



The spring weather brought students outside for a drum circle and stiltwalking at a community bonfire. Shown from left are Perin Ellsworth-Heller '17, Frank Fortino '17, Kelsey Pierson '17, and Darren Gilley, alum and West African Drums instructor. Below on stilts is Hannah Craig '17. Photos by Keeton Byerly '17

Exploring question of grade-optional evaluation system

By Perin Ellsworth-Heller '17

In the not-so-distant past Antioch College functioned on a different model of student evaluation. From the 1960s to its closure in 2008, the institution utilized a grade-optional, personal-narrative based system. Out of curiosity I decided to explore why we aren't currently grade optional and if we might be again at some point.

The first person I talked to about the matter was media professor and Antioch alum Michael Casselli. He was straight to the point saying, "I would prefer to be grade optional, yes. Again, I'm a product of old Antioch. I'm a really strong believer that evaluations, and that kind of exchange, especially if it's constant throughout the quarter, are much more effective." Casselli feels that grade-optional systems are organic and holistic and contribute more to the learning process. At the same time, he

realizes that his opinion differs from many of his colleagues. "I came up in a different time. You know, the idea of having grades is much more ingrained in people in this day and age than it was in my day and age, so I understand where [the desire for grades] is coming from."

The next person I spoke with on the matter was Antioch President Mark Roosevelt. Mark said he was "agnostic" on the matter of grades and evaluation. "I see pluses and minuses with grades, probably a few more pluses," he said. "But I see minuses if you were to not have narrative evaluations as well." Mark said he wasn't here when the decision was made to have grades, but added, "I think I understand what it was based on; which is one, accreditation (though people don't know whether it would or

Continued on page 2

Foreign language program aims for proficiency

By Keegan Smith-Nichols '17

"At Antioch, I can tell I'm learning," said Gwenna Lorenz '17. She made this statement in reference to her Japanese class. "I look back on the previous chapters of the textbook and it amazes me how I actually know and comprehend the material."

She said her sister took a semester of level one Japanese at another school using the same textbook. In a single quarter, Gwenna had learned and mastered everything her sister had in a semester, and then some.

Why are students at Antioch learning more and doing more with languages? The answer lies in how languages are taught, said French professor Cary Campbell. Historically, there are two methods of teaching foreign languages: an achievement based system and a proficiency based system.

"Achievement based learning has students take a certain number of classes where a certain number of topics must be covered," said Cary. But for Antioch faculty, coursework does not equal

proficiency. "We follow a system based on proficiency, which cares much more about what you can do with a language, rather than how much you've covered. Our classroom goal is a functional goal, not a coverage goal."

The focus is not on a topic per class or the number of pages that need to be covered, but rather on being able to converse about a topic in the target language. Assessment includes an oral proficiency interview (OPI), and students may take as many quarters as needed to meet the proficiency standard in their target language.

"You can't fail with this system because you can't fail an OPI," said Gwenna. "You just take as many quarters in the language as needed to meet the fluency standard. And I think that's great, it's a huge relief."

When Sean Allen '17 began studying Spanish at Antioch, he was confused about what was going on. "Within a week or so, however, I found myself making connections to words my

Continued on page 2

Alcohol policy under review at Antioch

By Cole Gentry '17

At the end of Thanksgiving break, with few students still on campus, there were some hard liquor bottles found in the recycling bins. This raised concerns among Community Life staff about the potential abuse of hard liquor and its effect on student safety. After the topic was discussed in Community Meeting, students expressed concern about the alcohol policy itself, saying that limitations on student possession of hard alcohol facilitate clandestine drinking.

"I don't think that it is going to matter if we have a policy or not," said Ashlee Johnson '17. "If students are near alcohol and they want it, then they are more than likely going to drink it regardless [of whether] a policy is in place."

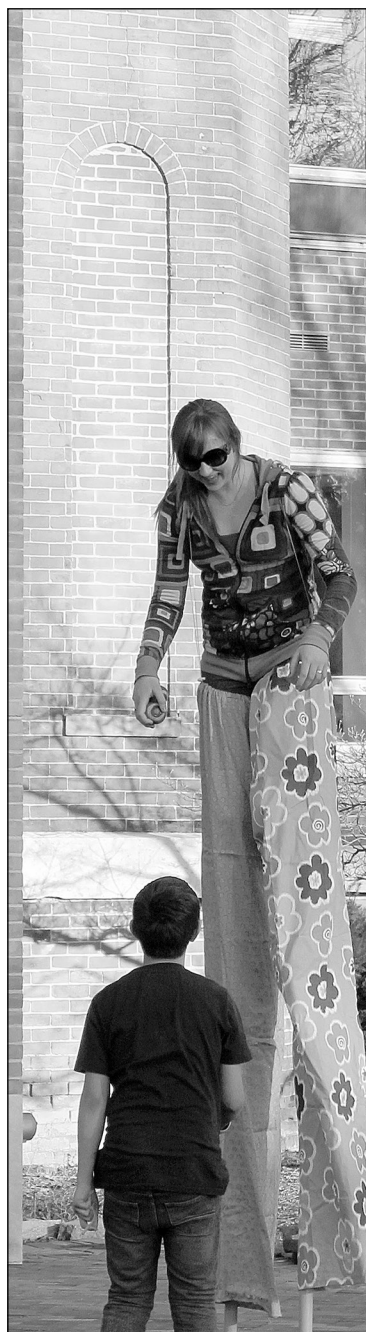
The alcohol policy states that students cannot have hard liquor in their rooms even if that room

is designated as alcohol tolerant. Students are currently able to have a six-pack of beer or one bottle of wine in their alcohol-tolerant rooms. As a result of the concerns expressed during Fall quarter, an Alcohol Policy Task Force was created to examine the current policy and explore the possibility of revising it.

"At this point it's clear that the students are frustrated with the alcohol policy, which is why we pushed to have it revised," said Tatiana Dorff '17, who is on the task force. "There isn't really structural support for students who are of age and choose to drink, and because drinking is taboo—especially for those under 21—people do it in secret, which means they don't necessarily get help when they need it."

The team is now in the research phase of the revision process.

Continued on page 2



Grade optional at Antioch?

Continued from page 1

wouldn't affect that), and two, graduate school. I think in the past when Antioch had been grade optional there was some rumbling that there was difficulty with graduate school."

Mark also went on to say of the current policy that "The process [of reopening Antioch] has been moving so fast, especially in terms of accreditation, that there are some things you can go back and revisit. And this is one thing that the school can revisit. Change is something that's a little harder."

Mark was also able to shed some light on how the process of revisiting the subject might look. "That [the matter of whether or not to return to grade optional] is definitely within the faculty's purview," he said. "Again, the way that goes is that they would make a recommendation which would come to me. And this is of enough moment that I would probably also discuss it with the board."

Hassan Rahmanian, longtime professor of political economy at Antioch, feels strongly about the matter of Antioch being grade optional. As a professor at the old iteration of Antioch, Hassan gained a great deal of experience using narratives as the only form of evaluation.

"The grades basically came into the picture because we had to provide an application for authorization to the state (the Ohio Board of Regents)," he said. "It was easier than explaining the whole [grade optional] thing. Before we had been given the benefit of

the doubt, because we had been doing that for 40 years, so now we have to establish that again with the accreditation process. So there were very pragmatic reasons for why grades were added, and I'm hoping that there are more conversations about this."

