

Bright lights, big city



An unidentified Ravine Hall resident was rushed to Meadville Medical Center last Thursday after collapsing outside of the hall. *The Campus* was unable to contact the student to find the exact cause of the emergency.

—photo by Ben Wyrick

Interdisciplinary courses provide career skills

By ROBERT HARTMAN
News Editor

Traditionally, Allegheny College has emphasized an academic program with strong departmental majors. This tendency, in reaction to developments in academia, has received some revision in recent years at the college.

"The academic world is in transition between categories represented by traditional categories and new ways of learning represented by interdisciplinary investigation," said Professor of Philosophy Bill Bywater.

Associate Professor of English David Miller also recognized this transition in the academic world, noting that while a curriculum which emphasizes strong departmental majors is not necessarily exclusive of interdisciplinary programs, major departments will have to gain flexibility.

"Freeing up faculty members to teach these interdisciplinary programs loosens departmental structure," Miller said. "The notion of a strong major has to give, but [interdisciplinary programs] are not meant to challenge the structure here, rather, the major and interdisciplinary programs are actually supportive."

In addition to promoting a healthy relationship across departmental boundaries, the interdisciplinary

programs provide faculty members with an opportunity to broaden their own horizons.

"This is exciting for faculty members because it allows us to make connections in a different way than we were brought up learning," Bywater said. "It's a big help in terms of the future ways knowledge is constructed."

Professor of Political Science Giles Wayland-Smith stressed the great opportunity of working closely with a colleague in another division. Wayland-Smith teaches a course with Associate Professor of English Laura Quinn on the literature and politics of South Africa in addition to coordinating the Latin American and Caribbean studies program.

"I find it a wonderful experience to meld and discuss these issues of pedagogy with someone I deeply respect and admire," Wayland-Smith said. "In general I find it very creative and generative of thinking in a new way about a question or issue."

The move toward an integrated notion of learning is not limited merely to the academic world, however. Many faculty members stressed the importance of interdisciplinary thought in the career world. Associate Professor of English Ben Slotte stressed the ability to synthesize—a key element of interdisciplinary study—as an equally important asset for graduates in the "real" world.

"What student is required to do [in interdisciplinary courses] is very much what s/he is required to do in a career—synthesize disparate assumptions and information into a

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Web classrooms provide window for learning

By PATTY McGRAIL &
ROXANNE SCALA
Assistant News Editors

Allegheny's Henderson Auditorium hosted Allistair B. Fraser, professor of meteorology at Pennsylvania State University on Friday, Oct. 2. Fraser is a strong advocate of Web-use in the classroom. His speech, entitled "The Web: a classroom sans Walls," attracted 25 listeners, including many Allegheny professors.

Fraser, also a workshop instructor for Syllabus Inc., a group which promotes the use of technology in the classroom, has been using the Web to clear up all of the "bad science" which has accumulated over the years due to faulty physical demonstrations. He believes using precise models and demonstrations, which are available on the Web, will eliminate scientific mistakes and misconceptions.

"The things we teach depend on the technology at our disposal," Fraser said. "With the Web, I am

Trend of decreasing library hours worries student body

By CHRIS YANSICK
News Reporter

Even Cinderella had until midnight, but apparently Allegheny students do not. Over the past two years the library hours have been reduced an average of an hour a day, from 95 hours in the 1996-97 academic year to a mere 88 hours a week. These hours have been debated among students, faculty, Allegheny Student Government (ASG) and the library staff—who are perhaps the most concerned about the situation.

Connie Thorson, director of Pelletier Library, explained, "We are always concerned with the students and what's best for them. However, we just don't have the resources in the budget to extend hours without cutting back in other library services."

The main issue is staffing. Over the past three years three staff positions have been cut, and as a result the service hours have suffered. Thorson commented, "When I arrived three years ago, I asked for additional staff, and instead of more employees, I had some cut. Everyone has had to assume a lot of responsibility. They have all done a terrific job, but it has still been difficult."

"If there was a bad flu season, and two or more staff members were

out of commission, it would be difficult to maintain normal library operations," said Alan Bartlett, circulation services and systems librarian.

Regardless of the efforts of the library staff, these cutbacks do take their toll. Senior Craig Frampton was working on his comp earlier this week when the clock struck 11 and he had to leave. Frampton told *The Campus* that, "The 11:00 closing doesn't bother me as much as the library not opening until 2 p.m. on Sunday."

Another concern for some Allegheny students is that the Wise Center is open more hours a week than the library. Thorson acknowledged that students have other concerns in addition to the library, but is still disturbed by the discrepancies.

"There are a variety of things a student needs," Thorson said, "and the Wise Center is one of them, but they also need the library."

Recently, ASG proposed a new library schedule to the administration. Hours would be extended by one per night, Monday through Thursday. Friday and Saturday nights the library would remain open until 9 p.m. Sunday hours would be from 11 a.m. to midnight.

When informed of the ASG proposal, Thorson was not impressed.

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able to do things and solve problems which I couldn't have before."

Fraser added that with his own educational web page, he has become a teacher to the world. People from many countries visit his web site to learn about meteorology and science.

Projecting his computer screen onto another screen at the front of the auditorium, Fraser demonstrated how these complex models and visualizations could be simplified for the student by providing him or her with a chance to manipulate and explore. This included showing a computer-animated demonstration of the Coriolis Effect, which by simple clicks and movements of the mouse could be dissected and exploited at every angle.

Fraser's innovative speech also has elicited much audience response. One question in particular arose about the possibility of evaluating students on the Web. "Evaluating students on the Web is the next step," Fraser said. "There are fantastic possibilities on testing—I just

haven't gotten around to examining this yet."

Dr. Phillip Wolff, professor of French at Allegheny, has been entertaining the idea of using the Web to enhance some of his classes. "There are plenty of grammar exercises available on the Web," he said. "I wouldn't mind taking a class up to the computer lab some time to try it out."

"My civilization classes would also greatly benefit from Web use due to the availability of a vast amount of maps, history and architecture," Dr. Wolff said. He also voiced some concern about using the Web in the classrooms. "The Web is a wonderful tool, but nothing will ever be able to replicate or replace the interaction between the teacher and the student."

Elizabeth Ozorak, professor of psychology, also admits having some concerns over the Internet. "I would like to explore some of the relevant sites. The problem is there aren't enough computers for a class-

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NEWS BRIEFS

•The Writing Center provides tutorial assistance in writing for all Allegheny students. Writing tutors are able to provide assistance on writing assignments in all courses across the curriculum, including the senior comprehensive project. Students can use the drop-in services located in the downstairs computer area of Pelletier Library from 2 until 5 p.m. Sundays through Thursdays, and from 2 until 4 p.m. on Fridays and Saturdays. Any student who wishes to be matched with a tutor should contact Beth Reynnders, 234 Cochran Hall, x4334, or via e-mail <breynder>.

•George Carlin will perform on Wednesday Nov. 11 at 8 p.m. in Shafer Auditorium. Also appearing on stage will be Dennis Blair. General admission tickets are on sale now and cost \$10 for Allegheny students (limit one per student ID) and \$15 for all others. Tickets will be sold at the Campus Center Information Booth on Monday, Wednesday and Fridays from 11 a.m. to 11 p.m. and on Tuesdays, Thursdays, Saturdays and Sundays from 10 a.m. to 11 p.m. The show may contain explicit language and content.

•A forum titled "Impeachment and the American Presidency" will be held at 7 p.m. on Wednesday, Nov. 11 in Henderson Auditorium in Quigley Hall. The forum, which is open to the public, will include short presentations by faculty as well as a question-and-answer period. For more information, contact Irwin Gertzog at x3344.

•Elizabeth Etter will present a concert and lecture titled "A Piano Is a Piano Is a Piano? The Evolution of the Keyboard in the 18th Century" at 7:30 p.m. on Wednesday, Nov. 4 in Ford Chapel. Etter's lecture, which is designed for a general audience, will include an introduction to the fortepiano using her own instrument, which is an exact copy of Mozart's first piano. The focus of the lecture will be a comparison of this fortepiano with the modern concert grand, detailing the remarkable differences both in construction and required technique. The lecture is free and open to the public.

•The correct date for regular registration for the Nov. 7 GRE test is Oct. 2; for the Dec. 12 test, Nov. 6; and for the April 10 test, March 5.

•The Honor Committee is searching for a new representative for the junior class. Applicants should be in good academic and judicial standing, possess excellent communication skills, be dedicated to promoting participation in confidential hearings and active education of the Allegheny community. Questions and requests for applications should be directed to the Honor Committee at honorcom@alleg.edu. Completed applications are due Friday, Nov. 13.

•The art galleries will display works by art department faculty and by Mary Grozdanik '96 in the annual Faculty and Alumni Exhibit, from Tuesday, Oct. 13 to Wednesday, Nov. 11.

•Paul S. Anderson, recipient of the American Chemical Society's E.B. Hershberg Award for important discoveries in medicinally active substances, will present the annual Lord Lecture at 8 p.m. on Monday, Nov. 9 in Henderson Auditorium in Quigley Hall. Anderson's talk, titled "Chemistry in Our World," will explore the chemical enterprise—and

what it does to improve the quality of life.

•Weekly meditations are being held at the Meditation and Mindfulness House—located at 377 Sherman Avenue—at 7:30 p.m. on Thursdays. All are welcome to attend.

•A panel presentation on health professions will be held on Wednesday, Nov. 4 at 7 p.m. in Carnegie 212. The program will feature five health professionals, primarily Allegheny alumni, who will introduce their work briefly and share ideas on how to enter their fields. The program is designed to introduce students to a variety of options in the health-care field. For more information, contact the Office of Career Services at x2381.

•The America Reads program will be sending 30 students to two local schools and two low-income housing developments to share the joy of reading with children. To support this effort, the program needs books for the sites and to give children to take home with them. Books for

children from kindergarten through sixth grade are needed and can be placed in the decorated boxes on campus. Collection boxes will remain in campus buildings until the end of October. For more information, contact Brooke Martin, Office of Community Service, at x5318.

•The Playshop Theatre will present Moliere's "The Learned Ladies" at 8:15 p.m. Thursday through Saturday, Nov. 5-7, and at 2:30 p.m. on Sunday, Nov. 8. For more information, contact the Playshop Theatre Box Office at x3414.

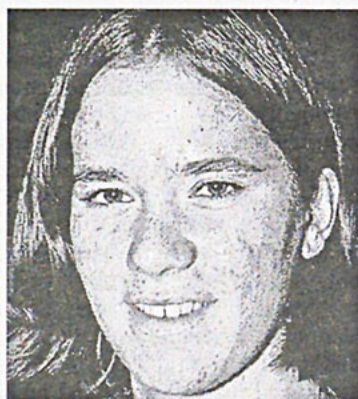
•Students are invited to participate in one of the eight student/faculty standing committees. Anyone interested in meeting times or committee summaries should stop by the Allegheny Student Government (ASG) or e-mail <asg>.

•The Public Events Committee welcomes suggestions for performing artists or genres of performance as they begin plans for the 1999-2000 season. Please e-mail Deb Baker <dbaker> or send recommendations to Box 40.

The Campus asks...

Are you happy with the variety and number of courses offered in the spring?

compiled by Ben Wyrick



There is a definite lack of courses next semester. Some departments are only offering one or two middle level classes which leaves me with a very unbalanced schedule.

Becky Cox
Class of '01



As a senior, I have either taken it or didn't want to take it. I was looking for Jedi Training to fulfill my last Phys Ed requirement, but sadly, no Jedi training, I guess my car has to stay in the swamp.

Michael Hinzman
Class of '99



There isn't much variety. The upper-level classes tend to be offered at the same time so you can't take them anyway. For example, I have a conflict between my major and minor class requirements.

Jess Troilo
Class of '00



It seems as though I always have to overload fall semester to meet requirements and in spring, I'm probing for enough courses to fill my schedule. I think the Registrar's Office could do a better job in planning. If I wasn't graduating then I'd probably be pretty upset.

Jen Shank
Class of '99



It seems all upper-level courses were being offered at times that the track team will be training to win back to back conference championships (3-6 pm). A larger variety of upper-level classes need to be offered so I can fulfill my political science major but it's cool dude.

Rob Shaw
Class of '01

Women's studies reflects on years of growth and potential for future

By PATTI McGRAIL
Assistant News Editor

As she sits at her desk, Professor of History Paula Treckel reflects on 1981, when the beginnings of Allegheny's women's studies program were just emerging.

