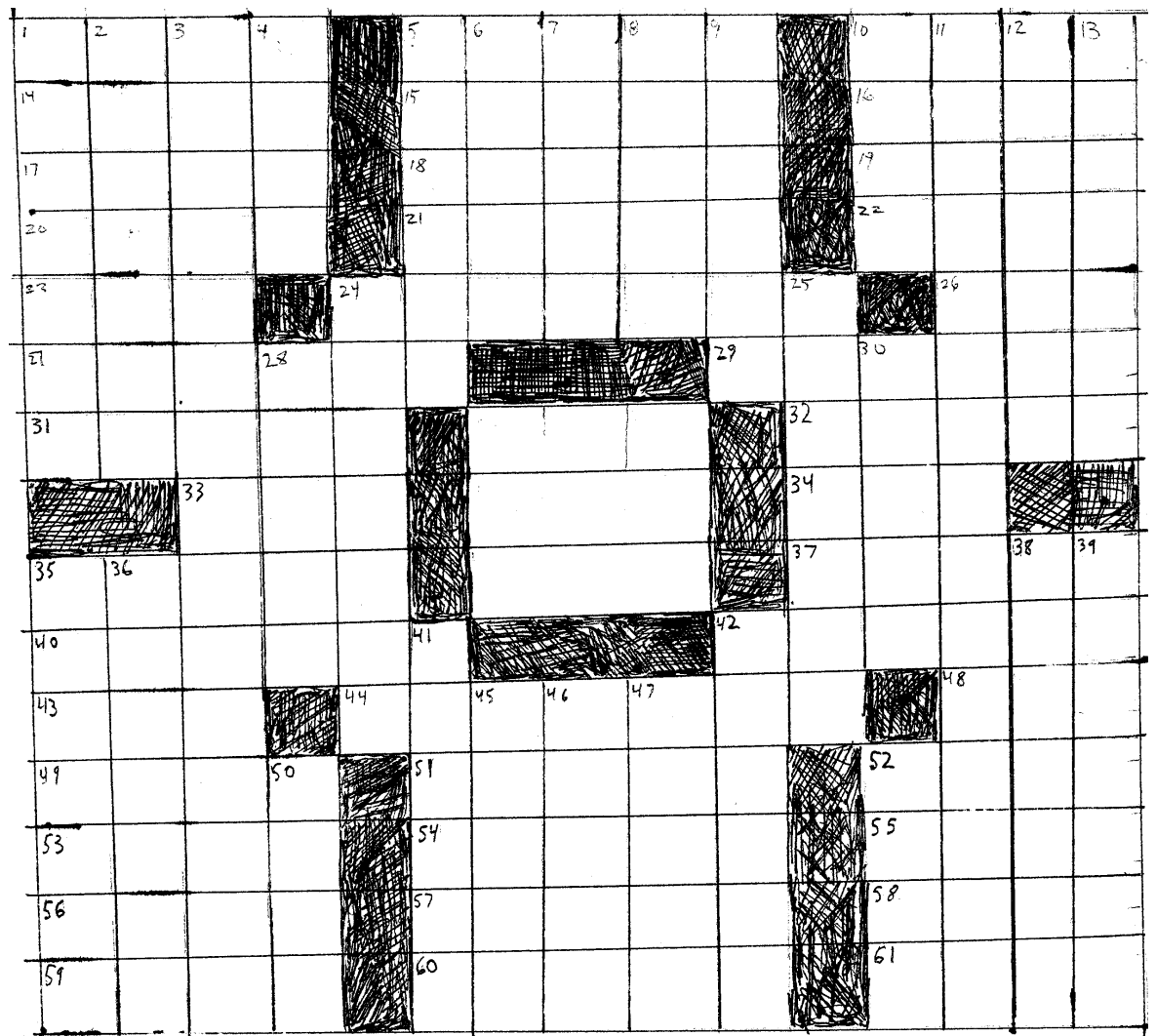
Some words:

1. We are not master-puzzlers (yet)
2. Use google freely
4. Find us if you want help
5. Be cautious and creative in the middle 3x3 square (tic tac toe is always an option)