Hassan feels that there may be a place for grades. While narrative evaluations are vital to a strong educational process, he believes there are areas where grades seem to be more effective—especially as a tool for summarizing and simplifying reports of student performance. "The dialogue, the interaction between the two [grades and narrative evaluations], I think, informs students better, but at the same time makes comparisons easier."

Hassan is troubled by the fact that many students seem to only be paying attention to their grades, rather than the narrative evaluations, which he believes should take precedence. "When I hear that as soon as students get their grade, they really don't bother to look at the evaluation, that's bothersome to me, because in the past that was the point of attention and conversation," he said. "I think we need to talk about this so students become, in a way, more appreciative of narrative evaluation, and also grades." It's a complicated issue though, and Hassan feels that the matter needs further community discussion.

There are also a variety of opinions about being grade optional among the student body. "I think that two of the major problems with grade optional are that grading, when it's done right, serves to create

accountability and comparability [between students]," said Julia Bates '17. However, she added "You can't really have just one [form of evaluation] and have it tell the whole story."

On the other side of the student spectrum are Frank Fortino '17 and Jessica Steinrueck '17. "I feel like grade optional is helpful for people who obsess over grades and feel like they learn nothing from a letter," Frank said. "Narrative is my preference. But some people feel like grades can provide structure. I think the beauty of a grade optional system is that the people who need grades will keep the grades, and the people who feel it hinders them will get rid of them."

Jessica spoke about the amount of trust that is required for an educational community to be grade optional. "I personally think that grades put a distrust into the community," she said. "We should be striving for trust, and not fear. And if we're able to cultivate that kind of community, it will be apparent what standards we have and where we are. You can tell by the people and the work and the questions that are coming out of the college. You can tell just as well, if not better by those than you can by the G.P.A. of the students."

The topic of Antioch being grade optional is rich, and there are likely to be many conversations about it in the future. There are clearly cases to be made for both having grades and returning to the grade optional model, but the issue is still unresolved and the community will have to decide as a whole in the coming years.

Aiming for Language Proficiency

Continued from page 1

professor would say, or pick up on the phrases said by my classmates or tutors," he said.

He now believes in the value of the proficiency model. "Immersion is the most revolutionary and natural way for students to learn to speak languages," he said.

Cary agreed that the proficiency model of learning can be scary for students, especially for first-time language learners. "They have to give up conscious control of a learning process in a way they don't have to for other courses," he said. "But in the end, students can be confident in knowing the language and knowing about the language."

Neither model of teaching is perfect, said Cary. The proficiency model, for instance, does not begin specifically with a focus on grammar. "Students learn how to order food, but they can't conjugate a verb," he said. "The struggle in the classroom right now is finding a balance between explicit and implicit instruction."

Cary understands the importance of grammar but believes that deep knowledge of grammar takes time. "The proficiency model is a more natural progression to language acquisition, because we're not just teaching to cover things," he said. "It forces students to be creative

with the language."

Tests are structured in a way that allows students to take risks in the language. "When I grade tests, I'm looking to see if students can effectively communicate what they are trying to say, even if it contains errors," said Cary. "This is different from an achievement-based test, which would include me presenting a grammatical principle or vocabulary in class and then expecting mastery for the test."

Immersion is the most revolutionary and natural way for students to learn to speak languages.

—Sean Allen '17

Cary finds proficiency based teaching more enjoyable. "Students have a lot more freedom to be creative, and to me, more creativity is more growth, which is more happiness," he said.

Gwenna is indeed happy with the results she is already seeing.

"What I like most is the clear progress I've had with Japanese," she said. "It's too different from my public high school experience to even begin to compare them. I don't like all the work, of course, but even I realize it's necessary."

Revision of alcohol policy considered

Continued from page 1

Its members are looking into a number of issues, including alcohol-tolerant event registration, how the alcohol will be supplied, disciplinary sanctions, and an educational program covering alcohol-related issues.

The college currently has a Good Samaritan Policy, which states: "In those instances in which a student calls 911 or other College officials for assistance with an intoxicated student, neither the individual calling nor the student in need of assistance will be charged with violations of the policy. No formal judicial action will be taken against the individuals in need or the persons reporting the incident unless the individuals involved demonstrate a repeated lack of care concerning their well-being and the well-being of the campus community or unless the incident results in criminal charges (or

damages to College property)."

The overall goal of the Task Force is to address the concerns students have with the policy and to educate students about how to drink responsibly and handle situations involving people who have had too much to drink. By addressing these issues and concerns the team is trying its best to not only accommodate student concerns, but also to make sure that student safety is a priority.

"We are trying to get the students to match their responsibilities with the freedom that we are going to give them," said Josh Sacco, interim Residence Life Manager and member of the Alcohol Policy Task Force. "For example, we are going to have more education based around drugs and alcohol so the students are able to not only learn, but to be responsible for the actions they take."



Demolition of former dormitory Mills Hall. The dorm was built in 1959. Photo by Richard Hauck '17

Cristian critiques current films

By Cristian Perez '17

Her: 3.5/4

If you've ever seen a Spike Jonze film (*Being John Malkovich*, *Adaptation*, *Where the Wild Things Are*), you know that you are in for a treat. He is one of the most creative writers and visual directors of our time. The premise of *Her* is strange indeed; a man falls for his operating system. But who wouldn't when Scarlett Johansson's unique, yet sexy voice captures the essence of Samantha, the operating system? Joaquin Phoenix is so likeable in the lead role. The audience feels his love, pain, confusion, and lust. And the one thing that most surprised me was that this romance was so believable! There was nothing about this love story that seemed aberrant. Spike Jonze has set the standard for romantic films to come. The only reason I did not give this a 4 out of 4 is because the ending was a bit too quick for me. But don't let that stop you from watching this otherwise perfect film.

Inside Llewyn Davis: 3/4

The Coen brothers are infamous

for their twisted, dark humor as seen in their classics *Fargo*, *The Big Lebowski*, *True Grit*, and *Burn After Reading*. This take on a 60s folk singer trying to make it into the industry is a little bit different. What will challenge viewers is the constant trouble that Llewyn Davis encounters. Halfway through the movie, you realize that his misfortunes are inevitable. The rest of the movie is a show to see how his life could get worse—which it does.

The cinematography is jaw-dropping, the music is hilarious, melancholy, and beautiful, and Oscar Isaac is fantastic as the arrogant Llewyn Davis. But this is not a film for everyone. Coen brother fans will praise this film, while audiences new to their strange humor may not.

The Lego Movie: 4/4

The most extraordinary aspect of *The Lego Movie* is not the spectacular animation, the hilarious dialogue, or the impeccable talent of voices. What makes this stop-motion film so stunning is the powerful themes throughout the story. I don't

think I ever came out of a family-friendly movie feeling so enriched with wisdom. I know that sounds weird saying *The Lego Movie* provided me with wisdom, but once you go see it I promise you will understand.

Saving Mr. Banks: 2.5/4

You would think that this movie would be top-notch, with an impeccable cast that includes Tom Hanks as Walt Disney and the talented Emma Thompson as P.L. Travers, Thomas Newman's delicately composed score, and Walt Disney Studios behind the production of the film. Unfortunately, you'd be mistaken. I felt so disappointed by this film, as I did with John Lee Hancock's previous film, *The Blind Side*. And you may be hating me right now for saying this, but please be open minded. If you've seen the trailer, then you've seen the movie. There is nothing surprising—the most intriguing aspects of the film are all over the trailer—and the acting and story are cliché in many parts. I'm not surprised that this was "snubbed" from the Oscars this year; it just wasn't that good.

