

CAR RALLEY RESULTS

IDEAL TIME 1 Hour and 59 Minutes; IDEAL MILEAGE 54 Miles; TOTAL QUESTIONS 43

Place	Car No.	Driver & Navigator	Total Points Missed	Questions Missed	Mileage Missed	Time Missed
1	27	* Ron Kivak Rita Gocek	7	6	0	1
2	47	* Jim Matter Carl Knaub	8	7	0	1
3	55	* Gretchen Senseman Fred Eurleck	9	4	1	4
4	2	Tom Petrilla Nancy Roberts	10	7	1	2
5	4	Bill Goman Barry S.	10	7	2	1
6	39	Tony Dewesky Oak	10	6	2	2
7	17	Rich Lippincott M. L. Buckley	10	5	3	2
8	48	Kathy Jones Kathy Kocker	11	8	1	2
9	11	John Zullo Gary Tobin	12	10	2	0
10	45	Kevin Ritchey Jerry Zeleny	12	10	2	0
11	19	Cathi Long Kathy Kramer	12	10	1	1
12	53	George Price Cherly Price	12	7	2	3
13	5	Ed Workullich Paul Heinzman	12	4	5	3
14	20	Leo Carr Jim Butts	13	10	1	2
15	42	Jim Bicsecker Tom Rudolf	13	10	2	1
16	21	Dan Ondewelder Bob Riff	13	7	5	1
17	3	Bob Riff	14	9	3	2
18	18	Mr. Achorn Dr. Shaw	15	13	1	1
19	30	Dr. Gilmore Mike Klotchick	15	12	1	2
20	26	Ramone SeGree Mary Jo SeGree	16	13	2	1
21	37	Tom Rowan Jeff Hooten	16	10	2	4
22	51	Mike Nazmack Dick Kochen	17	13	1	3
23	61	Mike Calloway Skip	17	11	4	2
24	28	Bob Mason Marian Krieger	17	11	5	1
25	8	Bill Decker Iris Prager	17	8	7	2
26	36	Mr. Buchanan Mr. Meehan	18	15	2	1
27	38	Helen Swift Charlotte Bauld	18	11	3	4
28	22	Jeff Small Shelly Applen	18	16	3	0
29	31	Rich Lillie Al Hutchins	19	14	4	1
30	1	David Wozniak John Morris	19	12	2	5
31	15	Chet the Jet Mary Ann Mason	19	11	8	0
32	57	Pete Lund Gene Eddy	19	8	10	1
33	13	Kathy Wallace Ray Hinchey	21	13	3	5
34	19	Dean Cashman Tom Pittuch	21	12	7	2
35	3	Bill Jones Bette Karp	21	10	10	1
36	56	Mr. Redington Terry	21	10	9	2
37	10	Rick Peace Dave Shrader	22	16	1	5
38	41	Tom Calyton Sabra Calyton	22	14	4	4
39	60	Don Friebe Scott Sigworth	22	13	6	3
40	16	Sal Lanzow Mike Samueluff	22	9	10	3
41	29	Art Marshall Cathy Began	22	8	10	4
42	40	Den Meredith Lisa Meredith	23	14	8	1
43	25	Check Bleese Mark Warchol	23	8	12	3
44	62	Pat Panfile Dave Nicholas	25	7	15	3
45	43	Rose M. John Fisher	26	11	13	2
46	33	Charlie Kapacs Bruce Karchner	28	18	8	2
47	12	John Angstadt Barry Moyer	31	22	5	4
48	14	Joe Pacifico Bonnie	33	17	10	6
49	52	Linda Zane Reggie	34	21	12	1
50	23	Henry Pagliocca Arlene Pagliocca	36	11	17	8
51	34	Parke Retester Bill Warihay	37	15	17	5
52	6	Bill Baer Ralph Bunz	39	10	24	5
53	44	Sally Zeger Dave Zeger	53	20	25	8
54	46	Tom Abate Charlie	68	35	24	9
55	58	Bob Czarniecki Elaine Williams	77	18	45	14

THE FOLLOWING CARS POOPED OUT

- 9 John Dallura
- 24 Gary Bloom
- 35 Mike McAllister
- 50 Job Coslett
- 50 Paul Clark
- 50 Joe Callura
- 54 Paul Skodacek
- 54 Keith Essinger
- 59 Janet Selecky
- 59 "Pitstop" Portlock
- George Little

The Board of Governors would like to thank everyone that assisted in setting up the car rally and everyone that participated in it, in making it the big success that it was.

The turnout and the enthusiasm of all those involved was greatly appreciated. We hope you all keep your cars in shape for our Spring Rally, we hope to see some new faces too.

Science Enrollment recovers at Antioch

Yellow Springs, Ohio- (I.P.) - The following are excerpts from a five-year report by Albert B. Stewart, professor of Physics and director of the Antioch College Sloan Science Program:

The last five years have seen a growing public ambivalence toward the place of science. Its reputation has been sullied by pollution, defoliants, pesticides, weapons; and its objective basis has been denied as an appropriate way of looking at the world.

