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FREE

A.P.C. Reevaluates Transcript Proposal

By Michelle Hogle

Following the general outcry (and unanimous faculty veto) surrounding the APC proposal to remove narrative evaluations from student transcripts, APC has withdrawn that proposal and instead initiated an investigation on how students are evaluated at Bennington and how to translate that effectively to the outside world.

This investigation will involve a series of meetings between APC members and students, SEPC, faculty members (both as a whole and within discipline groups) and relevant Deans. In addition, over FWT, APC will conduct more in-depth outside research with graduate programs and other undergraduate institutions in order to collect information that will frame the discussions held on campus during spring term 2004. The product of these discussions will be a proposal that will be voted on by the faculty on May 5th, 2004.

The goal of this new proposal is to answer several specific questions APC has posed about student evaluations at Bennington and our overall grading system. Currently, our grading system consists of Pass/Marginal Pass/Fail supplemented by a narrative evaluation. APC is attempting to define:

a) The role of the narrative evaluation. What kind of narratives are appropriate for student work at Bennington? What sort of information should be included and what sort of information *must* be included? How are these evaluations used? Currently, evaluations are being applied in two ways. Primarily, evaluations are used as an in-depth analysis of the student's progress during the term intended to assist the student during their time at Bennington. However, as more and more Bennington students apply to graduate programs the narrative evaluation also must serve as tool for admissions committees. Recently, the

effectiveness of our narrative evaluations to accurately reflect and communicate our accomplishments at Bennington has been called into question.

b) Is there a more effective way to combine narrative evaluations and a grading system? For example, would changing to an A/Pass/Fail system, or requiring students to have letter grades in a certain percentage of courses be more useful?

c) How do evaluations fit into the Plan process? How are they being used by students and plan committees? What role do narrative evaluations play in a student's plan choices while at Bennington?

d) How to find an effective grading system for Bennington students that can be translated into a transcript for the outside world. What kind of transcript will most accurately represent how the student spent his or her time at Bennington?

APC continued on page 7



O Tenenbaum? The dining hall has cheer thanks to Mr. Werner Jatzke.

Off-Campus Housing Proves Challenging

by Zubin Soleimany

This year, with Bennington College's enrollment at an all-time high, students feel the housing crunch as freshmen attend roommate mixers to amend Student Life's matchmaking errors and sophomores gather around like off-track betters at the lottery calling. With enrollment consistently climbing, some prewar houses have become hot property, with students clamoring over the few open rooms. Amidst this Manhattanish housing mood, the *Free Press* has decided to review the history of and current policy regarding off-campus housing.

Currently, nearly all undergraduates live on campus, with roughly a dozen students living at the Welling Townhouse and a handful of others in their own places. Under the current policy, undergraduates must be at least twenty-four years old or married to live off campus. Anyone, however, can submit a request to live off-campus which would be reviewed by Student Life personnel and the Dean. Several pairs of students have considered joining in everlasting matrimony for a couple of years in town but, according to Director of Student life Paul Renzi, none have ever followed through.

Housing continued on page 7

Students Respond to APC: Pro's and Con's

Editors Note: The following articles were written before APC announced that the transcript proposal would be reevaluated.

PRO

By Lawson Wulson

Presently, narrative evaluations are written for three audiences. The primary focus is for the student. Personalized faculty feedback is a staple of the Bennington educational philosophy and written narrative evaluations are one form this feedback takes. Evaluations are also written with other faculty in mind. Final evaluations become a part of every student's permanent record and are used by other faculty to review students' work and progress throughout their time at Bennington. Currently, narrative evaluations are also a part of the final transcript. This means that faculty are required to write to audiences that need very different information.

The information that graduate school admissions departments look for in a transcript is not the same as the information provided in narrative evaluations. At most graduate schools, the most important part of the application is teacher recommendations. An applicant's portfolio or body of work is next in importance. Though it is often the first item to be looked at, the transcript carries the least overall importance. The transcript is used to chronicle the student's course of study and performance in classes. There are many colleges who, like Bennington, use a pass/fail grading system. These transcripts, though they do not include letter grades or a G.P.A., are still useful in communicating what a student has studied.