Olive Reads: new arrivals in library

By Kevin Mulhall

New arrivals in the library from the librarians who love them.

Duffy: *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* by Derald Wing Sue.

Dr. Sue posits a new theory and framework for non-blatant but oppressive behaviors based on race, gender, and sexuality prejudices. Sue provides a classification system and a five-phase practical model for deconstructing a microaggression experience. This is an important book in both theory and practice for people who want to find new and better ways of living together in peace and justice.

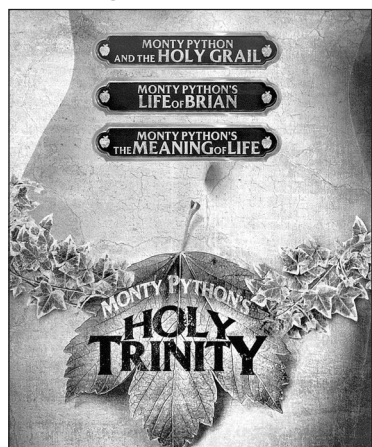
Sandy Coulter: *The Summer Queen* by Joan D. Vinge

First published in 1991, Vinge's cinder block of a book is one of the epics of science fiction literature in the past 25 years. Technically, it is a sequel to *The Snow Queen*, but it functions as a stand-alone novel. Praised for its care in creating well-realized characters and a sweeping milieu, *The Summer Queen* could be your much-needed respite from the latest abuses of this winter.

Jim Kapoun: *Dear White America:*

Letter to a New Minority by Tim Wise

Written in the tone of a personal letter to his fellow white Americans, Wise critiques white racism and white privilege as an institutional force. Challenging the Tea Party driven idea of "taking back the country" to a mythologized past, Wise tries to persuade an anxious, white, soon-to-be minority group that the future of democracy is in embracing multi-culturalism.



Ritch Kerns: *Monty Python's Holy Trinity* by DVD

Relive the halcyon days of British humor with this 6-DVD set of the three Python films, *Monty Python and the Holy Grail*, *Monty Python's Life of Brian*, and *Monty Python's*

The Meaning of Life. Each film has its own accompanying disc of special features. A great primer for the troupe's upcoming reunion.

Kevin Mulhall: *Five Days at Memorial* by Sheri Fink

Trapped by the floodwaters of Hurricane Katrina and surrounded by the sounds of gunshots and chaos, workers and caretakers at Memorial Medical Center endured extreme heat, sleeplessness, fear and anger while forced to make decisions on how people would suffer and how people would die by their hands. *Five Days* is a journalistic exploration of human nature under the microscope of crisis. Essential reading for those cocksure of their moral compass.

Scott Sanders: *Holy Shit: a Brief History of Swearing* by Melissa Mohr

Mohr's rollicking history not only traces the provenance of naughty words but also studies the sacred roots of oaths and swearing, like the kind done on the Bible in court. Learn the dark, secret pasts of words like "larking" and "rantallion" and why the word "fascinating" swells with meaning, so to speak. Solid scholarship, not that anyone really cares.

Dearest Daily



By Nick 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.

Dearest Daily,

Upon coming here I was very hyped for the chance to do a co-op. I found it as a way to be able to travel the world and to see and do new things. Now I find that what I want to do is becoming less of a possibility and more of a fantasy. Still I remain searching.

At the same time when I call my family members from back home my parents are happy and we talk and everything is fine, although I know they miss me terribly. If that wasn't guilt-trip worthy enough, when I call my aunts, uncles, and grandparents, they tell me how absolutely depressed my father is, and also my dogs, whom I love more than anything in the world.

Now, I'm thinking about finding a co-op back in town just to lift my parents' spirits. The thing is, that is not what I wanted. I don't want to go back, and the co-ops that I am looking at back home are not much fun. I know that it is only a matter of time before my parents reach a point of no return (as they have gotten progressively sadder and more distant), but at the same time, I know that if I go back, that it will only make me sad instead, and I fear that I might regret the lost opportunity.

Sincerely,
Whose Sadness is Greater

Dear WSG,

Thank you for sharing your really personal story (I bet this is an experience that many students can attest to at Antioch and beyond).

It sounds like there are two presenting problems here. One very challenging situation is the dismal situation of finding awesome, meaningful and hopefully paying work in an exciting (and or safe) location that makes for a transformative and insightful learning experience. I want to believe that this type of co-op experience is possible. I have friends who graduated from Antioch and talk about their co-ops as truly awesome experiences that taught them so much.

Still, the reality is that the global economy and job market being what they are, your imagined co-op sounds like it might be harder to find. I encourage you to consult your co-op faculty advisor and vigorously seek out some work experiences in places or fields that you're interested in. Seek out some 2015 or 2016 students to find out how they made their first co-ops work. THERE'S HOPE!

The second, perhaps equally unsettling situation is the realization that your parents seem to be experiencing the standard "Empty Nest Syndrome," with 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 more.

I am hesitant to even venture down the path of suggesting that there's one specific way of supporting your family while you're away. The challenge here, though, is that going home for a co-op doesn't entirely solve the problem because it only delays the inevitable: your moving, living, working, co-oping or schooling away from home.

It may, then, be more advantageous to seek out your dream co-op and try to get some quality time in with your family and puppies during the break. I've seen some students choose to start their co-op immediately after the term was over so that they could end their co-op a month before the start of the next term and get some quality time in with their families, but still have a great work experience. Its important to remember that each person's sadness is theirs and we can really only do so much to help a person through it.

Keep your head up,
Daily

Nick Daily is a Resident Life Manager at Antioch College. Please send your questions to "Dearest Daily" at nkdaily@gmail.com.

Blast from the past

by Jay Siegel '64

Fifty years ago, Antioch students joined with students from nearby Wilberforce, Central State College and the Student Nonviolent Coordinating Committee (SNCC) to protest a segregated barbershop in Yellow Springs. The civil rights demonstration on March 14, 1964, closed the main highway through Yellow Springs and resulted in mass arrests. It followed months of repeated attempts to integrate the barbershop owned by Lewis Gegner, who ended up closing the barbershop and moving out of town. It was the first major and violent demonstration by SNCC during the summer of 1964. More documents about the protests are available in Antiochiana and at acre.siegel-memorial.org



Special issue of *The Record* published on March 15, 1964. Photo from acre.siegel-memorial.org

An Antiochian once again

by Richard Hauck '17

Growing up in Cincinnati, Ohio, about an hour drive from Antioch College, Alex Klug never really anticipated the impact that Antioch would have on her.

Alex is a first-year student in the Class of 2017, but this is not the first time she has called herself an Antiochian. Her Antioch experience began in the fall of 2006, but she left at the end of the academic year because of frustrations with the college at that time. That year “was an interesting experience,” she said. “I grew up in a suburb of Cincinnati, so coming from a fairly conservative area to Yellow Springs and Antioch, I was kinda blown away by how different people thought and I was really impressed by it,” she said. “It was quite overwhelming at times, but it was fun. I generally got along with everybody.”