"It was a definite struggle from the start. We ran into a lot of opposition from the administration at that time," Treckel said. "They were very much opposed to bringing women's studies to this campus. I feel this had to do with the political and social views of the individuals in authority."

Treckel was referring to the reaction of her draft-proposal with colleague Anne Jones for the addition of a women's studies minor to the 1981 curriculum. "We were turned down numerous times," Treckel said.

In 1984-85, Treckel was joined by Professor of Political Science Irwin Gertzog, Professor of Philosophy Bill Bywater and Professor of English Sonya Jones, who replaced

Anne Jones in English. They won their battle. Women's studies became a minor. The minor gained immediate popularity, and consequently, a proposal was passed in 1993 to establish a major.

"I also remember the meeting when the major was voted on. The air was so tense you could have cut it with a knife," Treckel said. "We expected the worse, but surprisingly, it passed with no problems." The first women's studies major graduated in 1995.

Amelia Carr, associate professor of art and current director of women's studies, also reflects on the past.

"The women's liberation movement in the early 1970s really encouraged women to rethink the basis of their knowledge and how they acquired it," Carr said. "Many women's programs and services evolved from this, including Allegheny's. Today there is enough to say about women on their own behalf that it has now become its own kind of discipline."

In the past 13 years Allegheny's program has evolved dramatically, gradually expanding its wide range of subject matter. As an interdisciplinary program, women's studies offers classes in art, communication arts, economics, English, environmental science, history, liberal studies, modern and classical languages, philosophy and religious studies, psychology and political science.

The objectives of the women's studies program are to provide an in-depth exploration and analysis of the concept of gender, the historical development of feminist theory and the historical and cultural views of women. The program also supplies students with instruction on research methods for investigating gender.

Assistant Professor of English and women's studies Adriane Stewart, who recently was hired as the first full-time professor of women's studies, said that it is important to note that women's studies is not a department.

"Women's studies is a program as opposed to a department. A department would have its own faculty core. A program is staffed by people from different departments," Stewart said.

Although the program is small numerically, students are enthusiastic about it and its diversity. Junior women's studies major Jennifer Shufelt said, "After doing research, I found that women's studies is right up my alley. I currently do not have a specific focus, but I am trying to take as many classes in each different area as I can."

Shufelt is also president of the Society for the Advancement of Gender Equality (SAGE). Junior Fran DiPretoro, a women's studies minor, said she enjoys the variety women's studies offers her.

"I really like that women's studies is interdisciplinary," DiPretoro said. "With all of the opportunities it offers, it makes me a well-rounded person. Also, because Allegheny seems to be so strongly science oriented, women's studies is like a breath of fresh air."

With the completion of 36 semester credit hours, a major in women's studies leads to a bachelor of arts degree. All majors and minors are required to take three core courses provided ("An Introduction to Women's Studies," "Feminist Theory and Methods," and the junior seminar) along with a number of electives.

Majors must also complete a senior comprehensive project. For the distribution requirement, the minor can be declared in either the humanities or the social sciences, depending on which electives are chosen. Further curriculum information can be found in the Allegheny course catalogue under "Women's Studies."

According to Stewart, a degree in women's studies provides numerous career opportunities for graduating students. Many students advance to become teachers and lawyers as well as activists and social workers.

"Women's studies is a discipline which teaches students many skills which work across the curriculum,

providing students with many options," Stewart said.

Women's studies shows signs of expansion in the future. This past year, women's studies acquired the "Women's Services Internship," which was previously associated with the sociology and anthropology department. The internship encompasses two semesters and is affiliated with Crawford County Women's Services, Inc. Students provide aid to victims of sexual assault and domestic violence.

According to Stewart, there is also a good possibility for the addition of another core course to the curriculum.

"We have seriously started talking about adding a potential fourth course that is exclusively a women's studies course, not just another cross-list course," Stewart said. "We are really focusing on building the core of our program."

Stewart also said she hopes student interest will grow in the future. Currently the program boasts two majors and 20 minors.

Looking back on all that has evolved over the past 17 years, Treckel said she finds it "kind of wonderful that students today are taking the program for granted—it was not always like this."

She added, "Women's studies is still changing and always will, on this campus and everywhere. It should be interesting to see how Allegheny embraces these changes down the road."

Minors allow combinations across disciplinary lines

By AMANDA FUNARO
News Reporter

Allegheny students have an opportunity to bridge the gap between the sciences and humanities through the college's interdisciplinary minors. These minors, according to Associate Professor of English David Miller, who is also the chairperson of the Liberal Studies division, were initiated by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE).

Whether combining history with literature, the social environment with the creative arts or physical education and the social sciences, these minors offer students the opportunity to take courses which integrate various majors. Students who are involved express great enthusiasm about the courses and the idea of integrated minors.

Junior Erin Lukeheart, an English major with interest in American history, was drawn to the American studies minor. "I like the idea of an interdisciplinary minor that I could design to connect my different interests into one focus," Lukeheart said. "By being able to pull from so many types of classes, the minor gives me a more rounded look at American culture."

According to the Office of the Registrar, 26 students are currently enrolled in interdisciplinary minors. The minors include American studies, arts and the environment, black studies, French studies, German studies, health studies, Latin American and Caribbean studies, lesbian and gay studies, media studies, me-

dieval studies, Russia and Eastern Europe, and society, art and science.

The most populated minors are art and the environment and health studies, each with five students. Others, such as French studies and media studies, have yet to register declared minors.

Students participating in these various minors take at least 12 credits outside their major followed by a synthesis course. These courses are often taught by two professors from different departments and include topics such as "Science and the Transformation of American Life," "Science in Western Culture" and "Envisioning Environmental Futures."

As an environmental Studies major with an arts and the environment minor, senior Ellen Micoli admitted to getting the best of both worlds. "I've been able to integrate my photography with environmental issues and I had the opportunity to take classes that I wanted to take and not merely fill requirements," said Micoli.

She added: "The integration of different areas is a more realistic interpretation of the world because the real world isn't divided into majors."

Although Miller acknowledges the strengths of majors, he emphasizes the importance of an integrated education. "These disciplinary boundaries are inventions. They are not natural," said Miller.

"The interdisciplinary minors open up all kinds of areas students can pursue in the job market. We have to offer integrates education so students can think critically and tie things together in the world."

Health sciences program simplifies pre-med

By BEATA GOMULAK
News Reporter

Take two semesters of English, two of "Introduction to Chemistry," with labs, two of biology with labs, two physics with labs and two organic chemistry with labs. All this plus two aspirin and they will be calling you "doctor" in the morning.

The aforementioned list comprises all the required courses a student interested in pre-medicine must take. Though they may readily prepare one for medical school, they also take up a lot of valuable time and do not easily facilitate the completion of a minor—a graduation requirement.

Or rather, they didn't until the spring of 1997, when the health studies minor made its debut appearance in the course catalogue. Associate Professor of Biology Ann Kleinschmidt and Professor of Philosophy Bill Bywater designed the minor with pre-med students primarily in mind, especially those who want to major in areas other than the sciences and thus need an alternative way to fulfill the extensive list of medical school requirements.

The idea for the health studies minor was driven by a similar curriculum found at Hyrum College, Kleinschmidt said. This correspond-

ing major includes courses in ethics and diversity issues. The Allegheny version is comprised of three interdisciplinary ingredients—scientific foundations, social perspectives on health care and ethical and historic perspectives.

The classes come from a full range of departments, including economics, psychology and philosophy. According to Bywater, the minor co-ordinator, "This is the only place in the curriculum where students can combine interest in science with such a wide range of other interests and still get a minor."

Pre-medicine students, however, are not the only ones who can reap the benefits of this relatively new program. According to Kleinschmidt, the diversity and breadth of the program makes this "a course for students who at any point in their life may be interested in the health professions."

Bywater added that students coming into the minor from a different area, economics of the humanities, for instance, can learn about the natural sciences and the combination gives learning a better context for understanding.

Senior Amy Amuso, a psychology major and health studies minor, agreed with Bywater that the minor provides one with a unique edge

when applying to graduate schools.

"The minor gives you a more well-rounded flavor for different areas in the natural sciences—a well-roundedness which medical schools as well as psychology graduate programs are looking for," Amuso said.

She also added that the health studies minor could be "good for freshmen who aren't sure [of] what they want to do," leaving the door of opportunity open for the future.

However, the only current advertisement of the minor is a brief and uninformative description in the back of the course catalogue. Kleinschmidt said it is her hope that the program will be highlighted more in the future.



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Learn to see the warning signs.

National Mental Health Association 

Course titles don't necessarily represent college diversity accurately

By **SHAUGHNA LONCAR**
News Reporter

Choosing courses can be a difficult and time-consuming process. While looking through the course catalog, a student may overlook the hidden diversity concealed behind titles and brief descriptions. Diversity embodies many of Allegheny's interdisciplinary minors, as well as individual course offerings.

For example, "Advanced Topics in Alternative Traditions" (English 360) focuses on a different tradition each semester. Asian-American, gay and lesbian, or African-American literature are the various topics that may be the primary cultural/literary tradition targeted in this course.

This spring, Sonya Jones, professor of English, will teach it as "The Bridge Across the Atlantic: Postcolonial Indian Writers in English." This course will discuss

postcolonial Indian writers and refer to sections from the Indian classics including *The Mahabharata* and *The Ramayana*.

In philosophy and religious studies, there is an abundance of hidden diversity. For instance, the courses entitled, "Values and Knowledge" (Philosophy 130), and "Ethics and Community" (Philosophy 140), entail a gender-oriented aspect, according to Bill Bywater, professor of philosophy.

"These courses bring up the issues of gender and race with respect to the hierarchy of power that exists in our society," said Bywater. He added that many philosophy courses include discussion on social issues, such as Philosophy 451, which includes discussion about homophobia and racism.

In religious studies, "Religion in American Life" (Religious Studies 180) which focuses on all aspects of

American culture, not just the European aspects.

"The course emphasizes American religion, which reflects the diversity of American culture, not just Western Europe," said Glenn Holland, professor of religious studies. "This includes African-American, Native American and Hispanic religious influences as well."

Topics may include the leading role women have taken in shaping religion in the United States and Spiritualism in the 19th century, which deals with the theory of the next world.

"We also talk about the relationship between mainline Christianity and New Age religion," said Helene Russell, assistant professor of religious studies, who will be teaching this course next

semester.

Diversity hides in the political science department as well. "Politics and Literature" (Political Science 391/English 391) is team-taught by Laura Quinn and Giles Wayland-Smith. Offered next semester, it focuses on apartheid in South Africa and issues of racism.

Further, in the environmental science department, the course "Environmental Regulation and the State" (Environmental Science 347/Political Science 347) is taught by Mike Maniates, assistant professor of environmental science, and deals with the government regulation and its effects on class structure.

"It deals with the issues of class and poverty, and the erosion of the middle class," said Maniates. "In

addition, it focuses greatly on the reasons the government does what it does."

A course which explores race, ethnicity, gender and class is "Culture and Environment" (Environmental Science 352), taught by Giovanna DiChiro. According to Maniates, the course discusses how these ideas interact in creating our perception of environmental problems and the kinds of solutions pursued.

"The Allegheny curriculum embodies more diversity than meets the eye, a great deal, in fact, for a school our size," said Jones. "Students who learn how to read the catalogue carefully for course offerings will find diamonds hidden in language that reads more like rhinestones."

Self-designed programs add personal touch to curriculum

By **STACEY DODDS**
News Reporter

During her freshman year at Allegheny, junior Chrystie DeMarco found herself no longer interested in teaching English. "My LSF was 'Making Play: How Drama Evolves' with Beth Watkins and I really liked that. I started thinking about it. I took an art class and I really liked that too. I like creative writing and I think they all really tie together," she said.

"I knew we could self-design a major here, but I didn't know how hard it was or if it was hard. So I started asking questions and found out about the process. By second semester freshman year, I knew what I was going to do," DeMarco added.

Students finding themselves not fully satisfied are able to create a major which will fulfill their needs through the Student Designed Major program at Allegheny. Students may design their own major suitable to their interests that are not offered at Allegheny.

A student designed major must be comparable in academic rigor and integrity to a conventional major and must offer sufficient depth in a particular subject area.

As it turns out, DeMarco self-designed a major entitled "Interconnecting the Creative Arts." Through a combination of communication arts, English, art, and classics classes which focus on acting, drama, writing, painting, and drawing, DeMarco was able to combine all areas of interest to form a major which will allow her to reach her post-graduation goal of "founding an art center that combines all the arts into one place someone can go to learn."