In competitive and rigorous graduate school admissions departments, each application is given a small amount of time for review. Currently, the lengthy Bennington transcript can deter attention from teacher recommendations and an applicant's body of work. If narrative evaluations were eliminated from the transcript, the cover sheet would serve a very specific and clear purpose that would be

interpreted similarly by all external audiences.

Some students have made the argument that removing narrative evaluations from the official transcript will fail to represent the educational philosophy and the academic structure of this school. I agree. I would also like to make a point that transcripts don't represent a school's philosophy or a student's learning style. That information is best represented through students' personal essays, teacher recommendations, and interviews.

This proposal is not a representation of a philosophical shift in the institution's approach to education. It is inspired by a desire to provide the best transcript possible. The best transcript is a concise document that outlines the students' course of study clearly and quickly. Removing narrative evaluations will help make the official Bennington transcript as effective as possible.

Lawson Wulson is the current head of SEPC

CON

By Melissa Abrams

I question the motives of APC because its members are proposing the exclusion of narratives from transcripts, despite their knowledge that students were devastated by the loss of midterm narratives. In both cases, students were informed of the proposal by SEPC; APC does not usually explain their logic behind their proposals, leaving students confused, shocked and angry. (I will not place all of the blame on APC. If this proposal passes, our beloved faculty will also be at fault).

This proposal, if enacted, will affect *every single* Bennington student interested in continuing their education, starting in the fall of 2004. It would eliminate the need for, are you ready for this shocking concept? Conversations between students and their advisors about the likelihood that narrative transcripts would help

the student in the admissions processes at certain schools. The student would have the final word.

APC's proposal was sparked by research that found, according to the Dean of the College, that our transcripts are "useless" to grad schools. Students are spared from the trouble of critical thinking, we don't have to evaluate the merits of this vague research. (Last year, the House Chairs of Kilpat found that some prestigious graduate programs reported that they valued narratives. There has been no evidence presented that the former research is more valid than the latter). I would be interested to find out if schools were asked if they would prefer narratives that were standardized. Mid-term narratives could be rescued from the grave and give us lengthy feedback, while final narratives could be more concise, offering only the most essential information to grad schools and potential employers. (Has APC thought about the utility of narratives for employers who are willing to take the time to read

them?) Are our narratives really so difficult for outsiders to comprehend? (If they are *that* unhelpful then students also do not benefit from them, the proposal would be a band-aid cure). There is just as much ambiguity in pass, fail, marginal pass, indicators. Is a student who passed all of her courses a motivated, talented, outspoken thinker? Or is she an average student who has managed to stay awake in all of her classes? Narratives offer valuable clues. I would rather that an Admissions committee browsed my narratives for five minutes, than never read them at all.

Liz Coleman has said that many transcripts are "worthless" because most potential grad students are high-achievers. Recommendations carry more weight. I agree with her, but transcripts can be the deciding factor between two applicants and that argument doesn't negate the value of a conversation about what best represents a Bennington education, 30 pages of narratives or one page of pass-fail indicators.

Abrams continued on page 7

APC Good

To the Editor:

A big *Thank You* to the APC for their recent memo to the entire BC community! I think that this is exactly the kind of communication that is needed between the faculty and student bodies, especially when difficult policy issues are being discussed. I am glad to see that APC is expanding the discussion both in scope and in involvement and I look forward to continuing it in the spring.

It is important that we periodically reexamine our evaluation process and that we do so with an open mind. We all want the evaluative dialogue between professors and students to be vital, relevant, and informative. The framework of this dialogue should be reviewed regularly and tweaked when necessary in order to make the dialogue most effective. I think it is important for all students and faculty to keep an open mind about this and to examine carefully whether or not the goals of evaluation are being met under the current system.

The objectives of evaluations and transcripts are not the same and it would be naïve to say that they were. Nevertheless, evaluations and transcripts are not entirely independent of each other and their proper relationship should be considered. I feel that many students, including myself, have been reactionary and closed-minded about this issue: there may be good reasons to separate transcripts from the evaluations, just as there may be many good reasons to include evaluations within the transcript. There are probably also many ways to make the evaluations themselves more beneficial to both students and faculty.