After she left Antioch, she went to Boston with a fellow student who lived across the hall from her. She stayed there for four months working and helping her friend’s father with his art projects. She later went to Washington State before returning to Ohio, where she found work as a community organizer. When Antioch reopened, she jumped at the

opportunity to reapply. “I was so excited,” she said.

She feels the Antioch of today is different than the Antioch she experienced the first time around. “The people at Antioch now are much harder working from what I observe,” she said. There also appears to be more unity among the student body. “There was a divide between the classes” before, she said. Older students felt like the younger ones didn’t know what it meant to be an Antiochian, and they resented the younger classes. However, things were different when she visited the college in 2008 before it closed, “I saw much more unity in that last year between each class,” she said.

The physical plant is also in better shape now. “The buildings are beautiful,” she said, her eyes glittering as she recalled her first visit to North Hall. “They really did a good job” on the renovation, she said. “Even with the farm, you can tell a lot of hard work went into the campus.”

She is clearly glad to be back. When asked why she decided to return to Antioch, her face lit up with a smile. “My heart will always be here at this little school in Ohio,” she said. “It’s because of the people.”



Alex Klug. Photo by Richard Hauck '17.

And there was another reason as well. Being away from Antioch, working out in the world, “I didn’t feel that my education was complete and I didn’t feel personally satisfied no matter where I went or what I did,” said Alex. “Antioch kept resurfacing in my mind.”

Her confidence in the value of an Antioch education is strong. “If any school operating right now can prepare me for work, Antioch can,” she said.

Diversity dialogue

Continued from page 5

dinner with a group of friends. At the end of dinner a friend made a joke about not paying the bill because as a Jewess she shouldn’t have to. I jumped in with a stereotype. I looked at her face and realized how badly I’d hurt her. It was a horrible feeling. That’s when I realized how generalizations about others’ culture matter.

Duffy: I live in a blended and extended family. A murder of a 17-year-old nephew in the ‘hood in Dayton, who I helped raise, and its drama and then the grinding of the 24-month long, two-judge criminal justice system to a surreal verdict certainly was like living through a simultaneous earthquake and hurricane. That is experiential learning in a very real fashion. The College Community (2004) certainly was a place that provided some moments of healing as reality crept in. It helped me through that first phase of grief, denial.

What has been the most challenging aspect of your time at Antioch with regard to issues of cultural competence, diversity and inclusion?

Deanne: The American humanistic psychologist Carl Rogers talks about alienation in the culture and the need to “absolutely listen” to the other. He said, “Empathy can be just a word,

can just mean listening, or it can be an exceedingly intense attempt to capture or understand the inner world of the person you’re dealing with – with all the nuances of feeling and meaning and so on which are real for him or her—not for you but for him or her.” The lack of deep empathy for each other is the hardest part of being at Antioch.

Duffy: That we are made out of imperfect people from all over and expect things to be tidy. Also, always the lack of resources and a human infrastructure that has enough stamina (oh, maybe even that grit word) to stay in place. I think lack of patience while others figure themselves out.

What decade, what issue? Things evolve over time.

What is one suggestion you might have for our community to be more effective, compassionate and inclusive of all?

Deanne: If we could learn to absolutely listen to each other, in the Rogerian sense, we could build a culture of empathy and therefore real community here at Antioch.

Duffy: More Gatorade and less hatorade, some empathy, forgiveness of others and self. A sense of looking on the bright side helps.

If you want to participate in a dialogue about diversity, please email Louise Smith.

Records in *The Record*

by Gaerin Warman-Szovoboda '17

I consider myself a bit of a record collector, most of my collection being CDs I’ve bought used for five bucks or less. The majority of my record collection is made up of CDs that were made before I was born. However, for my first review, I think it’s only right to review a relatively new album.

The Ghetto is Tryna Kill Me is the debut album of an unlikely group called The White Mandingos, released on Fat Beats Records. It’s also the most recent album I’ve purchased brand new, putting fifteen dollars down on it.

Created by music journalist Sacha Jenkins, Bad Brains bassist extraordinaire and hardcore pioneer Darryl Jenifer, and West Coast MC Murs, the album loosely follows the story of Tyrone Jenkins as he navigates life as a young rapper. All of the members of the group are older musicians—Murs, 35, is the youngest—and, as is clear on the album, each has plenty of experience with the music industry.

This jaded group comes together

to create an album incorporating many interesting elements that don’t often overlap: rap, punk, hard rock, and reggae aren’t often packaged together. For many tracks, Jenkins and Jennifer created demos of the instrumentation and sent them to Murs. Murs was challenged with a whole new kind of flow—one that he wasn’t used to—but just a few songs in, you’ll realize Murs was up to the challenge and then some.

The White Mandingos start off their album with a torrent of bass that sounds like it belongs on a hip-hop album that came out 20 years ago, and transitions directly into a classic Bad Brains-esque declaration of “SWAG! SWAG! SWAG!” setting the tone early for the Mandingos’ prevalent sense of humour. From there, Murs doesn’t slow down, taking shots left and right at the music industry: “Warn a Brotha”, (Jay-Z) “King of New York”, (John Mayer) “Wesley Snipes”, and more. These shots are combined with his signature commentary on a number of topics, most prevalently the experience of being a black man in the U.S.

Other tantalizing songs include “I Like You,” which transitions from being a song about relationship drama to a commentary on birth control, and “Too Late.”

The most intriguing song for me is “I Don’t Understand,” though rather overshadowed by the similarly themed “My First White Girl,” which takes a lighter look at stereotypes in mixed race relationships. “I Don’t Understand” pulls no punches, as Murs vents, “I could come I could go as I please / a doorman with my own set of keys... Every word she said about my race seemed like hate to me / Guilty white liberal bullshit, empty empathy...”

Depending on how much time you spend near a record player, it’s quite possible that you’ll spend more time thinking about it than listening to it, although I recommend you do both at once. While you might not consider it nowadays—when you type the band’s name into Bing the first search suggestion is “The White Mandingos file torrent”—spending fifteen dollars on this album is well worth it.

A sustainable approach to preparing food

By Marcel Beffort '17

"The food is amazing!" That is one of the first things any Antioch student would say to a prospective student. Food at Antioch College isn't like the food at most other colleges for two reasons: it tastes good and it's crafted with sustainability in mind.

A recent lunch at Antioch featured a make-your-own sandwich spread that included homemade green-olive bread, a delicious spicy hummus, fresh salad greens, shredded carrots, sliced bell peppers, quinoa, and an array of other ingredients.

The person responsible for making Antioch a standout in the realm of institutional food is Isaac DeLamatre, head of kitchens at Antioch. Isaac has been working in the food service industry for over ten years and has—with the help of a few students and staff—made the food at Antioch what it is today.

Isaac started his culinary career while in high school in 2002 when he began working during the weekends at a small pizza place named Capri in his hometown of Akron, Ohio. Capri Pizza was basically just a kitchen with a few tables and chairs outside.

He discovered at Capri that he loved working in the kitchen. "If you're a hands on learner it's good for you," he said. "It's a different type of mindset and that's what I enjoy—working with my hands." After working at Capri, Isaac



Isaac DeLamatre, head of kitchens. Photo by Keeton Byerly.

continued to work in various restaurant kitchens.

In 2003 he came to Antioch College as a student, but after two quarters decided to withdraw because he wasn't ready for college studies. He spent some time traveling and living in different places, but "used Antioch and Yellow Springs as a base of operation," he said. After a few years, he wanted to spend more time in Yellow Springs and moved back and got a job at the Sunrise Café downtown. He worked there for three years until Antioch called, once again.