Proposals must contain a requisite number of credits, a requisite of depth of upper-level courses, a junior seminar and a senior comprehensive project. As with a majority of majors offered at Allegheny, student designed majors must contain a minimum of 40 semester credit hours.

The application specifically must describe and justify the planned course of study. When filling out the applications, students should pay particular attention to the explanation given as to how individual courses, the junior seminar, and the senior project function to achieve their designated course of study.

The possibility of off-campus study still exists in a student designed major. Exploring whether an opportunity exists to participate in such a program is suggested.

After completing the application, the student designed major is review by a subcommittee of the Curriculum Committee. According to the Allegheny College catalogue, "the entire program will then be reviewed by the Curriculum Committee which will either grant or deny permission for the major based on the academic viability and integrity of the proposed course of study."

According to Benjamin Haytock, registrar, benefits of this program are unique to each student. "I think students can put together a series of courses that will take them in a direction that is more focused on their particular interests. Sometimes you can tailor something towards specific career objectives. I think the most important thing for students who are planning to do a student designed major is to plan early."

Interactive classrooms not appropriate for all

(continued from page 1)

Elizabeth Allen agreed with Ozorak on the information found on the Web. "It is becoming increasingly important because students are using them as sources. I want to show how to pick out relevant sites and junk sites," Ozorak said. She went on to explain how little time she has to explore the Internet herself in order to prepare a class accordingly.

Assistant Professor of English

Jeffrey DeShell, writer-in-residence, said the Internet does not compliment the classes he teaches in the English department. DeShell

went on to say there is no real reason to use the Web in his classroom. Ozorak concluded that the traditional way of collecting information will always exist. The Internet serves as an extra source students can use to supplement their papers. She expects to have a class web site in her future classes.

Gay and lesbian studies promotes acceptance

By **JENIFER TORPEY**
News Reporter

Allegheny continually is expanding its curriculum to promote and enhance greater diversity. The idea for a specially designed lesbian and gay studies minor began in the early 1990s, when faculty members met over the summer to discuss the idea of a special interdisciplinary minor.

"The lesbian and gay studies minor has gained national attention," said Professor of English Sonya Jones, who also serves as chair of the program. "And that's because Allegheny is one of a handful of undergraduate schools which offers a program. The graduate schools, of course, are teeming with 'queer theory' since it's on the cutting edge of scholarship."

Professor of Philosophy Bill Bywater, who currently teaches "Before and After Stonewall" and participated in the formation of the women's studies program, said there is an interest in creating diversity at the college.

"One of the effects that this minor creates is that a greater number of lesbian and gay students will be attracted to Allegheny. The presence of this minor also suggests that Allegheny is an accepting environment," Bywater said. He added that creating a learning environment supportive of diversity in turn allows students to be more comfortable with themselves.

Special minors differ from student-designed minors. Student-de-

signed minors primarily are the initiative of a student who works in coordination with a faculty member. Special minors have come about through groups of faculty members putting together interdisciplinary programs, merging multiple areas of study.

Jones added that 10 faculty spread across the divisions teach in the lesbian curriculum. The college has sponsored four consecutive summer workshops to train faculty, she noted.

The lesbian and gay minor consists of three liberal studies (LS) courses focused on lesbian and gay issues with courses from the sciences, humanities and social sciences that connect these issues to other cultural themes. The three LS courses currently required for the minor are LS 206, "Before and After Stonewall," LS 207, "Human Sexual Identity," and LS 306, "Cultural Construction of Sexuality." These courses are referred to as the "capstone" courses. Twenty credits are required for the minor.

Courses elsewhere in the curriculum can be taken to supplement the other classes. According to Bywater, the program is still in a developmental stage.

"Although this minor is still under some construction, progress is being made. Faculty from psychology and biology are teaming up to offer a course next year that focuses primarily on human sexuality. Efforts to combine these two fields of study will provide some new and

different outlooks in the program," Bywater said.

One lesbian and gay studies minor has graduated from Allegheny to date. Amy Reisch '96 said she "felt the minor was well-advertised" when she was at Allegheny. In *The Campus* article "Allegheny offers new interdisciplinary minors" of Sept. 19, 1996, however, lesbian and gay studies was not advertised as a special minor.

Junior Hannah Davidson currently is in the process of declaring a minor in lesbian and gay studies.

"This minor, in combination with my communication arts major, really will enable me to further my career goals," Davidson said. "I want to work for the Human Rights Campaign, publicly speaking to promote humanity for gay and lesbian people. My major goal is to provide a better understanding about what we are fighting for—the right to fall in love with the person, not the gender."

Now that the program itself is established, Jones stressed the need for student interest, and more importantly, students willing to speak out.

"Now the program needs more intellectually and politically brave students to step out and declare minors," Jones said. "In a post-gay-liberation age when a college student like Matthew Shepard can be murdered, there's a good argument for every student here at Allegheny to take at least one course in lesbian and gay studies."

Perspectives

EDITORIAL

Advertise the hidden connections

Registration time is here again, and many students will soon find themselves mulling over the spring course selections in hopes of finding the classes that best suit their academic needs and interests. For many, this will mean examining the graduation requirements for the fulfillment of a major and choosing courses within one or two departments highlighted in Schedule Builder. Though this method may be the most effective way of ensuring graduation, it may not be the most effective way of ensuring a fulfilling liberal arts experience.

The 1998-99 Allegheny course catalogue includes a section entitled "Special Minors," designed to help students "bridge disciplinary boundaries." Twelve special minors are listed for this year, including "medieval and renaissance studies," "lesbian and gay studies," and "society, art and science." The catalogue also states that students have the option of designing their own special minors. The desire to challenge students to make interdisciplinary academic connections would be encouraged. These special minors, however, and other fields falling outside the "traditional disciplinary boundaries," are not given equal space and scheduling consideration. In fact, it would be very easy for a student to overlook these options as a result of poor advertising.

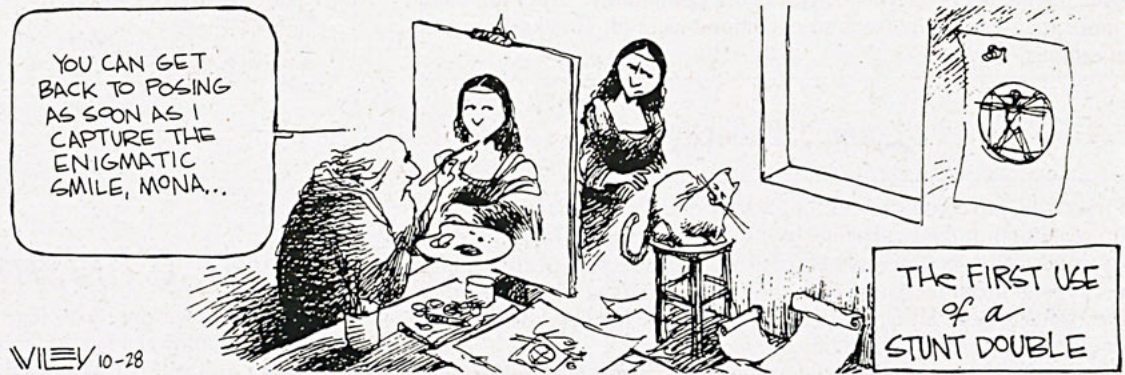
Though it appears that the women's studies department only offers five courses next semester, 16 courses are actually offered throughout seven different departments. To see this, though, one would have to notice the inconspicuous WordPerfect document hidden away among the other registration applications. While we commend the women's studies department for the wide range of interdisciplinary options offered to students, it is regretful that such options are not made public to the student body throughout the departments. While a special minor option definitely is available, there is no mention of connections to be made between departments among the course outlines in Schedule Builder. Without previous knowledge of such connections, students might never notice these options.

It is time to seriously and honestly consider our intentions as a liberal arts institution. Though the faculty and administration may be divided on this issue, it is important to realize that a stance must be taken concerning our dedication to the true idea of a liberal arts education and experience. If we support the idea of interdisciplinary education, the options offered to students should reflect this as well. Anything else is just false advertising.

All editorials represent the majority opinion of the Editorial Board.

The Campus welcomes all reader response. We reserve the right to reject all letters of a purely promotional nature, as well as letters which do not meet our standards of integrity, accuracy and decency. We also reserve the right to edit pieces for space and grammar. Opinions expressed in Letters to the Editor, editorial columns and editorial cartoons do not necessarily represent the views of The Campus. Deadline for letters is 5 p.m. the Monday before publication. Letters must be type written, double-spaced and signed, with a phone number included for verification. Any letter that cannot be verified will not be printed.

All questions concerning the above policy should be directed to the Editor-in-Chief



Letters to the Editor

En garde, Allegheny

As I visited the Allegheny campus during the Homecoming '98 festivities I was stunned by one of the many changes made since my last visit to my alma mater. The conversion of the Montgomery Gym to a "dance studio" is an almost unbearable insult of those of us who used the building for club sport activity. I dedicated many hours to the fencing club which, in my final year at Allegheny, competed at the Division I level.

Thomas V. Millington

Sadly, Allegheny fencing no longer exists. In their zeal to display their financial success, Scott Choffel '72 and James Sumerfield '89 have assigned various club sport activities to oblivion. The diversification of the dance program has led to the stultification of the variety once prevalent throughout Allegheny College. While I respect anyone's right to spin in a circle for no apparent reason or to gyrate in a nonsensical manner, I question the need to have so many dance groups and the allocation of an entire building to one activity. This is sheer madness.

The interests of a select few have been served at the expense of the majority of Allegheny college students. I was at Allegheny College when the wrestling program was ignominiously dismantled. And now, despite the success of Allegheny fencing, it too has been disposed of. Upon the dance program's demand for more space, the fencing club's equipment was thrown away, and our trophy, which we won in a Tri-state competition, has mysteriously "disappeared."

This fact, more than anything else, bothers me. As a fencing team, during the 1991-1992 academic year, we represented Allegheny College with class, dignity and pride against such opponents as Penn State, Michigan State, Notre Dame and Princeton. Our club deserves better treatment from the college.

Now the dance program manifests itself through many names: Orchesis, Allegheny Repertory Dance, Dance Team, Liturgical Dance, Improv Group, and Social Dance Ensemble (whatever that is). Can we say "redundancy"?

Maybe in a few years when Allegheny College changes from being a liberal arts institution to a full time dance academy (a very expensive one) I will understand the reasoning behind the absurd

decision to dedicate an entire building to dance.

For those of you who took part in fencing and represented the sport to the best of your ability, thank you for the memories. Unfortunately, the dance program will not permit that more memories will be made in Montgomery Gym. Farewell, my old friend.

Tom Millington is a member of the class of '92.

Conspiracy? Cheers!

I've heard a lot of shenanigans lately. They go something like this: "The Liquor Control Board" is on the patrol in unmarked cars and Alan Blattner is Big Brother because a resident advisor took my best friend's favorite decorative Coors Light can and the Meadville police confiscated my keg before it was even kicked and the sky is falling because kids are urinating on houses down on Loomis."

Ben Wyrick

Shenanigans. That is exactly the word I mean to use. Now for you non-humanities majors out there, let me explain to you that
(continued on page 7)

Fountain-soaping comedians need new tricks

Throughout time, the world has witnessed the rise of numerous comedic geni. Charlie Chaplin, Laurel and Hardy, the Three Stooges, Monty Python, Second City and the like all come to mind.

Andrew Twigg

They're all recognized as creative masterminds who have found humor in the mundane or quirky things we all do without lowering their standards to purely lowbrow witticism. More importantly, they prepared the way for what may be Allegheny's brightest and most brilliant comedic group ever: the South Spout Comedy Troupe.

This comedic troupe really is quite amazing. Each year, the

troupe consists of a number of different individuals, each with a unique background in comedy. Membership of the troupe normally includes members of all four of Allegheny's classes, and although the troupe may be 20 or 30 strong, the members often work in groups of four or smaller, never collaborating or even communicating with other groups within the troupe.

What makes this troupe so amazing is the fact that each small group manages to create the same incredible display of brilliance, as if there's a certain clairvoyant linking of minds.

The group usually works late at night in order to avoid recognition. This troupe is very modest, preferring not to draw attention to themselves so that their work may speak for itself. Normally, they require a

single prop. They act quickly and then make themselves scarce, allowing their creation to take its course. Their feat will be witnessed the next morning by many who pass by the Schultz fountain—to see it is once again filled with bubbles.

Obviously, most who witness this "piece of work" fail to recognize the amount of time put into its planning and execution. After all, the troupe members must:

- a) remember that someone else once soaped the fountain.
- b) decide that they want to soap the fountain.
- c) acquire soap so they can soap the fountain, and
- d) soap the fountain.