I think that the APC has wisely expanded the discussion in a way that will increase student participation. I am confident that a fruitful (although perhaps difficult) dialogue can take place in the spring. I am upset by the distrust and alienation that has come out of this, which I think is largely the result of poor communication. I hope that, whatever the outcome of this discussion, the discussion itself can restore some of the trust, creativity, and goodwill that has been lost.

Jonathan Leiss

Contract Bad

To the Editor:

"If you have concerns regarding the contract, we encourage you to go to Paul Renzi's open office hours..." Paul and I have talked in great length about the Student Employment Contract and I was eager for its revision. However, I feel Paul missed the point of all our conversations, the meetings with the house chairs, and I am sure the opinion expressed by everyone who attended his office hours. It was just a big waste of time, after all, "the revision of the contract is not negotiable" and it appears it never really was.

In case your memory is foggy and because Paul was not kind enough to conveniently include the old contract for comparison here is the **bolded** section of the first contract:

If you are terminated from your position for any reason, you will not be eligible for new student employment for the remainder of the current term and you will not be eligible for any student employment the following academic term; non-term employment may also be affected.

Now, our punishment for getting terminated is 60 days out of about 98 day in a term that we can't get a new job. Oh, that's about 61% of the term, and since most people wouldn't get fired until after the first month anyway, you're looking at a very poor term and possibly the loss of your Federal Work Study. Oh, and since you were going crazy from your on-campus love life and final projects and got fired from the dining hall because you were already on probation for accidentally sleeping in, your **"non-term time employment may also be affected"** and so you can't stay and work at Admissions over FWT. Wow Paul, the revisions have made such a difference! Student Council was right, "all of our major concerns have been satisfactorily addressed." Oh wait! I forgot about the door prize, **"If after returning to work, you are terminated again, you will permanently lose your eligibility for campus employment"** We never go insane over work, relationships, and anxieties more than one term so I guess that's ok.

This contract gets the Fearful Conservative Dictator's stamp of approval. But why should we worry? "Only a minute

percentage of student employees will ever find themselves in this position." France didn't say something like that when the Nazis were invading. I can always appeal to the Executive Vice President for Finance and Administration. Who is this person? That exact title isn't in my Student Handbook, has anyone ever talked to this person? The final decision is in the hands of someone who has no contact or relationship with students? The same person who has drafted this mind-boggling policy? Super.

This contract, and its "revision," is drastic and unnecessary. I thought termination and unfavorable evaluations were enough. They want responsible students-employees, but you only get what you give. I feel good about self-governance. It's time for a bowl of Cheerios.

Sincerely,

Guy Snover

A recently 'resigned' employee of Student Life

Stinky Strikes Back

Dear Sadly-Misguided Corrina,

If I were to reveal my identity, there would be hordes of people parading themselves in front of me, hoping to make my *In/Out* list. A good trend-spotter must blend into the scene; otherwise his ethnographical data is skewed.

I'm sorry you didn't make the list. I don't even know who you are. Perhaps you should do something with your hair; I might notice you then. Your letter smacks of jealous rage. Calm down. You might make the list in the future.

And lighten up. The list, while an important piece of cultural scholarship, was penned with a jovial spirit. I was attacking no one. I was merely remarking on the trends that shape our lives hence, the title of the piece. For instance, I noticed a few weeks prior to making the list that people were talking quite a bit about Chris Miller's cats and barely mentioning Eileen Scully's dogs. How does that relate to Scully's PhD from Georgetown? I think it's great that she earned a PhD from Georgetown. I know for a fact that there are great shopping opportunities very close to the Georgetown campus!

Stinky continued on page 7

New Works Soars With Nichole Burdette

By Rachel Hayes

November 17th's New Works showing was a success. Students prepared scenes from four plays by Nicole Burdette: *Except My Life*, *Listen to the Music and Wait*, *The Dizziness of Too Many Possibilities*, and *After*. The students presented dazzlingly acted characters in black-cube settings, and it was clear that the characters spoke to the actors instead of merely speaking through them. Although Burdette's scenes contained engaging parts for both sexes, teacher and director Dina Janis took advantage of the vitality of Burdette's women to give her actresses unusually electrifying roles.