When Antioch reopened so did jobs, including those related to food preparation. "Anyone who has ever been a part of Antioch has some idea of how they want it to be, and of course I had it as well,

and it had to do with food," said Isaac. At first, Isaac just consulted, but once the program started to develop he was encouraged to apply for the job as head of kitchens.

He got the job—and has been building the food program at Antioch ever since. Isaac designed the food program with sustainability in mind. He used as many local organic ingredients as possible, and for the ingredients he couldn't get locally, he would try to use at least organic products.

Isaac's ideas about food come from "years of extensive analysis of the food system as it exists today," he said. He believes the food system is defective in many ways, from how it's produced to how food is packaged and distributed. Conventional

agricultural practices harm the environment by draining the soil of nutrients and polluting the soil and aquifer with herbicides and pesticides. There are also significant environmental problems associated with large-scale feedlots, or concentrated animal feeding operations (CAFO).

Humans have been farming organically for almost 10,000 years, said Isaac, noting that it's only been in recent history that the shift toward non-organic alternatives has taken place. People historically did not eat meat every day, but that's changed. The increasing demand for meat has created the need for large-scale farming to produce feed for the animals as well as the increase in CAFOs.

Isaac believes that we need return to the old system of small organic farms. To do that "we need to create a situation in which it's economically viable to be a small farmer," he said. That's one reason he tries to buy food produced by local farmers. Produce and animals from the Antioch Farm are also used in the kitchen. Last quarter, for instance, the kitchen served a dish using lamb raised on

the farm.

The problems with the food production system in this country seem endless and Isaac admits that when he first started to research the issue of sustainable food production, he was mostly just angry and frustrated. But now, he says, "I'm no longer acting out of anger. I'm acting out responsibility and love. It's a much better way to get things done. Going around chucking bombs doesn't achieve as much as creating a sustainable food program."

Isaac believes that the next step in the process of making the food system at Antioch, and elsewhere, more sustainable is education. He wants to get students engaged in exploring the issue and learning about food through research and hands-on experience (i.e., working on the Antioch Farm). He would like to see the Antioch Farm expand and more student involvement in its operation. That would provide a lot of learning opportunities, not just for students but for the whole community. The goal he says is to "produce as much as we can organically and on our own."



Focus on diversity turns inward

by Nicolas Daily

In an effort to respond to the November 2013 visit of the Higher Learning Commission's site team, the Antioch College Diversity Committee is conducting its own "self-study" as a partner document to the self-study completed last August. The purpose of the study is to assess the diversity and inclusion efforts on campus in the academic, co-curricular and campus-wide realms.

The survey will use prompts that respondents can answer based on a five-point Likert style scale with 1 being "Strongly Disagree" and 5 being "Strongly Agree." There will also be opportunities to make qualitative statements regarding curriculum, trainings, and the college as a whole. Some statements include: "I feel that academic curriculum should include more diverse perspectives and voices" and "I feel that I

belong at Antioch College."

Diversity Committee member Josh Scacco said "this is an important step in talking about diversity at Antioch in an authentic manner that is realistic in both what we do well and what we can do better in terms of inclusion." He also said that this is a great way to address some of our stated goals of "diversity in all of its manifestations" and "new and better ways" to live and learn together.

Receiving a great deal of attention after the "Giving Tuesday" contest in December, Diversity Committee is an ad-hoc committee of students, staff and faculty with power under ComCil. Diversity Committee, formerly Diversity Group, was started by student initiative after students recognized a lapse in spaces for them to affect change—particularly around diversity and

inclusion. Now in its second year, Diversity Committee is working on several projects including: the Diversity & Inclusion Self-Study; Campus-Wide Dialogue workshops and the hiring process for the new director of the Coretta Scott King Center for Cultural and Intellectual Freedom.

The self-study is currently going through one of Antioch's newest processes: the Institutional Review Board, or IRB. The IRB is a five-member board of faculty and staff that ensures "that the welfare, rights and privacy of all human participants in research at Antioch College are consistently maintained," as stated in the IRB Policy. The Diversity Committee hopes to have the questionnaire live at the start of next term.

For questions or comments regarding the self-study, please contact Nick Daily at ndaily@antiochcollege.org.

Close call with a deer

By Richard Hauck '17

It was a bitter February night, a dark night of the new moon. Alex Rolland, Alex Troeller, and I were on our way back from skiing at Mad River Mountain, driving south on U.S. 68. As we neared Yellow Springs, I saw the outline of an animal ahead and then as we got closer. I saw a whole herd of deer crossing the road.

By the time we reached the deer, most had already crossed to other side of the road. One deer, however, remained, standing there as if deciding whether to cross the road. Alex Rolland was in the process of going around this deer when it suddenly started running in the direction its pack had gone. The next thing we felt was the impact of the car meeting the deer. The hood crinkled and the body of the deer flew through the air like a rag doll, doing a flip like you see divers in the Olympics doing. It smacked to the ground, but we kept driving as a wave of shock hit us all.

The next day Alex and I went back to assess the damage to the deer and retrieve a VW ornament. Cruising up to the scene, we could

see that the deer was obviously dead. We took a few photos and paced the distance from the car debris to the body of the deer. We deducted it had flown about 90 feet.

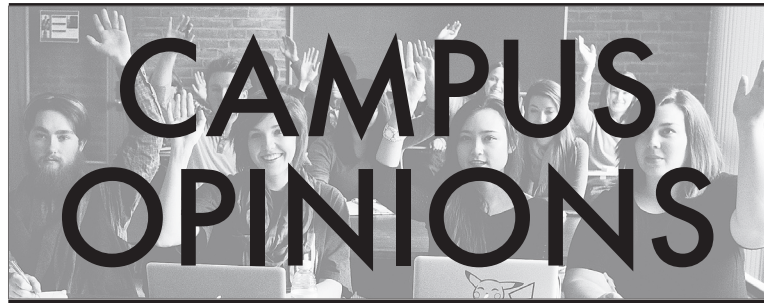
I later learned how fortunate we were to have escaped from our encounter with the deer unharmed. According to the Insurance Institute for Highway Safety, 200 people in the United States die each year from deer related crashes.

Here are a few tips from the State Farm Insurance company about what to do when you encounter deer while driving.

If you see a deer in the road, don't try to take evasive actions to avoid it; the deer might just run into your car, you might swerve into the other lane of oncoming traffic, or you may swerve off of the road and hit something like a tree. The proper procedure is to put both hands on the wheel and apply the brakes to come to a complete controlled stop.

If hitting the deer is unavoidable, try your best to slow the car down.

Continued on page 8



The Record, moving forward

As the staff of a developing newspaper, we have been working to find a balance between content and quality. We've received a lot of feedback about how we might improve in the future, and we welcome any more feedback we might receive. If you do have thoughts to share with us, please do not hesitate to email *The Record* with concerns and suggestions.

As the quarter draws to a close, we'd like to thank Community Life for funding *The Record* as it re-establishes itself. We hope to continue growing in tandem with the revival of the college. *The Record* will require the continued support of the community if it is to thrive. We look forward to the hiring of an official editor in coming weeks. *The Record* must go on!