Planning often begins three to four weeks ahead of the actual soaping. But just like any critic, I
(continued on page 7)

Soundoff on Greek stereotypes

"All Greeks suck!" Isn't it absolutely amazing how masterfully restroom-stall poets can weave such magical words? I'm sure that this anonymous poet, this scholar of scholars, is not alone in his feelings towards the members of Allegheny's Greek community. After all, there are more than enough reasons to excommunicate all Greeks from our great campus.

Loren J. Zadecky

First of all, have you ever seen how they dress? The men are always strutting around in their carpenter jeans or cargo pants. Then there are the women. They can always be seen decked in a pair of tight black boot-cut pants from the Gap. It is enough to make one vomit. And of course, since they're all Greek, they all follow the herd and dress alike. After all, there are not any individuals among them.

The Greeks have many more faults than just their fashion uniformity. They actually pay money so that they can call each other "brother" or "sister". I'm not sure about you, but I would never buy my friends. That's what the Greeks do! Can you imagine an organization with a membership fee? They couldn't possibly be joining these groups because they are truly friends with the other members. Think about it. Why would anybody want to be in a club with all of their closest friends? What fools!

The problems with Greeks seem infinite. Did you know that they all binge drink all the time? That's right—they're a bunch of raging alcoholics who would rather suck beer through funnels than do anything to enhance the Allegheny College community.

That's the truth. If you look past the fact that many of the organizations on campus, such as Gator Activities Programming (GAP) and Allegheny Student Government (ASG), are mostly made up and even run by members of the Greek community.

It's completely true. If you don't count the thousands upon thousands of hours that Greeks spend participating in community service projects each year. Yep, those beer-bonging drunks do nothing for Allegheny. What losers!

Not only do they drink all of the time, but they are a bunch of idiots. Watching the Greeks interact is like watching another brain-numbing episode of "Beavis and Butthead". They're just plain dumb...unless you look at the fact that the All-Greek grade point average has been higher than the Non-Greek G.P.A. for at least the past four semesters.

You would also have to ignore the fact that Greeks commonly win academic awards. For example, for the past two years a member of the Greek community has won awards for the best comp proposal and the best comp in the political science department, but they're still dumb. Those Greeks. What idiots!

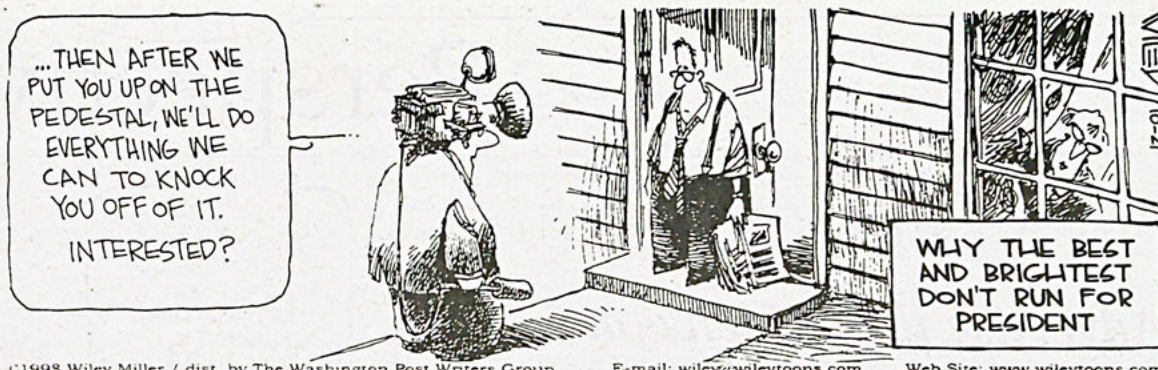
Finally, have you ever noticed how divided they all are? I mean all you ever hear about is how this fraternity is fighting this other fraternity or about how this sorority hates this other sorority. They are all just way too cool for each other. Forget the fact that often times an off-campus house has residents representing multiple sororities. Look past the fact that all Greeks commonly come together to help the community during events such as Make A Difference Day, and you will see that they're as divided as the Clintons.

Obviously, fraternities and sororities are not for everyone. We should all be thankful that with 20 percent of the men and 35 percent of the women on campus being Greek, they only make up a small percentage of the student body. People join groups because they share common interests or goals with the other members of those groups, but the Greeks just follow the herd like a bunch of lemmings.

Seriously, most rational people would join a group because they fit in. Most rational people would join a group in order to enhance their Allegheny experience. I'm sure that the people that join fraternities and sororities join for one reason and one reason only—it's the "in" thing to do!

Loren Zadecky is a member of the class of '99 and president of Phi Kappa Psi.

The Campus is pleased to announce a new series, "From the Lectern," in which Allegheny professors speak about significant issues on campus and in the world. Responses to "Lectern" columns are invited from faculty, students, administrators and staff. "From the Lectern" starts next week with Sonya Jones, professor of English, on political activism. Don't miss it!



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'Tis the Christmas shopping season...yes, already

Okay, here we are, less than a week away from Halloween. Halloween is a fun time when you can celebrate being evil and it's okay—or at least excusable for one night. The next day being All Saints Day, however, means you had better be on your best behavior or one of them might whack you on the noggin.

Michael Hinzman

But Halloween is not exactly what I want to talk about. It's Christmas. I know, you're probably saying, "Gee, that's two months away." I know it is. I wish someone would tell the department stores.

I was home over fall break and I said to my mother, "Hey, what do you want for Christmas?" She replied, "Eh, I don't know." It's not the fact that she didn't know what she wanted, but that I even asked. What is wrong with me, asking my family two months in advance what they want for Christmas? What is wrong with this picture?

You go into a mall and you see the stores at every glance. One of the coolest of these is the Halloween store that closes two days after Halloween, which is a real shame. It's so much fun to play in those stores and put on wigs that might have been worn by some little brat just two minutes before. Or have sword fights with those plastic pirate swords or get your friend to put on that french maid outfit and—never mind.

Actually, those stores are kind of dumb and you could get head lice from those wigs or nail fungus from that hand-held pirate hook. You could just end up looking like a total freak, but it's a good time.

Anyway, the worst thing is that there are Christmas stores in the mall before and after the much cooler Halloween stores are long gone and merely an empty space covered by one of those big metal gates holding a sign that says: "F.A.O. Schwartzkoff: Army Surplus,

coming soon."

Have you ever been in one of these lame stores? It's for people like my mom who have fanatical collections of Santa Clauses. You know, Santa riding a bike, Santa making his list, Santa sleeping in his chair with real snoring sounds when you push a button, Santa and the mis-sus ice skating on a mirror, Santas made from Waterford crystal, Santa ornaments, Santa tree covers, Satan costumes. Wait. That's the Halloween store again. Well, you get the picture.

Granted, these stores are not all Santas. There's a corner for reindeer enthusiasts, a shelf for poinsettias, snowflakes, snowmen, snowbirds, and all other snow-related collectable knickknacks.

Heaven forbid we actually remember that there's this little "Jesus being born thing" that started Christmas. Occasionally, these stores will have the three wise men following one of the crystal stars on the snowflake shelf and usually you can find a manger scene composed entirely of Precious Moments characters.

Now, if you want to talk about Hanukkah or Kwanza, forget it! "Didn't you see the sign, ma'am? Christmas store, we sell only Santas. Oh, and I think we have a broken Baby Jesus in the back that I tried to fix with superglue when he fell from the display window."

But what I'm really getting at is this: why is it there already? I remember way back when I was about two or three, we would watch the Macy's Thanksgiving parade, which would end with Santa bringing in the beginning of the Christmas season and the insane flurry of consumerism that would ensue as soon as Santa got his big, fat, jolly butt out of the way.

The day after Thanksgiving was a happy time when moms and dads would trade off the kids so they wouldn't know that the other parent was buying gifts for them as they fought lines, credit run-ups, and other parents who got the last Transformer on sale. "That was mine, lady!" "Screw you!"

The feelings of loving and giving were in the air.

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Mistaken identity: you've got the cutest little baby face

Having been in college for slightly over two years, I have learned two (possibly more) vital lessons about myself and how to get by in the world. The first of these is the fine art of whining. I couldn't get by without it. The second one is that, no matter how I alter my appearance, many people refuse to believe that I'm a college student at all. The first is definitely an asset; the second's benefits are a little more ambiguous.

Gail Giewont

I recognized my basic problem of looking overly young when I was 17 and trying to get a passport. The woman who handed me the form made a side remark that I looked like I was about 12. Now, I'd stopped growing when I was 12, and it had never occurred to me that I would be mistaken for being 12. It

hurt. Badly. I might have frowned for about 10 seconds over it.

It's only made worse by spending time with people who look older than they really are, or at least close to their actual age. My little sister comes to mind. When flying home from Italy when she was 15 years old, she was offered alcohol by the same stewardess who carded a 40-year-old mother of two. But maybe that person was just really confused.

At least I'm not alone in my horrible plight. I've always known that I wasn't the only 20-year-old on the planet who'd been mistaken for 14 before. It happens. While doing copious amounts of research for this column, I talked to Audrey Rohrer, who explained to me that she is still getting carded in order to attain admittance into R-rated movies, despite being a junior in college already.

We tried to determine the benefits of being mistaken for an adoles-

cent, and had some trouble doing so. Audrey explained that you don't get to do the risqué older-people things, but no one believes you're young enough to do the fun childish things, especially jumping into those large vats of plastic balls. When you look younger than you are you're trapped. As Audrey says, "You can't jump into the balls, so you feel like drowning your sorrows in an R-rated movie—but NO!"

I guess that on the whole it's not so bad, though. I can think of worse things people could be doing than hassling me because they think I'm younger than I really am.

In some ways, I'm really lucky that my only problem is being mistaken for a teenager. Although, at the very least, it would be nice to play in the plastic balls once in a while.

Gail Giewont is a columnist for The Campus.

Rub-a-dub-dub: performance art proves perpetrators infantile, unoriginal

(continued from page 5)

must bring to light certain weaknesses in this performance art. I have decided to offer suggestions to the South Spout Comedy Troupe in order to help them create a more exciting and, frankly, original experience for their viewers.

The biggest problem with the soaping of the fountain is that it's been done before. I believe the first soaping occurred not as a prank, but as a student protest following the construction of the fountain in the early 1900s.

Apparently, the dormitories didn't yet have internal plumbing. In order to bathe, students would make a lengthy walk to nearby French Creek. The college began construction on the fountain, and upon its completion, the student body broke into dissent, refusing to bathe again

until the college installed plumbing in the dormitories.

This went on for several weeks, but as time passed, the students became victims of their own movement. Professors began passing out in class due to the overwhelming stench, and soon, many classes were cancelled due to professors' fears for personal health. An infestation of fleas plagued many students, and the local health officials threatened to arrest students who refused to bathe.

The protest came to a head on Sept. 12, 1904, when students decided to take plumbing matters into their own hands. Rather than wait for the school to give them plumbing in the dormitories, students took the fountain as their own bathing ground. Soon, the fountain was filled with students, and as a result, with scads of soapsuds as well.

Allegheny's Board of Trustees gave in and supported students with the renovation of dormitories with internal plumbing.

The series of events marked the start of a tradition. Every year on Sept. 12, students would bathe in the fountain in order to commemorate their victory. This continued until the mid 1930s, when the Great Depression forced Allegheny to temporarily shut its doors. When the college reopened following the Depression, few students had any recollection of the events that had taken place leading up to the installation of internal plumbing, and the annual celebration no longer happened.

One student, however, found record of the events in 1969 while doing his senior comprehensive project on the history of student movements at Allegheny. He told some

of his friends about the events, and he decided to undertake the soaping of the fountain as their senior prank. Unfortunately, he and his friend used a soap that clogged and ruined the pump. School officials found out who was responsible for the prank and suspended them.

Students anonymously protested the suspensions, pouring soap into the fountain, and ...

Wait. This is just a bunch of crap. The soaping of the fountain is unoriginal and infantile. It has nothing to do with Allegheny's history. I feel sorry for the poor, hapless souls who have nothing better to do with their free time—or at least cannot think of anything better to do with the fountain.

The honest truth is that there is nothing historical about it. No student protest, no senior comp, no anything—just pathetic, uncreative individuals who are too lazy to come up with something better. So I've decided to include some creative suggestions for our future South Spout Comedy Troupe members.