But the recognized need for scientific understanding - to tackle problems of pollution, to understand the physiology of different states of consciousness, to come up with alternatives to dwindling natural resources, and through electronics to spread a richer fare for the senses - has probably never been greater. During the same period, higher education has been in a volatile state, with mushrooming demands for change in educational methods and subject matter.

Five years ago the Antioch faculty faced fewer and fewer students in science courses. Out of both self- and educational interests, it sought ways to increase student involvement with science. Fortunately, Antioch received help through a five-year grant from the Alfred P. Sloan Foundation that supported faculty and students as they sought to transform the science program in response to the attitudes of students and to the needs of society.

The attention to improved science instruction coincided with great changes in all parts of the College that made a dynamic response essential:

The First-Year Program was designed to make educational resources more accessible to entering

students. At first, to encourage exploration, it guaranteed to freshmen a full year of academic credits. Science study by entering students decreased abruptly.

General Education requirements were reduced. The senior integrating seminar was dropped, and all academic areas offered more options for satisfying General Education requirements.

Crediting studies initiated by students, frequently using student instructors under faculty sponsorship, became policy. This encouraged faculty members to support rather than to direct student study. The faculty adopted a policy for interdisciplinary majors across academic areas as well as among the sciences.

Grades were eliminated in all courses by the faculty, who thereafter evaluated student performance in detail, granting or denying credit in terms of explicit objectives for each course. This has encouraged students to take science courses without fear of a lowered grade-point average.

Preparing students to be effective agents for basic changes in society has become an explicit purpose of the College during this period. Students and teachers who embrace social activism challenge the ideas of scientific objectivity and emphasize both the destructive consequences of scientific developments and their potential benefits to man.

There have been consequent shifts in class enrollments. Most marked has been the increase in numbers of students studying the biological sciences, especially those related to the environment.

The Sloan program has organized and directed large amounts of talents and energy toward increased un-

derstanding of science. At the outset a faculty-student committee (including representatives from the humanities and social sciences) sought and judged proposals, read reports from grant recipients and directors, and set up meetings and day-long conferences to stimulate and sample community thinking.

Innovative courses and projects of great variety were supported. Funds enabled faculty members and students to conduct research and attend conferences. Courses were invented such as Science and Experience, East and West (which reawakened interest in scientific modes of explanation as complementary to other ways of knowing); and

Global Crises (problems of population, poverty, and resources); Science of Photography; Stringed Instruments Construction; courses in human ecology and environment; and computer-related courses.

A workshop in basic mathematics was offered each quarter. Faculty originated some courses on released time, students originated and taught others. A major strategy was to support the initiative of students in developing new courses and other modes of learning.

A dramatic and significant result of the Sloan program has been the increase of student enrollment in science study. Not only have the sciences regained ground lost in previous years, but science enrollment has risen well beyond earlier levels. Some of this increase must be attributed to other factors, but much of it occurred in the Sloan activities.

Campus papers status still uncertain

Tuscaloosa, Ala.- (I.P.) - Status of the campus press at colleges and universities throughout the nation continues to plague college editors and administrators, according to a study recently completed by the Independent Media Research Project (IMRP) at the University of Alabama.

"College administrators are still reluctant to seriously consider true independence for their campus student newspapers", project director Boyd Campbell said.

IMRP conducted a survey of 500 colleges and university administrators and campus student editors during the 1973-74 academic year. The percentage of return for editors was 41.2 per cent; administrators, 68 per cent; and, at least one survey response was received from 82.4 per cent of the campus student newspapers selected for the survey.

"Three campuses out of the 500 we surveyed indicated that

they had an independent corporation established for profit to turn out the campus student newspaper. Of the campus student newspapers which do operate under a student-controlled corporate structure, our study shows that only 3.57 per cent are set up to make a profit. This strikes at the heart of the problem of independence for the campus press", Campbell said.

Survey costs for the IMRP were offset with funds from a Student Government Association academic grant and from the University Board of Publications.

"We hope that the statistical offerings of this report will cause serious consideration among academicians of the true status of the campus press and will reduce the amount of pontification on this subject", Campbell said. "There appears to be a great deal of loose and unsubstantiated information on the campus press floating about", he said.

Recipe

WINE CHEESE FONDUE
 1 cup Rhine wine
 1 package (8 oz.) old English process Cheddar cheese slices, cut up
 1 tablespoon flour mixed with 2 tablespoons water
 Hard crust bread or rolls, cut in bite-size pieces or fruit, cut in pieces
 Pour wine into fondue pot. Add pieces of cheese. Place over medium-high heat until cheese is melted and mixture is smooth. Add flour mixture and cook and stir until thickened. Reduce heat so mixture continues to bubble gently. Spear bread or fruit pieces on fondue fork and dip into hot mixture.

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