—*The Antioch Record Staff*

Immature dialogue unproductive

By Alex Malangoni '16

I originally thought about writing this column about the various conflicting viewpoints that my fellow Antiochians seem to have about basic issues. I am, of course, still writing about this, but in a drastically different way than I originally intended. We as a community need to get some things straight.

Understandably, many of you are probably reading this column wondering which "side" of this culture clash I will come down on. You will probably be disappointed as I really don't believe that the clash has any "side" that I actually agree with.

I'm not even going to dignify the idea of "female privilege" with a response. In the same vein, white privilege is something that needs to be recognized in order for one

to have a productive conversation. This does not mean that we should be anonymously posting out-of-context documents on the walls of Birch Hall essentially claiming that heterosexual white people need to sit down and shut up when we approach conversations about social justice.

Sadly, I've seen far too many angry discussions on Facebook over the past two months for this to be something I avoid addressing. Antiochians, as a community, seem to be hiding behind the veneer of righteous anger as an excuse to be rude. The lack of maturity on the issues being discussed indicates to me that holding a pow-wow in community meeting isn't going to solve anything, and until we decide that we should try actually educating ourselves, our community is going to continue being dysfunctional.

The Antioch Record Staff

Marcel Beffort '17: Staff Writer, Proofreader

Perin Ellsworth-Heller '17: Staff Writer, Copy Editor, Proofreader

Jane Foreman '17: Staff Writer, Copy Editor, Layout and Design

Cole Gentry '17: Staff Writer, Proofreader, Photo Editor

Richard Hauck '17: Staff Writer, Proofreader, Photographer

Keegan Smith-Nichols '17: Staff Writer, Copy Editor, Layout and Design, Proofreader

Our Mission

The Antioch Record is the newspaper of, by, and for the Antioch College community. We continue the legacy of independent student-run publications at Antioch and are dedicated to serving as an accurate record of community life. We hope to promote informed dialogue, social engagement, and community action.

Passion for printing using up trees

by Selena Wilkinson '17

Last month, between February 1 and February 21, 68,000 pages were printed in our beloved Olive Kettering Library. That's 3,400 pages per day. With approximately 200 people (students, faculty and staff) on campus, that's 340 pages printed per person in the first 20 days of February alone! And these stats aren't even including the printers in South, the Writing Institute, or personal printer usage in student dorms.

According to conserveatree.org, one tree makes approximately 8,333.3 sheets of paper, so our community used up a little more than eight trees during those three weeks in February.

This feels unacceptable. Other students have reacted to these statistics with such statements as "That's loco!" and "Our printing situation is messed up!"

So let's fix it, together.

We talk a big game here at Antioch about sustainability and our commitment to creating "new and better ways of living," but we need to start applying this to everything—even our paper usage

habits.

We all know that recycling is a good alternative to putting our used readings in the garbage, but not using this much paper in the first place is an even better choice. When you recycle something, it does indeed get turned into another thing (in this case, more paper) some time down the road. But making paper out of paper involves a process that utilizes both a lot of water and a lot of bleach. It is definitely good for the environment to recycle instead of landfill, but it is even better for the environment to stop printing so much!

The obvious alternative seems to be reading directly in Canvas or Dropbox, but I personally hate reading on computer screens. It's distracting and I find myself with chronic headaches. So, how do we use fewer trees *and* not increase the amount of screentime? How do we really make our education sustainable all the way down to the way we are consuming our assigned readings?

Perhaps sharing is the answer. Making a community copy of readings and placing them in a

designated common area (the library, Pennell, or somewhere else) may be a good place to start. Checking this common area before printing our own copies of readings would discourage everyone from printing out their own, and may even help build community.

It has also become trendy to print out entire textbooks on the library printer, and we need to cut that out. Printing double-sided or in booklet format and borrowing from friends is always a good idea. If we begin taking notes on our computers, tablets or in our personal notebooks instead of directly on our readings, our friends can use them after us. Or, if you don't mind it as much as I do, simply read on your computer.

In any case, our printing is out of hand. We need to apply our community-wide mindfulness practice and commitment to sustainability to our paper usage. So please, the next time you press control/command+P, think about the 68,000 pieces of paper our community used, and the eight trees we could've saved if we hadn't pressed enter.

All voices deserve to be heard

by Tymber Compher '17

Here at Antioch, we are lucky enough to have the privilege of expressing our beliefs and values. We have the ability to stand up for what we believe in and become passionate for the causes that strike our fancy or something that truly pulls our heartstrings.

At Antioch, as a young woman, I recognize the importance of this and it excites me that this college can give me the means to create social change for the causes that I believe in. In fact, this is why I chose to come to Antioch in the first place. However, I have found that sometimes it is a little difficult to express our own views.

In all honesty, I have found that I am more afraid to speak up here. When one person's or group of people's beliefs begin to infringe on the rights of others, this no longer becomes a cause. It is now oppression. I realize that this may be a strong claim, but I have been here on campus long enough and have talked to enough people that I can safely say that many people on this campus are extremely uncomfortable expressing themselves because they do not

wish to offend others. Yes, some things should not be said, but when it becomes the norm that no one is allowed to speak their mind, this is no longer a discussion over whether a comment is offensive or not. It becomes an issue of one group dominating all others.

This campus is full of feminists; in no way do I wish to offend or anger anyone on campus. In fact, I actually agree with many of the sentiments that the feminist group supports. I myself identify as female, and I sympathize with a lot of people out there. I agree that women need more of a voice and that in many ways, women are underestimated and are discriminated against due to the kind of society that we live in.

However, I do not believe that it is right to take away other's rights in order to promote the self-interest of another ideology. This is where Menism comes in.

Women at a young age are exposed to discrimination. Everyone does it without thinking. Maybe you have told a four-year old girl she is pretty. Surrounded by emphases on beauty, women grow up in a world that sexualizes them, and

oppresses them in this way. On the other hand, men are told they need to be strong, that they cannot cry, and that they must take care of poor, submissive women.

Men are oppressed too, because society portrays them as evil, unemotional, and superior over women. This is a stereotype. At Antioch, we are supposed to deviate from the stereotype, not add to it. Whenever a white male opens his mouth to speak, the tendency here is to shut him down because he represents "white privilege." Antioch also stresses diversity. If we hear the same opinions over and over again, how is this diversity?

I am a woman. I love that I can be represented. I enjoy this right as a human being. Men, especially white males, do not. Maybe people think that since in society men have all the power that Antioch should be different, but I think that it should be everyone has the right to be equal. If there is feminism, why not menism? I am a woman, so I can talk about men's rights. I will not be ostracized like a male would be if he wrote an article like this one. So, how is that equality?

Talking diversity with Deanne and Duffy

by Louise Smith

Recently in our weekly Diversity Committee meeting (Tuesdays at 12:30 p.m., in the library), we talked about a column in *The Record* devoted to dialogues about experiences of diversity at Antioch. This issue's offerings are from Psychology faculty member Deanne Bell and Steve Duffy, alum and staff member at the Olive Kettering Library.

How do you see diversity playing a part in your work or education here at Antioch?

Deanne: I don't know of a better feeling, a more binding one, when people feel understood, truly seen, by each other. When we create a culture of understanding, when we really start to see each other here at Antioch, our diverse ways of being will thrive. Teaching and learning will become more vibrant because there will be less defensive layers in our way.

Duffy: I guess diversity is the buzzword that most folks are using nowadays. I don't know if that word resonates wonderfully with my internal self.