First, there are so many other water-soluble substances out there. What about making Jell-O or pudding in the fountain? Or Kool-Aid? This way, those dining in Schultz hall could get a dessert or a refill on the way to class. Or how about animals? Sea monkeys, alligators or fish would be a nice addition. How about mosquito larvae? That would

be really cool once all the mosquitoes developed into full, blood-sucking adults.

There are many other possibilities. Really, you could use anything that claims "just add water." Food coloring, concrete, pancake mix, oatmeal, Alka Seltzer, Ramen noodles (cheap, and definitely easy to find on a college campus). Or even those things that you can get at 25-cent vending machines that expand to 300 times their original size. There are various other things that react with water (read: explode) such as sodium, potassium, or cesium.

But in all truth, anything in the fountain only causes more grief than it's worth. Every time the fountain is soaped, some poor plumber from Physical Plant spends hours "cleaning" (isn't that ironic) the fountain, rinsing every last bit of soap from the fountain before refilling it. While the college is busy trying to keep up with the fountain, we wonder why that shower on our floor is still missing its ceiling and flooding the entire side of campus.

Think before you act the next time you decide to "soap the fountain." It would probably be more shocking to see that it hasn't been filled with soap at all. And what could be better than Allegheny's own family of sea monkeys?

Andrew Twigg is a columnist for The Campus.

Commenting on Christmas commercialism

(continued from page 6)

But what happened to Thanksgiving? Santa might as well have gone down the streets of New York last week, welcoming the throngs of weekend warrior shopaholics.

"Buy earlier!" "The more you spend, the more you save!" Yeah, there's some real winning logic. We can now all sit down to our turkey dinners (or tofu, if you're a vegetarian), and say, "Let's give thanks for the stores having Christmas sales before Thanksgiving, so I could wrap your presents early enough that when

you open them it will be a surprise to everyone, including me."

Before you know it, all the employees at J.C. Penny's will be hearing, "Well, now that the after-Christmas sale is over, it's time to hang the garland and put out those gaudy gold-lacquered deer with no eyes." Someday it will be too hot to go Christmas shopping.

What if we moved Christmas? Experts aren't really sure that Dec. 25 was the day anyway. It's just a good guess. If they're wrong, boy, those stores would go ballistic! Let's move it to a month that doesn't have anything, like June. Let it sit there a

while, try it out.

The stores will have all that time to decorate and undecorate and still have time to get ready for the Halloween rush. Our holidays are so close together—we either need to spread them out, or have two Christmases.

All I'm saying is that if I have to go shopping for swimming trunks and I see a sleigh full of snowmen and brightly colored packages beside one of those God-awful deer, I'm going back in with a torch.

Michael Hinzman is a columnist for The Campus.

Letters to the Editor continued

Bottoms up, baby

(continued from page 5)

"shenanigans" means trickery, deceit and obfuscation—particularly in a petty way. For example, if someone told you there was a kegger down on Loomis and professional strippers had been hired, so you and all your little freshmen friends dressed up in baggy pants (if you're a guy) and really tight, bust-emphasizing sweaters (if you're a girl), and walked down there Friday night only to discover that the "keg" was a barrel of apples and the professional strippers were painting contractors—those are shenanigans. In other words, something you shouldn't believe because it is ludicrous.

Is the LCB going to shut down drinking parties at Allegheny? Of course not. Think about it—if there were no illegal sale of alcohol, they would be out of a job. They need us to drink so they can fine us (I am using the royal "us" in this instance) and keep the wheels of the American Alcohol Conspiracy Machine turning.

If we all stopped having parties, these guys would be forced to go home to their spouses and say, "Honey, we are going to have to

move to another small Pennsylvania college town with a negligible non-alcoholic social scene because the damn kids here stopped drinking and now I can't fine them and so the wheels of the American Alcohol Conspiracy Machine will stop turning. Pack your bags." We don't want that to happen and neither do they.

So what is the American Alcohol Conspiracy Machine? For you Quigley kids out there, it is the means by which the advantaged class asserts its domination over the proletariat class by denying it the commodity it most desires. Our desire to consume alcohol comes from the advantaged class, i.e., the government/Bentley. Don't fool yourselves—they want us to drink so they can use the fines we pay them as beer money. Now we see the violence inherent in the system!

Allow me to elaborate. What is Homecoming? It is nothing more than a complex set of shenanigans devised by the Office of Development, through which old Allegheny students are lured back to campus to drink. The alumni have so much fun drinking that they pledge money to the Annual Fund so that future Allegheny scholars can afford to come here and drink.

In similar ways, the police and other college offices appear to be

against the consumption of alcohol, but that is only more shenanigans. They need us to drink so they can keep their jobs. The print shop would go out of business if they weren't under permanent contract by Residence Life to publish those "Red Zone" posters and other perennial favorites.

So how can we combat these shenanigans? Keep drinking! Let's show our disdain for the American Alcohol Conspiracy Machine by continuing to patronize those Nascar-beer parties. When the cops show up, run away. Keep in mind, however, that cross country is a non-hyphenated sport in which the athletes run very fast for a long time without stopping.

And just because you were at a kegger down on Loomis and the cops came and you ran away from them as fast as your urine-soaked baggy pants would allow, don't assume for one moment that the skill and endurance you exhibited in your daring getaway is in any way similar to the trials of miles that the members of the cross country team endure every Saturday morning while you are still in bed working off your hangover.

Ben Wyrick is Photography Editor for The Campus, and co-captain of the cross country team.

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Staffing issue results from tension between curricular ideologies

(continued from page 1)

coherent whole," Slote said. "It's good to practice this sort of thing."

Miller agreed with Slote, adding that the ability to think effectively across constructed boundaries is essential to an informed citizenship as well.

"[Interdisciplinary thought] speaks to issues of career but more importantly it speaks to issues of citizenship—what it takes to be an informed citizenry in an increasingly complicated world," Miller said. "Befuddlement undermines the people's sense of belonging to a larger social and political framework."

Miller added that this ability is also key to a professional world which has become increasing insecure and active. The result is a working environment which requires application of expertise and ultimately the ability to adapt.

"It's important to think about the marketplace and the professional realm," Miller said. "Today employers demand flexibility and diversity and the ability to master new areas of knowledge in the face of instability."

In addition, Slote stressed the relationship between interdisciplinary programs and increased cultural diversity. He pointed to a link between the ability to think across disciplinary boundaries and cultural boundaries.

"Cultural life would be more interesting were more students self-conscious about the nature of their studies," Slote said. "Interdisciplinary thought is first cousin to diversity. It allows for different ways of looking at the same thing."

Interdisciplinary programs at the college have not come into existence devoid of obstacles. One of the key obstacles for many of the faculty members interviewed was a lack of advertising. The programs only appear in the back of the course catalogue, resulting in a virtual ignorance among the student body.

"One major problem is publicity, which is more than just making students aware," Miller said. "I took an informal poll in my freshman semi-

nar and only one student out of 16 had heard of any of the interdisciplinary minors. We need to develop in students a sense of why these courses are important."

Another, deeper concern was the conflict between the strong departmental major and the desire to teach interdisciplinary courses. Each professor is required to teach a certain number of courses in his/her department each semester. Conflicts arise when a faculty member wishes to teach an interdisciplinary course, but is hampered by departmental considerations.

"We have traditional majors in which students are interested and we've got interdisciplinary things

going on and there is a conflict between staffing time," Bywater said.

Wayland-Smith concurred, adding that since there is interest shown in both traditional majors and interdisciplinary courses, an inevitable conflict arises in regards to course offerings.

"Clearly if I'm team teaching I will inevitably be able to teach fewer courses in political science," Wayland-Smith said. "We're always trying to balance disciplinary with positive aspects of interdisciplinary teaching."

Slote concurred: "Departments are often strapped as it is to cover courses necessary for majors and minors. It's kind of a staffing issue."

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"The press is to be used as a mirror in which public figures can see whether they are on the right track."

*Nelson Mandela
South African President
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Library solutions cause friction

(continued from page 1)

"ASG has raised this issue before and has never acted on it. We would gladly accept any serious recommendations ASG makes, but would like to see the situation acted upon, not just merely used as campaign advertising," she said.

Bartlett agreed, saying, "We care about student need, but seldom have we had anyone from ASG come to discuss the issue, and the compo-

nents needed to make it happen. In fact, no one from the current ASG administration has let us know about this proposal, or sought input on it."

In response to these comments, ASG President Mike Palmer stated, "We made our proposal to Dean Smith and the Board of Trustees, who oversee the library—it is their job to work with the library from there."

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Arts & Living

Faculty devalue academic "quick fixes"

By JENNIFER MIDGLEY
Arts & Living Editor

Called a cross between "Sesame Street" and "Saturday Night Live," a new 48-title video tutoring series ranging from accounting to Spanish may have the solution to studying-induced sleep sessions. The company promises they can help—but Allegheny professors feel differently.

"Standard Deviants," the video series developed by Cerebellum Corp., was founded in 1993 by recent graduates of The George Washington University Chip Paucek and James Rena. The series has "helped students everywhere cram for finals and make the grade," says Cerebellum's marketing manager Helen Starkweather.

Most professors interviewed for this story mainly objected to Starkweather's statement, although many feel that tutoring videos are too generic and promises of a "fast fix" for academic woes is misleading.

Instructor in English Beth Reyners stated that she doubts tutorial videos can address the wide range of questions students have about course material. "I find it difficult to believe that such videos alone could ever be as specific to a student's questions and needs as work with a tutor could be... after all, those videos would have to have a rather generic quality in order to market them widely," Reyners commented.

Also taking issue with Starkweather's statement, Associate Professor of Modern Languages Mary Wagner stated, "Students in lan-

guages should certainly not be cramming for tests. Mastering a language needs consistent practice."

The videos apply to high school and college material and teach complex and "dreaded" subjects using skits, mnemonic devices, humor and state-of-the-art graphics.

A survey conducted by UCLA's Higher Education Research Institute and the American Council on Education in Washington, D.C. this year on 348,465 college freshmen revealed that students are often bored and have difficulty staying interested in course material.

Paucek and Rena, looking back on their college experiences, recalled that their most compelling classes were those with a professor who was lively and had a sense of humor. They also considered the fact that available study aides, such as tutors and professors' office hours, do not always provide enough help. In addition, office hours and tutors' schedules do not always correspond with students' needs for help.

With those ideas in mind, the two raised \$15,000 from family and friends and began making their tutoring videos in Paucek's apartment in Virginia.

"While reminiscing about college one night, a friend and I wondered how we could bottle all the great qualities of our favorite professors," said Paucek. "Multimedia, and more specifically, video, were the obvious answer and we were stunned to find out that no one had ever done it before."

Assistant Professor of Psychology Jeff Hollerman said he feels dif-

ferently about the role of multimedia in education.

"It is certainly true that multimedia is a powerful way to communicate information to people in general, not just students. It is not, however, interactive in the sense of a student being able to ask a question, or a tutor or instructor being able to provide various types of explanations based on the individual student, or even the group of students," said Hollerman. "The major limitation is that the video is 'canned; you can't ask it to elaborate or give another example," he concluded.

Today, Cerebellum boasts 68 employees, mostly recent college graduates, and a 16,000-square-foot facility in Falls Church, Va. Each year of its existence has brought a 400-percent growth rate in revenues and in the past three years the number of stores carrying Cerebellum's tapes has quadrupled.

This is perhaps a reflection of students' perceptions of themselves as overwhelmed by work and in need of a quick way to reduce their workloads.

"I have never pulled an all-nighter," said Professor of History Paula Treckel. She commented that the way to learn a subject like history is to focus on large concepts and themes and that a tutorial video or an all-nighter is unlikely to be helpful with that type of work.

An article in *The Washington Times* stated, "As it jumps from lectures to comedy routines, it's a tape David Letterman might have made in college."

(continued on page 11)



ONE ON ONE—Freshman Brandon Grove works with a tutor on coursework. Allegheny's tutoring options are extensive and, in the opinion of many professors, very beneficial.

—photo by Chris Ellis

Clayton remembers his "American boyhood"

By KRISTY L. WHISKER
Assistant Arts & Living Editor

New to bookshelves this fall is a work of creative non-fiction by Harry A. Logan Sr. Professor of History, Bruce Clayton. Begun in 1995 and published this September by University of Missouri Press, it is a 267-page collection of short stories or "portraits" of people, places and a time long gone, spanning a 10-year period of Clayton's boyhood in the 1950s.

"The title of the book 'Praying for Base Hits — An American Boyhood' comes from chapter one, where I'm talking about my mother and father. My mother was always exhorting us to be praying for forgiveness from sin, and I was secretly praying for base hits," Clayton said.