The success of this showing compared to the first performance derives from the unified vision of one playwright instead of the dizzying kaleidoscope of five. I praise even the scene order, which while switching between plays, illuminated the scenes through a passage of actual time.

I found myself during the previous showing distracted by the obligatory punctuation of each scene with mindless applause. It truncated any reflection upon the actors' or playwrights' art. But the auto-catharsis audience members generate by an automatic smacking together of hands seemed to be one of the primary ingredients of their enjoyment. It was a

cleansing of the palate between each bite of a potluck that presented decadent lard-fried biscuits next to sweet tofu curry.

While Burdette's characters (NYC artists, mothers, children, and ontologists with peanuts) were varied, her work all had the same hint of nutmeg: warm and appropriate in many contexts. I intend to seek out more of her work, and I intend to catch the next New Works showing. This class presents not only fresh plays but also genuine and talented work to the entire community.

Rachael Hayes, rhayes@bennington.edu

Dear Bravo

*Advice from Bennington's
Reigning Fop and Social
Arbitrator*

Dear Bravo

My gay housemate is a really great guy. He's fun, fabulous and lets me borrow his makeup anytime I want. There's just one problem. Every time we get trashed together he gets a little, um, shall we say, "touchy" with me. How do I get him to keep away from my breasts without losing my fag?

Hands Off Hag

Dear Hag

Your dilemma is delicate, but not unusual for this campus. With the shortage of men, everyone goes dyke occasionally out of frustration—even the fags. I suggest you get your boy laid by another equally horny homo. I know Bennington seems void of them, but put some effort into it! Link up with your girlfriends in other houses, they might be having similar issues with their fags. The sooner you can get the guys

together, the sooner deviant sex roles will return to abnormal.

Dear Bravo

I have been so consumed with studies that I haven't been able to catch up on trends. I have a party to attend and was wondering what looks are in this fall. How should a 20 year old college student go about wearing these styles without making some awful fashion faux pas?

Deb O'Nare

Dear Deb

The twenties are back... as if they ever went away. This season is all about taking advantage of flapper fashions; Zelda Fitzgerald and Louise Brooks seem to be the unofficial muses at many a maison de couture. But it's twenties with a twist; the clothes are slightly demented. Think Zelda mid-nervous breakdown or Louise in rehab. If you can find a bias cut straight-jacket a la Chanel, you'll be set until spring.

Dear Bravo

There's this girl who likes to cut in front of

me in the pizza line at the cafeteria. This isn't a one time deal—it's habitual. Not only does she cut, she'll take my pizza out of the oven to put hers through for a THIRD time and she once coldheartedly tore the spatula out of my hands. I've tried to call her on it, but it's no good. I want to teach her some manners; what's the best way?

Sara McAbee Kilpat 14b

Dear Sara

For this question I am forced to ask myself; "What would Nomi do?" Of course I'm referring to Nomi Malone, the "heroine" of the catfight classic Showgirls. Here's the Vegas solution; follow the girl out the dining hall one night and give her a dramatic shove down the stairs, after all, she pushed you first. Bad manners cannot go unpunished, her recovery period should give her ample time to read some much needed Emily Post.

Bravo's final words of wisdom;

It's better to have bad taste than absolutely no taste at all.

To get lifestyle tips and advice, email Tony Bravo at Divostarpower@AOL.com

By Tony Bravo

Dinning Hall Anthropology

By Kathryn Furby

Remember *Perils of Rosella*, one of the original King's Quest computer games? If you didn't know where to find certain essential characters, you wasted much of your childhood hopelessly wandering the 2-D island. Starting my freshman year of college was like playing King's Quest without the manual; you end up talking to the same people over and over again but still can't figure out how to win the game.

Anything that a Benningtonian would want to visit is as far away from campus as possible, so we spend a great deal of time eating at school. Thus, the Dining Hall is a fundamental part of our education. I have constructed a pseudo-travel guide to the different populations of each room based on an informal survey I conducted. The results yielded a surprising number of creatures of habit—one fifth of those surveyed, sit in the same room "at every meal, everyday."