It is interesting that you ask about the part of me that is at work and not me as a whole. We all come from different home

bases and life experiences and bring our psychological baggage to campus with us. That also makes us deliciously human. Maybe attempting understanding differences or where one is "coming from" or wanting to head is something that makes more sense to me and learning to enjoy those differences and the journeys, whenever possible.

I appreciate the college for the great place that it is—a self-perfecting piece of imperfection that has moments of idyllic and utopian sequestration and some moments of outside world



Duffy at the circ desk. Photo by Jane Foreman '17

experience. I can look back at four decades and see repeating attempts at looking at the dynamics of sex,

race and class and how those tie into what we would aim for as social justice.

I always like a choir metaphor. The best choirs have many voices with



Deanne Bell. Antioch file photo.

many ranges. And as for myself, let me sing in the car on the commute between here and the 'hood. I reserve the right to join the choir as I wish.

What has been the most transformative experience you have had in understanding someone who has different beliefs, cultural roots, or point of origin than yourself?

Deanne: I remember being out at

Continued on page 6

A primer—

Breaking down feminist jargon

by Selena Wilkinson '17

Recently, there has been a lot of talk on this campus, and in this paper especially, regarding social justice. Unfortunately, both in the articles and conversations I have heard on campus, there has been a misunderstanding and misuse of key terminology employed within feminist and social justice discourse.

I would like to take a moment to clarify some popular jargon that might mean something *totally different* than what you are currently using it to signify, and may even differ from the formal dictionary definition!

So here goes:

Womyn: An alternate spelling for women/woman which rejects the words men/man.

Institutionalized/Systemic: Most often used in reference to oppression, the institutionalization of ideologies means that beliefs like the superiority of men, white people, and rich people have been ingrained in cultural systems. These systems include the educational, healthcare and criminal justice systems, the economic market, and every other form of infrastructure as well as our own cultural beliefs.

These beliefs are instilled in us by media and interaction with infrastructure from birth. They are inside of and surrounding us *all the time*. Systemic refers to the presence of problematic beliefs in our societal systems.

Examples of systemic/institutionalized oppression include: income inequality (womyn earning less than men, people of color earning less than both white men and womyn), and the overrepresentation of black and brown people in the prison system.

Oppression: Basically, it means the long-term mistreatment of one group, usually the minority, by another group, usually the majority. But it is so much more than that, because it is *institutionalized* (see above). This means ideological domination, over-represented violence towards the marginalized group, and all around horribleness from the oppressors onto the oppressed.

Everyone experiences bad things

under oppressive systems, like strict gender roles, but systemic oppression can *only* be the oppression of one group by another. "Reverse racism" and "menism" or the supposed oppression of white people and men, respectively, can be examples of circumstantial prejudice in our society but never of oppression.

Privilege: The flipside of oppression. If I belong to the dominant group in any kind of systemic oppression, than I have privilege. For example, I am a white person in a culture with institutionalized white supremacy, so I have enormous amounts of white privilege, regardless of my other identities.

Having this kind of privilege means that I do not and can never experience life as a person of color. It has formed my thought processes and interaction with the world through the lens of being a white person. I also experience privilege because of my ability to pass publicly as heterosexual and because my gender identity matches the sex I was assigned at birth (this is called being "cisgender").

However, I am a womyn and I experience systemic oppression because of that. Almost everyone experiences both oppression and privilege of some kind, the exception being heterosexual, white, middle or upper-class cisgender men, who have been born into having every upper hand possible. This in no way excludes them from social justice discourse, but privilege is a real thing that needs to be recognized and analyzed constantly.

Microaggressions: Commonly used verbal, behavioral and environmental displays that, whether intentional or unintentional, communicate hostile or negative beliefs about marginalized groups. They can manifest as anything from rape jokes to the semantics with which white folks discuss people of color to the act of walking around topless in common areas of your dormitory.

These displays are usually what people are referring to when they ask you to "check your privilege" because they are things that privileged people often do not understand to be problematic.

My North Pole co-op with Santa

by Tatiana Dorff '17

Alas, I am at the end of my first two quarters here at Antioch College and it would seem that it's almost time to leave for co-op. While my classmates are discussing their exciting positions working on organic mung bean farms in Hawaii or as baristas at cafés in Belgium, I have opted for a longer winter in the North Pole. It's unclear as to whether or not I officially obtained a position as an intern in Santa's workshop, because the only way that I can communicate with the staff is to either go there myself or to write Santa a note on Christmas Eve. Clearly, the latter option is not a viable one.

Before I go on, let me first say that I do not support the frenzy that surrounds Christmas. The incessant commercials, the lights everywhere, and—back in my day—the non-stop playing of *Love Actually* in the neighborhood Hollywood Video. (Disclaimer, I do love *Love Actually* despite the fact that Emma Thompson is the only female character with a personality and she gets

cheated on for it). No, I in fact used to detest Christmas and receiving presents; I found the whole process extremely overwhelming. Now and then I get dragged to Midnight Mass with my aunt who's convinced she's still Catholic, but other than that I remain detached from the religious implications of the holiday. I am simply curious about the inner working of Santa's workshop and the rights of the elves who work there.

Many are shocked when they hear of my plans for co-op. "But Christmas just ended!" exclaimed Selena Wilkinson '17. Yes, it does feel that way. However, I am told that these spring months are of the utmost importance to the North Pole community at large. There are ice rinks to touch up and reindeer to be born! Not to mention that snow people don't make themselves—which seems to be a major flaw in their evolutionary design.

After my final exam, I shall depart from here and make my way towards the Upper Peninsula of Michigan, where I will catch an

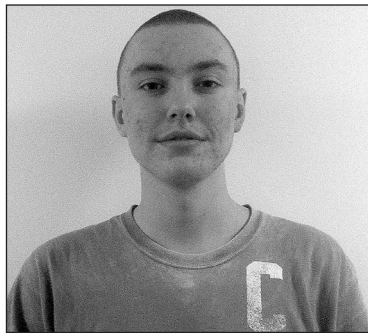
express train. According to my ticket, it could take anywhere from eight hours to ten days for me to arrive at the North Pole, depending on how many countries we stop in first. Once I arrive in the North Pole, I plan to find some sort of official who can instruct me further on how to apply for a position as an intern. If all else fails, I will at least try to steal back my letters from Christmas Eves past so that my journey was not all for naught.

Do you have something to say? Is there a problem on campus you would like to address or an idea you would like to share? Have an objection or a correction to something printed?

MAKE YOUR VOICE HEARD!

Write a letter to *The Record*—500 words or less—and send it via email to: therecord@antiochcollege.org

Gaerin on Gaerin



By Gaerin Warman-Szovoboda '17

Hello friend,

If I may ask (and of course I can), do you smell it? That smell, the kind of smelly smell, a smelly smell that smells ... smelly? Why yes, it's spring!

Now this means different things for different people—allergies, exercise, long walks on the beach, and rabbit season, just to name a few. But for us first years, it means one thing: our first co-op. This can cause a lot of anxiety, but don't you worry, little ones, Gaerin's gonna guide you through this.

Now you might be saying, Gaerin, aren't you a first-year student? How could you possibly offer any guidance on the co-op experience? Oh how naïve you are, dear reader, but fear not, information is incoming.