"Praying for Base Hits" wasn't the original title, though. Clayton had wanted to title it "They Shot DeMaggio Today," but the publishers didn't like the title.

"They thought it would tell peo-

ple it was a baseball book," Clayton said. "It's not a baseball book. There is a lot of baseball in it, but baseball is really a metaphor for my life, or the idea of my life in those years."

A self-proclaimed "misfit in high school," Clayton said he was more of a troublemaker than a student. While he enjoyed the social life of high school, academics were not his focus. He had no desire to be a student, but Clayton did dream of playing baseball. After a disastrous try-out with the Saint Louis Cardinals, however, that dream gave way to new things.

The book traces moments of Clayton's life from the age of 10 up to the age of 20, attempting, Clayton said, "to take a lot of experiences and collapse them into a chapter. It's a true story, but it is a created truth. By that I mean I didn't make anything up... I make up the world of the book and conflate a lot of different discussions into one."

Why did he write it? "All of

these people in these stories have been begging to be let out all these years. . . . I wrote it for fun. I enjoyed it a great great deal—it is the most enjoyable thing I've ever written. I liked remembering most of these people, even the tragic ones."

Tucked inside the book are 20 individual stories in which Clayton said he "tried to capture the feeling of those days" as he experienced them growing up in a working class Kansas City, Mo. neighborhood. Included are stories of his parents, grandparents, wild high school days and memorable neighbors like Mr. Jim, to whom an entire chapter is devoted.

The stories build upon one another, according to Clayton, but one could pick up the book and read any story at any time and understand it. "It can be read on several levels. It can be read as an entertaining set of stories. On the other hand, it can be read as a series of really dark mo-

(continued on page 11)

Sibling relationships blossom

By PATIENCE L. BARTUNEK
Assistant Arts & Living Editor

When most students come to college they move away from their families. However, some tend to miss those younger siblings whom they once labeled "pains." There is a cure for this sibling separation syndrome—Big Brothers & Sisters of Crawford County.

Big Brothers & Sisters is a social service agency that serves children between five and 18 years of age. Most of these children come from single-parent homes and are in need of an adult to mentor them as a way to help fill the gap of the missing parent.

Anyone over the age of 18 and willing to make a nine-month commitment to a child can participate in Allegheny's program. During this period of time the Big Brother or Sister must be willing to spend at least two hours a week with their "little" (excluding breaks, holidays, and finals week).

"Currently there are 15 students in the program, four in process, and 10 matches," said caseworker Jennifer Hall. Hall is a '97 graduate of Al-

legheny who participated in the program as a student and is now matched with her third "little" through the program.

Her involvement with the program now stems from her time as a Big Sister while at Allegheny. "I had volunteered while I was at Allegheny and then I counseled at Bethesda after graduation until this position opened up and I went for it."

Angy Holmberg '01 is a presently matched Big Sister. She decided to become involved because of her love of children. "It is rewarding to take part in a kid's or young adult's life—to be an influence on them," she said.

Holmberg has a 14-year-old, Katherine, as her "little." She often spends her two hours a week playing Frisbee, going miniature golfing, going to youth group and carving pumpkins.

Sometimes they just sit around and talk. "When I was 14 I was a punk, and it is interesting to listen to her tell me about her friends cause she'll ask me what to do and I'll feel like I've gone through it before," she said. Holmberg said she and her

(continued on page 11)

A real Halloween treat awaits: great home videos for a spooky night

By BOB BRITTEN
Arts & Living Writer

It's that time of year again. The leaves are rustling, the pumpkins are carved and people in weird clothes are hanging out on your porch demanding food. No, not Listening Night at the Red House. I'm talking about Halloween, or Samhain for you pagans out there.

Halloween Movie Review

Ah yes, Halloween. Everyone has their own way of celebrating. Lots of folks put on costumes and

hit up strangers for candy. Some people decorate their yards with ghosts, spiderwebs and pumpkins. Some people steal these decorations and hide them in their basements. Some groups make caramel apples and play games. Others start fires that claim the lives of hundreds of innocents.

But whatever your pleasure, be it arson or candy, there is one tradition that everyone can dig—the Halloween party. And as everyone knows, the most important part of planning a Halloween party is deciding which movies to watch. So for your reading edification and just because I care, here are a few gems from Bob's List of Halloween

Movies. Proceed with caution.

The Evil Dead Trilogy.

If you're going to make an evening of it you should really make the effort to watch them all. If you didn't know, these star Bruce Campbell, who you would know best as the star of, well, of the "Evil Dead" movies. The three movies (in sequence) are "Evil Dead," "Evil Dead 2," and "Army of Darkness," and they range from a campy low-budget flick that tries to be a real movie to a campy moderate-budget satire that harbors no illusions about what it really is.

These movies aren't scary, but they are some of the most flamboyantly gory flicks you'll ever see. None of that cumbersome realism here either—the climaxes of the first two movies reveal that zombies are filled with leftover gunk from "Double Dare."

These films also have educational value. For instance, did you know that the average human contains somewhere around five gallons of blood? Or that, when forced to cut off your own hand, you can easily make a variety of useful prosthetics with common household objects like chainsaws?

All three movies are hilarious, but still pretty darn freaky in parts. And for you hard-to-please Halloween enthusiasts, there are any number of scenes involving chainsaws, shotguns, swords, monsters, blood and even a catapult.

The Frighteners.

I don't know how many times I've had to defend this one, usually to people who haven't even seen it. It's really a good flick and it seems strange that so many people

discount it because of Michael J. Fox, even though those same people enjoy Brad Pitt movies for his skillful acting.

This is, first and foremost, a visually exciting movie. There are some great CGI effects with ghosts crawling around beneath floors and wallpaper. The humor is actually pretty good too—and though this may be the deathblow for a Halloween movie, the plot is original and interesting.

Also, a ghost has sex with a mummy. It's more weird than scary, but weird has its own merits. "The Frighteners" may not be a good party movie, but it is really a lot of fun and is worth checking out.

Any Troma movie ever made.

Never seen a Troma movie? Did you ever do that thing with your friends at a restaurant when you're all bored and you take all the condiments and put them in a glass and then try to get someone to drink it? You know the feeling you got that one time when somebody did it—a mix of shock, nausea and a fierce desire to laugh? That's a Troma movie.

As of now, I've only seen three—the first two "Toxic Avenger" movies and "Tromeo and Juliet"—but some of the others have titles like "Tomcat Vixens" and "Sgt. Kabukiman, NYPD." So you know you're in for some quality entertainment.

These films are completely tasteless, senselessly violent, sexually graphic and usually political-sensitivity impaired to a fault—which is what makes them so fun.

Don't get me wrong; these are not "good" movies in any sense of

the word and some of them aren't even good "bad" movies. But hey, sometimes you need that. Check your humanity at the door and settle in for a twisted evening.

Austin Powers.

"Austin Powers" belongs on every movie list ever made. End of story.

In the Mouth of Madness. This is a weird, weird, *weird*, weird movie. It's very psychological, so your Halloween kegger might not be the best place for it, but it's creepy enough to really mess up a small, intimate gathering.

It's a John Carpenter movie, which means that you're in for a good ride, or at least a surreal one. I saw it with one other person, in a dark room during a thunderstorm, so there's a special scar on my brain from it.

This movie messes with your mind. Sam Neill against the forces of evil and chaos. And the cool thing is, he loses! There are some good monsters for you sophisticates out there, but the more eerie parts involve what you don't see.

So there you go—a few selections from the Vault. I know, I know—where are the "Jason" and "Freddy" movies? Hey, who doesn't know about those guys?

What we've got here are a few films which aren't so well-known and are a bit more stylized. Each one is a pretty good time in its own right.

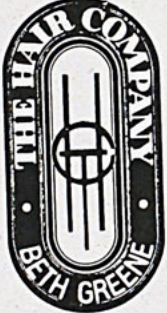
Pick one or two, shut the lights off, eat some of your candy stash (being sure to check for razor blades first, naturally) and have a happy Halloween.

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Chemistry comp collaboration

By PATIENCE L. BARTUNEK
Assistant Arts & Living Editor

Not every Allegheny student would jump at a chance to be a part of a research project, especially one entitled "The Effect of Metal Ions on the Thermal Stability of RNA Secondary Structure." Yet two recent Allegheny graduates and one comping senior have leapt into this research project with Martin J. Serra, Professor of Chemistry.

This research project began in 1996 with Lora Stewart '97, continued with Bridget Fey '98 and will conclude with Kimmie Retetagos '99. All three have progressively added to the original idea through their senior comprehensive projects.

Retetagos said she enjoys working from other students' research. "Lora did her work two years ago, Bridget did hers last year, and we worked together this summer. It's more interesting to work off of a peer than an article or published research," she said.

The research project basically is a study of four structures of RNA

and how it binds with magnesium. "The point is to find out what kind of binding is occurring between magnesium and RNA," Retetagos explained.

Serra has presented this combined work twice. In June in Newport, RI at the Gordon Research Conference on Nucleic Acids, he presented a poster entitled "The Effect of Magnesium Ion on the Thermal Stability of RNA Secondary Structure." This poster was co-authored by Stewart, Fey and Retetagos and can be seen across from Serra's office in Doane Hall, room C106.

Serra also presented the work as part of a seminar for the Duquesne University Department of chemistry and biochemistry.

Serra has received a National Science Foundation Research Opportunity grant for this work. The grant will allow local Meadville Area Senior High

School biology teacher Bob Boswell to work with Serra, Fey and Retetagos in studying the role sequence on RNA secondary structural ability.

Environmental artistry



Vicky Akers '02, John Woolery '99 and Christine Terraferma '02 create biodegradable art for Art 156, Introduction to Studio Art: Art and the Environment, taught by Professor of Art Amara Geffen.

—photo by Ben Wyrick

Read as an author reads

(continued from page 9)
ments."

In a review to be published in the upcoming *Allegheny Magazine*, Professor Emeritus of English Frederick S. Frank said, "At the core of the memoir are two imposing parental polarities, a deeply religious mother who oversees the lad's upbringing with puritanical zeal, and an agnostic old man who belittles the boy's every dream, scoffs at his athletic prowess and spews venom on his gods—baseball, hell raising and minor forms of delinquency."

For this reason, Clayton calls his work a "coming of age book," in which he comes to terms with his troubled relationship with father, religious differences with his mother, and the end of an important dream. "I'm more sympathetic to him now than I used to be," Clayton said about his father.

"What I tried to do was to portray him, myself and everybody else as realistically as possible and not to take any cheap shots at anybody."

What advice does he offer for those interested in writing? "Read everything you can. Read, read, read and then read some more. Read as an author reads, noticing how it is written. Write as much as

you can, and find someone who will be a friendly but tough critic. Incorporate all of those things into yourself so that you can be self-critical. Pick writing models and study them. Learn to omit unnecessary words and know there are no short cuts."

Clayton's book has received numerous positive reviews from Amazon.com, the Atlanta Journal-Constitution, Booklist and others.

Susan Swartwout of Amazon.com wrote, "You don't have to have experienced the 1950s to love Clayton's charming stories of dreams, desires, and disappointments of growing up afflicted with the human 'condition.'"

Truly reading Clayton's book affords the reader an opportunity to travel back to the 1950s, to hear the voices of those who so vividly inhabit the pages of "Praying for Base Hits," and to glimpse life as seen through the eyes of a Missouri boy with big dreams.

A book signing was held Tuesday in the bookstore. Clayton's book is available there for purchase.

Jump, jive and wail



Students in Montgomery Performance Space swing their way through Thursday's meeting of the new Social Dance Ensemble. The group was started by senior Sarah Toohey, and will focus on swing dancing this semester, meeting Thursday nights from 9 to 10 p.m.

photo by Ben Wyrick

Tutoring videos treated as modern oracles

(continued from page 9)

The tapes have won 15 Telly awards (the Telly is the non-broadcast equivalent of the Emmy) for Best Educational Video, and Cerebellum's press release stated that the videos are recommended by over 500 professors nationwide.

Humor and graphic sophistication might make the videos appealing to today's students. However, sitting alone watching a video rather than discussing course material with a professor or another student is contrary to the philosophies of many Allegheny students and professors.

Hollerman stated, "There is an intangible aspect of student-teacher interactions that, to me, is an important component in the learning process. I know that I associate most of my skills and interests with teachers, professors and mentors who helped develop those skills or inspire those interests."

Hollerman continued that he didn't want to "come across as a Luddite"; he said he feels that "technology does provide us with an incredible number of potential aids to the learning process and we should take advantage of them whenever it is appropriate."