Across

1. Complete anew
5. ____ your eyes (look away)
10. A place where one might abstain from apple consumption
14. "___ __la?" question posed by 1st-year Spanish student who's unsure of the gender of a noun
15. 16th century bhakti poetess
16. Museal fixture of the NYC art scene
17. "Get out of here!" ("here" being a Spanish-speaking country—perhaps Venezuela?)
18. Incompetent and all thumbs
19. Zoroastrian holy fire
20. Acronym preceding an honest appraisal
21. Brothers of film, with releases in '84, '87, '91, '94, '96, '98, '00, '01, '07, '08, '09, '10 and '13
22. Butt ____
23. "What did I tell you!"
24. LGBTQ-friendly pocket video game device?
26. Elisha of Giants fame's better-known moniker
27. Incense
29. __ _ _ _ prime number? (common google query)
31. Smart
32. Erase in speaking (as a syllable)
33. c ya l8er (textese)

34. Pelt with eggs
35. Duo-polize? (also a type of clam)
37. Legendary being obsessed with pretty stones from Gulliver's Travels and an oft-used search engine
40. Hypothetical catchy lingo for a tagger's activities? (also an anagram for an obscure citrus fruit)
42. The person who is this rolls first in a trad. Settlers of Catan game
43. Antioch's 2nd most powerful decision-making body on which you always wanted to have a seat (abbr.)
44. How Does That ____ ?, 1966 Nancy Sinatra album
48. ____ Sen, Bengali actress of films like Bishh, Gandu, and Cosmic Sex.
49. Alternative to lol / Nelson's catchphrase on the Simpsons
51. Some letters that are palindromic except for the first and last
52. The Boston Institute for Equitable Grazing's acronym
53. A. Lincoln spent much of his youth __ _
54. The quaker man is one of these (see us for the answer)
55. City in Uttar Pradesh and home of the Taj Mahal
56. Poet St. Vincent Millay whose name means "pleasure" in Hebrew
57. This popular Mexican writer's last name (he likes to be called PIT)
58. Frog-ejection sound? (otolaryngologically speaking). BTW otolaryngology is the study of ears nose and throats.
59. "Suzanne" wore them as well as feathers from salvation army, also where



those with riches have been before
60. Half-human, half-goat, in the Greek tradition
61. Predecessor of limited II? (abbr.)

Down:

1. What a struggling writer does again and again
2. Earth, wind or fire
3. 1989 Spike Lee film about racial tensions in Brooklyn, NY. "And that's the truth, ruth"
4. It may be doublestuffed
5. Friends, to Cicero
6. Vitriol
7. ____ eee eeee, 2002 tao lin novel that features a dolphin, a bear, a moose, an alien, three humans, and the president of the united states of america
8. 18, 18, 16, 14, 2, when

translated out of super-secret code (we're sorry)
9. Asian green sometimes served at Antioch and also called spinach mustard
10. An apple on your teacher's desk?
11. When preceded by "Hey man," advice from pal to pal and a slight anagram of 3-down
12. Sent some electrons, as our dear Duffy says
13. Lands beyond the wardrobe (in ancient rome)
24. Stuck keyboard key result
25. Not-so-subtle way of telling your friend that you notice them flirting
28. The "Three Sisters" playwright, to a close friend
30. Grand Duchesses Alexandrovna and Nikolaevna of Russia
35. Changemaker?
36. Feminine counterpart to the home of the

Magic, also, feminine counterpart to actor Bloom who portrayed Legolas
38. Speckled with willows
39. Japanese process of transmogrifying paper into animals and objects
41. People who don't make the "hot" list (ftr, we, your crossword puzzle architects, do not condone any such system of rating people on their perceived "hotness" and are actively against such behaviors)
42. Land where orcs toil and evil does not sleep
45. ____rg.org, source for pirated academic material
46. Ate dust
47. Australian crustacean
50. Carte, mode and "recherche du temps perdu" preceders
52. Middle Eastern god of fertility and final boss in diablo II