First things first: adaptability. Adaptability applies to every aspect of the co-op experience, and I recommend reading *On the Origin of Species* over the two-week break preceding co-op. But adaptability is not all about monkeys and finches, you see. It's about every waking moment of your co-op experience! In particular—I'd like to point out—it's about housing.

Now we can't all be like me I realize, possessing a comfortably outfitted chalet within 15 minutes by helicopter of every inch of the United States. But fear not, I've not always been so fortunate. Why, in my younger days, I condensed a

few millennia of adaptation into a month spent living with a giant anthropomorphized milkshake, case of fries, and what I could only describe as a funny sounding wad of meat. While this may have been a daunting challenge at first, I learned to cope with it, adapting accordingly, and you will too.

Another place where adaptation is important is in routine. Now I love my daily 25-hour nap as much as the next Gaerin, but that's not always an option when you're working in one of Wyoming's finest gulags. No, when you're working on the clock, you have to adapt to a strict schedule unlike the 26-hour-a-day party fest that is college. In order to succeed on co-op, you'll have to adapt to managing your time to the second, so much so that it'll become second nature, or else you're not gonna have a second co-op. Thankfully, with the new mail order Gaerin Brand Daily Calendar, all time issues will be resolved, and you'll be on your game 27/7.

Last but certainly not least, on your co-op journey, is perhaps the most critical adaptation of them all. According to the ancient texts I pour over in my free time, on the 5th of May, 2014, what will likely become this world's most storied day arrives. That's right: Swimdome Come. According to my Ancient Ohioan calendar, that is the day when a great flood shall overtake the Earth, and we will face the most challenging adaptation of them all: becoming amphibious.

All this and more awaits you on your co-op experience. But fear not first years, we shall meet again in June. In the meantime and in between time, remember to leave placing two colons in one paragraph to the professionals. Until the next tantalizing installment, I bid you adieu.

Close call with a deer

Continued from page 3

Do not speed up. If you hit a deer and it is still alive, do not try to move it because it can wound you. If that happens, it will be the deer and you lying in the road. Move your car if possible and turn on the emergency lights, then call the police. When the officer gets there, you will most likely need to fill out an accident report, which will help you with the insurance company. If the deer is dead and in the middle of the road, move it

so others won't hit it.

Before you leave the site, assess the damage to your car. If the car is leaking fluid, smoking, or overheating, turn the car off and call a tow truck. Your safety should be the number one priority.

Venison is delicious, so if you want to take the carcass with you to butcher and eat later, you must obtain a permit from a law enforcement officer. The responding officer can provide that if needed.

A word search—

Antioch Buzzwords

by Maya Canaztuj '17

Here is a selection of some common words heard on campus and even seen on t-shirts and promotional materials alike. Can you find them all?

Antioch College

C L E V V R A A Z Y E D O E V D F E L P O T E N T I A L A W E S O M E
 Q R L X A X M S T K E W C Y E D N S A F D Y K R N N O I S S A P V L P
 U U E A T A E I P N A N Q T J G S D M C E Z Z A Y L Y K J T M H C M S
 A Z J A Z E V W V I A L A F A U V I R G T O K Y X O P N A B F W R F G
 L D V I T I N I H R R C E G V E M D E C C Y N R N G G D K R Z F T E Z
 I Z N K T I R S E R I A E N N K I B H O E G M A W C A L F P J N A G D
 T G A I E O V V I D E M T T O V P R T U N M E N J U O V V J M J N L Y
 Y F S D N C E I E V E L U I E S P A O R N N S O E I R E D A R A M A C
 A O R M C S A D T N E R H R O Y V L E A O G N I T A V I T O M B D F F
 P E E I R U H Q T Y E O S N R N F O G G C E E T I S J M G A B B A U S
 G N L E E C L P Z Z P E U E H L A S U E T R T U W K X U U O C M N Y I
 T V P I O N J T K E K F V C F A I L M O G U N L P E Q U A L I T Y H I
 G Y Z I H F D R U H D E N T I Q L D Z U J M I O E H X U V L U Z X I C
 M N T Q Z W I S I R L G R O W T H T B S J W N V R Y M S Y W L L L P X
 W N I L U R H R Q C E P H E H N E Q Q L Y C G E S W A A F Y Z M Z S Q
 A F G D E Q Z T O M J U C O K N A P S I J T C R P W X U D O R D R T Q
 R W K V N A B A R J Y D O X T O T C E P S E R C E F A R M I N G Y E R
 A S Y I H A R K X O V G M T D I E L S C D L M B C W W U Q A W I M R H
 Z R Y U O S T N F E W R M T O T S U O I C A N E T P K V B H B W E J S
 P B O R W D T S I S X I U W N A F G K O A Y P C I G G G W B I H L A R
 W D Y S O A H C R N I T N T S V M Y N H C P Z I V X R K E G G U I V H
 O L M T M T E T C E G Q I E M I K Y Q I X Z Y L E J C K G T T M I A Z
 C P E N I V C R N A D D T H R T O U O L G T A S P W F T W H O A E L X
 R I E H E S E I W V O N Y R W O I U G U A N E T A M I T N I S N R Z I
 J E T I O A O Q V H B Q U T I M T I O P J P E T I J Z N R V O I D J N
 H O L S T R O I T K B N R N G O U M Q B S U P L N I D J H H S T E V W
 E E R I E W A I R M O P E N B Y O K P Z C I L O L E M O H U D Y V Z V
 B Q V B I J N C X U Q R I C X Q C D Q F H Z K G M A P G O T X O L B M
 U E Z E L L A P E T C N X G I Q J D V R P T L S S M H R G S I A O M S
 T L B S W X L M G H U U W A J T F R I E N D S H I P O C N O Y A V F J
 B Y K Y J Y X L E C E T F I O R S R O N J X Y U Q G K E Z P P T N T Q
 Q R R R K C O N V E R S A T I O N U U Z D A L X I J E V R M O V I P G
 M H T I O E W Z Y E R K K A V I Z O J Y L T Y R E R J Y V O H D Q N X
 C V I U X O E H D P Y S F R Z Z F K Z P X E M E G F Z V Z C U Y L X U
 Q N I M M O Q M X D R H Y W E D A L P S V J Z H X Y X P A S O J C R F

ADVENTURE	CULTURE	GRIT	PASSION
AMAZING	CURIOSITY	GROWTH	PERSEVERANCE
ANTIOCH	DEDICATED	HIPSTER	PERSPECTIVE
ASPIRATIONAL	DIVERSE	HOME	POSITIVITY
AWESOME	ENGAGEMENT	HOPE	POTENTIAL
BELIEVE	ENVIRONMENT	HORACE	QUALITY
CAMARADERIE	EQUALITY	HUMANITY	RESPECT
CHALLENGING	EXTENSIVE	INTENSE	REVOLUTIONARY
CHAOS	FAMILY	INTIMATE	RIGOROUS
CLEVER	FARMING	INVOLVED	SOLAR
COMMUNITY	FOOD	JUSTICE	TENACIOUS
COMPOST	FRENZY	KALE	UNDERSTANDING
CONNECTED	FRIENDS	LEARNING	UNITY
CONVERSATION	FRIENDSHIP	MAJESTIC	VICTORY
COURAGEOUS	FUN	MOTIVATING	WIT
CREATIVE	GEOHERMAL	MOTIVATION	WORTHWHILE
CREATIVITY	GREEN	OPEN	