The main problem most professors interviewed seemed to have with tutorial videos is that they emphasize "cramming" instead of synthesizing and making connections.

"Cramming for exams may help a student remember basic facts or equations but will not help a student understand how to apply that information to problem solving," said Assistant Professor of Geology Ronald Cole. "Speaking for my courses, students would not 'make the grade' if they simply memorized

facts and didn't understand the applications or broader significance of those facts."

Paucek, however, stands by the academic integrity and helpfulness of his company's videos. "These videos present material in a novel format, using the amazing power of laughter while maintaining the integrity and importance of the subject matter," he stated.

The company also offers a line of workbooks called the Study Sidekick and a little extra something just in case the stress of finals starts to get to you—a Stress-Relieving Squeeze Brain.

College students do not live on textbooks alone, however, and Cerebellum, like a modern oracle, has a line of videos to help with students' personal lives as well.

In July, the company unveiled a series of one-hour practical how-to videos, dealing with topics like writing a resume, dating and using the Internet, called "No-Brainers." They are meant to be introductory guides for anxiety-causing situations and were released in stores this August.

Although this type of self-help has been attempted before, in the forms of the "Dummies" and "Idiots" book series, Paucek said he thinks Cerebellum's series has something new to offer.

"The Dummies and Idiots books try to be full-fledged manuals on the subjects they cover and often wind up overwhelming people with information," Paucek said. "Essentially, we want to give people just what they need to know—in a funny, approachable format—to further their enjoyment of an area

previously inaccessible to them. We do this with our comedy writers and expert consultants who can help people feel more confident and comfortable in those areas."

The videos retail for \$14.99 nationwide. Each features a renowned "expert" from the field it discusses—John Gray, Ph.D., the author of the popular book "Men Are From Mars, Women Are From Venus" stars in the dating video. The Public Broadcasting Services' automotive expert Pat Goss is featured in the video on purchasing a new car.

Can the anxiety produced by complicated situations and difficult course material truly be relieved by a mass-produced video? Many professors feel that students are cheating themselves of rich life experiences by searching for fast answers.

Siblings program benefits children, students

(continued from page 9)

little sister have become close through their time together. They have become friends and share a mutual respect.

Although most of the Allegheny volunteers are female, five males participate in the program. John Kapsiak '99 is one of them. Kapsiak and his 13-year-old little brother find plenty of things to do together. "He comes to my house and we play video games, football, and pool. Sometimes we go bowling," Kapsiak said.

Kapsiak became involved in the program for the experience. "I like kids and my little has taught me a lot. He's just generally fun to hang out with."

Kapsiak sees the need for more people to become involved with this program and recently has gotten friends involved. He says that those interested should decide what age group they would like to work with and determine whether they have enough time. "There are kids available of all ages, and all ages do different things. You just have to figure out what you want and be willing to volunteer your time."

The children who have big brothers and sisters tend to be less likely to start using drugs and alcohol, less likely to hit someone, and more likely to improve in school as well as in peer and family relationships.

This may seem like a lot to ask a volunteer to address, but often role modeling alone achieves the program's goals. "You just have to support them. You can't tell them their parents are wrong if you disagree with them. If they have a problem with their peers, then you can say something," Holmberg said.

Big Brothers & Sisters of Crawford County continually are accepting volunteers. Those interested should contact Jennifer Hall at 724-8589.

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A&L,
You
Little
Devils!

Some headaches, but great horns, make *Mafia* worthy of a listen

By KIMBERLY REHAK
Arts & Living Writer

Ska seems to be all the rage now, with bands like Reel Big Fish, Save Ferris and the Mighty Mighty Bosstones bringing this genre to the commercial forefront. I'm sure most people are well aware of the different categories of ska: two-tone, which keeps with the traditional reggae influence of the music, ska-core, ska-punk, etc. But this isn't a lecture about ska.

how to read" and "Hit a Guy With Glasses" asks whether you would do just that.

Because of the band's hardcore and punk influences, many of the lyrics are indecipherable. The lyrics are easy to learn once you interpret them, though—most of the songs simply repeat one sentence throughout the track.

The album starts with a fast song, "Human Piñata," which my roommate said "makes you want to dance really fast." The next two

songs, "Symptomatic" and "Love Letter," have very distinct guitar and pounding drums that carry the song. The fabulous horns, however, are muffled into the background.

"They Always Come Back" and "Walkin' Frustration," the fourth and fifth songs on the album, are more upbeat, bringing the horns to the forefront again. The next song "Yo No Tengo Tiempo (para ti)"—with a title to verify their Latin influence—is more punk with clamorous guitar riffs.

"Left for Dead," my favorite song on the album, has the most noticeable Spanish influence. The horns are well-orchestrated—I loved them in this song. I love this whole song.

"Delinquent Song" and "Misunderstood" were all right. Again, the horns are very prominent, but neither is a distinctively great song. The eleventh song, "Hieroglyphics," is definitely the headache part of the album.

The album ends on an upbeat

note with the final songs "Hit A Guy With Glasses" and "Stranded in the Jungle." Both are very fast-paced and amusing songs. "Stranded" takes the listener on an adventure through the jungle and ends the album energetically.

Band Geek Mafia has some great songs ("Left for Dead") and some great horns. I wouldn't recommend it for late-night studying or to wake up to in the morning. If you're interested in ska-core or ska-punk, though, definitely give this album a listen.

Music Review

The Voodoo Glow Skulls, a ska-core band hailing from Orange County, Calif., recently released their latest album *Band Geek Mafia*. I've listened to it many, many times.

I find the album to be like an average day—there are some headaches but also some great moments. The album's best feature is the horn sections, which have a very distinctive Latin influence and a very quick and catchy consistency.

I also enjoyed the humorous lyrics of the songs. "Love Letter" informs the audience that "I sent her this love letter but she don't know

By SUSAN JAMSHIDI
Arts & Living Writer

Excitement is building in the performing arts community on campus as well as in the Meadville community. An innovative concept still in the building-block stages has the potential to explode into one of the largest college and community collaborations Meadville has seen in years.

The cause for celebration is Winterstock, devised by dance coordinator Jan Hyatt and seniors Doug Ney and Anthony Ranii. It will make the long-overdue connection

between the theater, music and dance departments.

"The project is exciting to me because I think it is going to result in the development of the student voice," said Hyatt.

Winterstock will be a two-week performance workshop over winter break, starting Jan. 4. Members of the college community as well as Meadville area residents auditioned on Oct. 11 for five hours in Montgomery Performance Space. This newly-renovated dance space has made it convenient to follow through with the project.

"The auditions didn't really test skills; they showed us new ways to

portray our skills. It was more of an educational experience than an audition," explained sophomore Corey Reiger.

The group of approximately 65 people who auditioned went to acting improvement, vocal and movement workshops.

"The main focus was on building a sense of community," stated senior Mike Hinzman, who is also one of the creators of Winterstock. "The people who auditioned were split into different groups and they then worked in those groups to create a short skit."

The group hopes to bridge the gap between the college and the

community by using both college and community performers. In fact, the majority of those who came to the audition were students from surrounding schools such as Meadville Area Senior High (MASH), Conneaut Valley High School and Maple Wood High School.

When the group begins in January they will practice six days each week, gathering ideas and writing the show. The final product of their work will be an original show.

Since this is the first time anything like this has been attempted at Allegheny, Winterstock '99 will set the precedent for the future. The organizers hope that Winterstock will become an annual workshop.

Winterstock participants will produce original show



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Personals

Jen —
I love you...I'm sorry...
Your idiot assistant

Shari —
Here it is..your personal.

This may last as long as that song
unless you admit you are the root
of all evil!

Way to go CESH! Thank you for
being so wonderful! Keep up the
great work!

SHUT UP PATIENCE! No, I love
you, I think, but then again, I can't
really be sure. Go home. No, you
suck. Don't cry.

Kelly said he'd do anything for
who???
GO Brooks!!!!

I'd rather see dancers "spinning in
circles" and "gyrating
nonsensically" than two guys in
tights poking long skinny objects at
each other

"Bar Pittsburgh"
When we get bored we hop in the
car. Drive to Pittsburgh to dance
on the bar. Bartenders love to pour
shots in our face. Nothing beats a
Saturday at this place! T.G.E.

Personals

Hey "T"—whose music collection
have you seen lately? You wanna
do what? Huh-uh, no way, forget
it.

Happy comping Trolls! You're
almost there! Love, Troll C

I love you too, Patience. The A&L
gods are merciful this time of the
year. You will not be subjected to
Exacto-knife torture.
Love, Jen

Happy happy 19th birthday,
Rottweiler feet! Beam me up. Hee
hee. Love, Jen

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12 by Tuesday to be included in
Thursday's paper. Send them in,
darlings—and make them funny.

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Al, or maybe just Din.

Happy 21st, General !!!
Love, Che-Na

I miss Melana.

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Losing streak plummets volleyball below .500

 By PAT SHELTON
 Sports Editor

After moving through the season at a consistently mediocre pace, the volleyball season took a turn for the worse over the past two weeks for the Allegheny women. The Gators, who were once 13-14, have dropped five of their last six, including four NCAC matches.

The losing streak began on Oct. 10 when the Gators dropped their match against a tough Slippery Rock team in three games (15-13, 15-4, 15-7).

Ohio Wesleyan was the next challenge for Allegheny, and the Gators fared no better. After capturing a tough first game 17-15, the Gators lost 15-6, 15-12 and 15-9 to suffer their second NCAC loss of the season at the hands of the Battling Bishops.

The result was the same in the Gators' match against Wooster. Allegheny suffered defeats in the

first two games (15-7, 15-6), but pulled out a 15-11 win in the third game. The Scots quickly closed the door on the Gators, however, securing the win with a 15-13 fourth game win.

On Oct. 21 the Gators fell victim to Case Western Reserve. Allegheny proved to be little challenge for Case, which won the match handily, 15-11, 15-5, 15-5.

On Saturday the Gators took on Kenyon and Wittenberg. Kenyon provided the Gators with a chance for their first win in over two weeks,

and Allegheny took advantage of it. The Gators won the first two games 15-4, 15-10. Kenyon came back, capturing the third and fourth games 15-4, 15-13, setting up the deciding fifth game. The Gators brought their downward spiral to an end, taking the fifth game 15-10 and the match 3-2.

Wittenberg proved to be a tougher opponent for Allegheny. The Tigers won the first two games by identical 15-9 scores and then cruised to a 15-6 win in the third game for the easy victory.

Sophomore Tonya Andrews leads the team and ranks second in the NCAC with 503 kills in 119 games (4.23 per game). Junior Wendy Turkovich has 445 digs and averages 3.74 per game, while senior Bobbi Ruddock has a team-high 1,095 assists in 123 games (3.74).

Allegheny now stands at 14-19 overall and 2-5 in the NCAC. The Gators took on Oberlin last night, but results were not available at press time. This weekend the Gators will compete in the Juniata Invitational.

Women's soccer victories prove too little too late

After a rocky, up-and-down start, the women's soccer team turned its season around with two NCAC wins over fall break. The Gators downed Wooster 3-1 on Oct. 14 and then Kenyon 4-0 on Oct. 17. The two wins put Allegheny in a third place tie in the NCAC with Ohio Wesleyan and Wittenberg, but a loss to Earlham on Saturday dropped the Gators into fourth place.

Junior co-captain Katie Paulsen was impressive for the Gators in their win over Wooster. Paulsen notched two goals in the victory. Sophomore Meredith Stone also scored once in the win, while

sophomore goalkeeper Tammy Jolly made the start in goal. Jolly made 13 saves in the win to earn her first victory of the season.

Senior co-captain Allison Pyewell scored twice in the Gators' win at Kenyon, while Paulsen added a goal and an assist and freshman Erica Frank scored her fifth goal of the season. Once again Jolly started and earned the win in goal, saving six shots on goal in the game.

The Gators picked up their ninth win of the season on Oct. 21 with a 2-0 win over Penn State-Behrend. Senior Alexis Emrick was the offensive star for Allegheny in the win,

putting the ball in the back of the net both times. Jolly turned in another strong performance, tallying nine saves.

Allegheny failed to score on Saturday against Earlham, and as a result suffered a 1-0 defeat despite a strong team defensive effort. Jolly made four saves in the loss.

Yesterday Allegheny took on Case Western Reserve at Robertson field, but results were not available at press time. The Gators conclude their season on Saturday when they host the NCAC leading Denison Big Red. The game is scheduled to start at 11 a.m.