Purple People Eaters

The color purple has been scientifically proven to aide in emotional stability, which explains a lot about its residents. The enveloping lavender hue of the Purple Room provokes a kind of intimacy that is entirely unnecessary. The room requires conversation lest you fall silent enough to hear the neighboring tables' discussion of questioning sexualities and all too personal anecdotes. These are the people who, in high school, glowered at their pastel-clad peers, smoked insolently and rolled their eyes. And now, they rarely venture west of the salad room.

Murky Cafeteria Diners

The New Dining Room attracts a certain kind of claustrophobic. The room's size and dim lighting promote either the anonymity of sitting alone or the accommodation for a group large enough to need the controversial long rectangular tables. Most of Bennington snubs the muted brown room for it's high school cafeteria atmosphere, but the international students don't seem to exist outside of it.

Green Consumers

Let's face it; this color reminds you of something you found in your nose once. The room is rarely full and the walls are somewhere between lime and split pea soup. When surveyed, the natives were unresponsive and quite mysterious. The color green is calming, and indeed the people found there are mellow.

Red Socialites

People who eat in the red room never leave. Ever. Maybe when it was warm, they sat outside. The abrasive, yet womb-like shade of red wards off anyone ventures enough to try eating in a new room (which according to my survey was a rare breed indeed). If cliques have to exist in college, they are most evident in this room. The color red stimulates the appetite and is very energetic which may explain the noisy and slightly intimidating atmosphere. As its former occupation was the Salad Room, there are many who simply cannot reconcile the idea of eating in it.

Pasty Yellow Mutes

Like the yellow that claims its walls, this room is more subdued. The washed-out lemon interior feels like it should smell of Pine-Sol. Those indigenous to the other rooms avoid the Yellow Room, as it is impossible to gossip around your professors and all those "scary quiet people." Now, however, it feels slightly like the backdrop for a business conference as the walls are papered with various maps and layouts. Someday something great will happen in there because of those strangely colored guides to Bennington's foliage.

You may have thrown your childhood away in front of the computer, but your college career shouldn't be the same. Hopefully this manual will help those of you meandering the dining room corridor with your lonely lunch tray to discover your niche in the dietary social circles.



The Red Socialites digest before your very eyes.

MY DOGTAGS SAY TAOIST

By Perry O'Brien

SPC O'Brien is a U.S. Army medic in the 82nd Airborne. He contributed from Fort Bragg, NC.

I belong to a generation that has seen two major wars in ten years, and will likely see more if this administration survives the next election. War has defined and divided us into warmongers and pacifists, Hawks and Doves. As both a philosophical pacifist and a soldier, I find myself on uneasy middle ground between these opposing groups. Though my own beliefs are much closer to that of the Doves than their taloned counterparts, I feel a certain responsibility to facilitate communication between those that find themselves on opposite ends of the war debate. Im writing this article with that interest in mind, to address a very particular issue within the broader discussion: the image we have of our soldiers.

Within the enormous war debate, the issue of supporting our troops comes up again and again as a weapon for both sides. The Hawks argue that supporting the war is the only way to show appreciation for the efforts of Americas soldiers, and anything less than pro-war zeal is downright unpatriotic. The Doves, in turn, suggest that keeping our soldiers safe and out of unjust conflicts is a much greater sign of support. My own opinion on the issue has changed considerably since enlisting in the Army. Though I might have claimed to care about the welfare of American soldiers, there was one nagging question that prevented me from truly supporting our troops. I wondered, why would anyone ever volunteer to shoot people for a living?

If film and other media can be believed, the military is filled with sociopathic conformists, bright-faced patriotic killing machines eager to be the first on their block to get a confirmed kill. If these people weren't in the military, I assumed they'd be criminals or disgruntled postal workers, so though it was good that they were lending their murderous urges to society, they were hardly the type of people I wanted to support. I never thought to question these assumptions about soldiers until I myself became suddenly interested in enlisting in the US Army. So what kind of people join the military? People like me, apparently.