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Football set to battle Bishops

(continued from page 16)
second half, and special teams struck again when Earlham fumbled the ball away on the ensuing kickoff. Another quick score put Allegheny up 45-0 with over 10 minutes left to play in the third quarter.

Allegheny's defense was dominant for the second game in a row, following up its NCAC record setting performance against Kenyon with another suffocating display. The Quakers failed to reach 20 yards rushing for the game and were held to only 118 total yards.

Belaney paced the Gators' defensive effort in the game with 13 tackles, four of which went for losses. Thurman also turned in a solid all-around performance with five tackles, a sack, an interception and a fumble recovery.

This weekend the Gators will

travel to Ohio to take on the Battling Bishops of Ohio Wesleyan. OWU is 5-2 on the season and 3-2 in NCAC play.

The Bishops' offense powers through its running game. They are led by Matt Capone who averages 120.3 yards per game on the ground and has scored nine touchdowns this season.

Defensively, the Bishops are led by Ike Reid, a defensive end who has 64 tackles and 12 sacks. Strong safety Mike Fowler leads the team in 101 stops and shares the team lead in interceptions (three) with cornerbacks Jason Martin and Joe Clinton.

The Gators have defeated the Bishops eight consecutive times and lead the all-time series 12-2. The game is slated to start at 1:30 p.m. in Delaware, Ohio.

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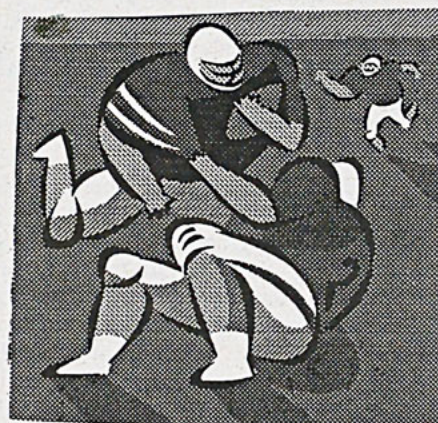
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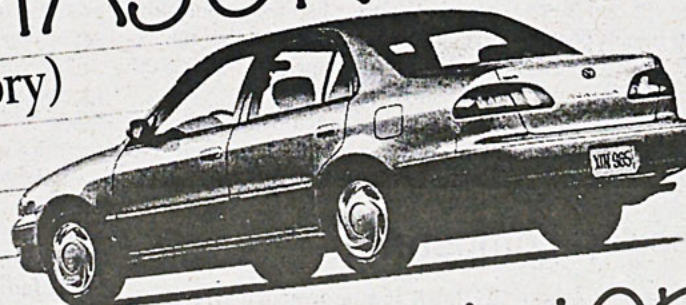
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The Campus Sports

Gator football hands Wooster its first loss in double overtime thriller

By PAT SHELTON
Sports Editor

After a suffering a 25-0 defeat to Wittenberg in early October that dropped its record to 2-2, Allegheny's football team rededicated itself to dominance in the NCAC. Last weekend the Gators remained undefeated since their second loss with a thrilling 40-39 victory over previously unbeaten Wooster in double overtime.

The Gators got a total team effort in the win, and on a weekend when Jason Elam of the Denver Broncos tied the NFL record with a 63-yard field goal, senior kicker Kevin Bowser proved to everyone that a solid kicking game is crucial at any level.

The offense got things going early with a strong running attack. After two successful runs by sophomores Shane Ream and Jeremy Snyder, senior quarterback Chris Miller picked up 23 yards on the option. Miller then found Snyder over the middle for a 16 yard gain through the air, but the offense stalled and Bowser hit a 33-yard field goal.

The Scots moved the ball successfully after the ensuing kickoff, marching 77 yards on eight plays to take a 7-0 advantage following the successful point after.

When Allegheny's offense took the field again the running game was unsuccessful, but Miller found senior receiver Jason Francis three times for gains of nine, 15 and 39 to move the Gators deep into Wooster territory. Once again, however, Allegheny's offense could not punch the ball into the end zone and Bowser came on for the 23-yard field goal.

Golfers face top competition

Allegheny's golf team closed out a successful fall season with solid team and individual performances at the Taylor Made Gordin Classic on Oct. 17-18 and in the Rolex Match Play Championships on Oct. 24-25.

The Taylor Made Gordin Classic is held each fall in Myrtle Beach and the field is comprised of the previous year's top 10 teams in Division III, as well as the host team, Ohio Wesleyan. The Gators picked up an impressive third place finish with a team score of 902, 12 strokes behind the pace of defending national champion Methodist College.

The Gators were paced by the individual performance of sophomore Nathan Smith. Smith shot a seven-over-par 221, with rounds of 78, 70 and 73 to earn a third place tie.

Senior Mike Gasper was the next-highest finisher for the Gators. Gasper fired rounds of 71, 81 and 71

The Gators' defense was in attack mode following the kickoff, and on second down senior linebacker Corey Belaney dropped Wooster quarterback Rich Judd in the backfield for a five-yard loss. The Scots could not pick up the first down on third down and punted to the Gators with 30 seconds left in the first quarter.

Allegheny failed to move the ball on its next possession, but the defense came up big on second down again when the Scots regained the ball. After a gain of two yards on first down, sophomore nose tackle Josh Six stuffed a run play for a one-yard loss. Wooster could not convert third and nine and punted again.

The Gators used a mix of pass and run on their next drive, and moved to the Scots' 10-yard line. Miller was sacked for a seven-yard loss on third down, however, and Bowser came on for a 34-yard field goal to give the Gators a 9-7 lead.

Allegheny's pressure defense continued to confuse Wooster's offense on the Scots' next possession, allowing a one-yard gain and two incomplete passes before a Wooster punt.

Miller wasted no time on the Gators' next drive, splitting Wooster defenders as he kept on the option and sprinted 43 yards for a touchdown. Bowser made the extra point to take a 16-7 lead.

The Scots figured out the Gators' defense to a certain extent on their next drive, moving 82 yards on 11 plays. Wooster had the opportunity to close the gap to 16-14, but the extra point hit the upright, holding the score at 16-13.

The Gators regained possession with 1:45 remaining in the half, but Ream fumbled the ball away with

to finish at nine-over-par with a total of 223. Gasper's score was good enough for sixth place in the 63-man field.

The Gators also played well in the Rolex Match Play Championship, securing another third place finish in a strong, eight-team field.

Allegheny opened play with a 4-1 victory over Swathmore, but lost to Otterbein in a tie breaker in the second match of the tournament.

The Gators' loss to Otterbein set up a match with the strong squad from Methodist for third place. Allegheny was able to triumph 3-2, picking up individual wins from Smith, junior Nick Mahramas and freshman Marcus Bittman.

The two tournaments finished the Gators' fall season, but the squad gained valuable experience and confidence with two strong performances against many of Division III's top teams.

1:14 left at the Allegheny 27. The Gator defense gave up 12 yards on the first play and six on the second, but knocked away two passes to bring up fourth down on the Allegheny nine. Wooster lined up in field goal formation and attempted a fake, but the pass was intercepted by senior Eric Williams, ending the Wooster threat.

Wooster took the opening kickoff of the second half and drove to the Allegheny 25-yard line on just six plays, but sophomore LaMarcus Thurman came up big, intercepting a pass in the end zone to regain possession for the Gators.

Allegheny's next drive totaled just 12 yards, and after getting the ball back and running once for two yards, the Scots scored on a 73-yard pass play. Wooster fell victim to its own inferior kicking game again, however, as Josh Six broke through the middle of the line to block the extra point and keep the score 19-16 in favor of Wooster.

Allegheny wasted no time evening the score, moving 46 yards on 10 plays before stalling at the Wooster 28. Bowser came on again and hit his school record fourth field goal of the day. The field goal was from 45 yards out, a personal best for Bowser.

The Gator defense was strong once again on the Scots' ensuing possession, forcing Wooster to punt without picking up a first down. Allegheny used a 16-yard Snyder run, a 15-yard Miller run and a face mask penalty to move to the Wooster seven-yard line before Miller hit Snyder in the flat for a seven-yard touchdown. Bowser's extra point made the score 26-19 at the end of the third quarter.

Allegheny's defense was tough on Wooster's next possession, but a solid punt forced the Gators to begin their next drive from their own nine. After failing to pick up a first down, Allegheny punted and the Scots started their next drive at the Gators' 43. Six plays later the Scots were in the end zone and the extra point tied the game at 26.

Both defenses were tough in the remainder of the game. Wooster drove the ball to the Allegheny eight-yard line with 7:12 left in regulation, but senior John Williams picked off a pass in the end zone to give Allegheny the ball at the 20.

The Gators began a methodical drive down the field, using a strong run game and short passing attack to march to the Wooster 23 with just 41 seconds remaining to play. Allegheny failed to convert on fourth down and after a successful defensive stop by the Gators the game went to overtime.

In the first overtime Wooster won the toss and the Gators took the ball first. Following a four-yard

Ream run on second down, Miller hit senior tight end Nathan Six on a 21-yard touchdown pass, giving Allegheny the lead. Bowser made his extra point, forcing the Scots to score a touchdown and convert on the extra point attempt.

Wooster also was successful on their possession, picking up the touchdown in just four plays and converting the point after attempt to lock the score at 33.

The Gators won the coin toss for the second overtime and the Scots were given the first possession. Wooster took just four plays to score the touchdown again, but the extra point sailed wide right, leaving the door open for Allegheny.

After runs of 11 and 12 yards by Snyder and Miller, Snyder plunged in from two yards out to tie the game. Bowser came on to nail the game-winning extra point, securing the 40-39 win and keeping the Gators' NCAC title hopes alive.

Loss ends soccer playoff hopes

By DIXON STARZ
Assistant Sports Editor

Over the course of a week, the men's soccer team experienced some emotional highs and lows. After a thrilling overtime win over Slippery Rock, a 2-0 loss to third-ranked Earlham put the team's playoff aspirations in serious doubt.

Senior forward Mike Polhamus was the hero in the Slippery Rock win. For the game he netted two goals including the game-winner.

With his impressive play in goal, junior goalkeeper Rich Phelps collected his sixth victory of the season. Exactly half of his wins in goal have been shutouts.

Going into the game against Earlham, the Gators were listed at eighth in the National Soccer Coaches Association Great Lakes

Miller led the offense and earned NCAC Offensive Player of the Week honors. He had a team-high 100 yards rushing on 14 carries and completed 15 of 31 passes for 191 yards and two touchdowns. Bowser's four field goals tied an NCAC record and his 16 kicking points broke his own school and NCAC record.

Senior Matt Pierce led the team with 13 tackles, while Thurman made a career-high 12 stops. Belaney made 11 tackles to extend his team leading total to 85. He also leads the team in sacks with 6-1/2.

On Oct. 17 the Gators picked up their fourth win of the season in a 59-7 trouncing of the Earlham Quakers. In the second quarter, Allegheny exploded offensively, scoring 24 points to take a 31-0 lead at halftime.

Senior Chad Paolini extended the Gators' lead with a 94-yard kickoff return for a touchdown to open the

(continued on page 15)

Region poll that was dated Oct. 19. As it stood, they were three spots out of the playoff picture, and a victory over the Quakers would have placed their conference record at 5-2, solidifying a trip to the post-season.

But the Gators' potent offense, including Polhamus and the NCAC's fourth leading scorer, freshman Patrick Redman, were held scoreless.

Despite a strong six-save performance by Phelps, the Quakers managed to sneak in two goals, and in the process, dash the Gators' playoff hopes.

With two games left to play, the Gators are now a long shot to make the Division III playoffs. On Saturday, they complete their conference schedule with a game at Kenyon, and the season itself will conclude Nov. 3 at Penn State-Behrend.

Cross Country set for NCAC meet

The men's and women's cross country teams took part in their last competition of the season before the NCAC Championship meet, traveling to New York for the University of Rochester Invitational. The men's team picked up a fourth place finish in the field of nine, while the women were fifth out of seven.

Senior captain Amy Schuckert continued her strong season with a seventh place finish in the 80 runner field. Schuckert covered the course in 19:38, pacing the Gator women's team once again.

The men's team got its top performances from its senior co-cap-

tains as well. Mark Hudson and Ben Wyrick both finished the course in 27:52, picking up a shared 15th place finish. Sophomore Brice Allen picked up 22nd place with his time of 28:10.

Saturday the two teams will travel to Kenyon to take part in the NCAC Championship meet. The Gator men are the defending NCAC champions and Hudson is one of the top contenders after finishing seventh in last year's event. Schuckert is one of the favorites in the women's race. Last season she was the runner-up in the event.