In the summer of 2001 I had just finished my Sophomore year at the University of Southern Maine, where I was studying philosophy. I had been considering transferring to a different institution, but the thought of two more years of academics simply didnt excite me. I longed for a taste of the ever-elusive real life, for tangible experiences I didnt have to write term papers about

My roommate at the time had served in the Army, and though he was happy in College he would always speak fondly about his time as a soldier. I had never before considered the military, and at that time the idea seemed entirely ludicrous. I was strongly opposed to war and primarily interested in conversations over coffee, not running or shooting or throwing grenades. The fact that it was so unlike anything I knew was probably the greatest appeal, but there was also college money, travel, and exciting skills like rappelling and parachuting. I was a bit concerned about enlisting with Bush in office, but I told myself that he wasnt just going to around starting wars at random. I enlisted two weeks before September 11th.

It was my ninth day of Basic Training, and all the recruits had been gathered together in a meeting hall. Our Company Commander came out and told us that planes had hit the World Trade Center and the Pentagon. No one knew how many people had been killed. The first thing I heard uttered was hoarse whisper from the guy next to me: Holy shit, were going to war. You really get to know people in situations like that, and heres what I learned

by listening to people over the following few weeks: the majority of soldiers dont want shoot anyone, much less be shot at. I have met all sorts of people in the military, from college professors to crystal meth dealers to aspiring artists. What I havent met is someone that enlisted out of a sincere enthusiasm for violence.

So why join at all, you may ask? After I pointed out that not all soldiers wish to kill, the logical question arises, why not do something else? There are a number of reasons for join-

ing, from college money, to travel, to simply having a steady job. Sadly, many soldiers dont quite get what they expected out of military service. Military recruiters frequently lie to meet their monthly quota, and many soldiers realize as early as Basic Training that they enlisted under false assumptions. So not only do most soldiers not want to kill people, I would say that most soldiers dont even want to be in the military.

Our military forces are frequently and blatantly misused by those in power, but that quite simply is not the fault of the men and women who serve. Soldiers dont choose to go to war, and in fact, most have no desire to leave their families and possibly die in a foreign land. So support the troops, not because you support the war or because people tell you should, but because most soldiers are average people who happen to be stuck in a really shitty job.



SPC O'Brien in Afghanistan with a Tajik child.

APC continued from front

Paul Voice, Philosophy professor and head of APC has stressed that this is *not* intended to be a discussion of narrative evaluations versus grades. There is no push from APC, the administration or faculty to eliminate narrative evaluations and switch over to a letter grade system. This is simply an attempt to address the real problem of how to evaluate students in a way that serves them during their plan process *and* can be translated into a transcript.

So put aside your conspiracy theories and bitterness towards administration and take the initiative for once. Talk to Paul, talk to your SEPC representatives, talk to the faculty, talk amongst yourselves and be prepared; go to the discussions next spring with *constuctive* ideas and suggestions. As Voice put it, 'It is important for the current students to realize the responsibility they have to give input for policies that will effect future students'.

Housing continued from front

It wasn't always this way; before the current policy was instated about ten years ago, students could draw a number in the off-campus lottery to live in one of several College-owned houses off campus or to find their own place. At one point, the College owned around hundred beds in off-campus buildings, all of which the school sold (except the Wellling Townhouse) in the face of declining enrollment and the daunting costs of keeping the old buildings up to fire code.

Lest we should think otherwise, the current policy's strictures are intended to maintain a residential campus. Renzi fears that a seniority-based off-campus lottery would mean an exodus of upperclassmen from campus. "For the same reason that we don't have first-year housing we would like upperclassmen to stay," Renzi said. "Part of the philosophy of the school is that it's a residential campus; I believe that you learn as much [as you do in the classroom] by being part of the on-campus community."

The College doesn't intend to change the policy anytime soon although Renzi says that the issue does come up from time to time and that housing officials might review it "within the next couple of years." For the meantime, the College is more interested in exploring different on-campus housing options such as the substance-free house and the possibility of an on-campus co-op.

Abrams continued from page 2

If all students had one-page transcripts, many would start to think, Sigh, well, *grades* would be a better representation of my education. Thus, Bennington's option of "pass-fail" would seem less desirable. If you want Bennington to remain one of the most innovative colleges in the nation, express *specific* reasons for opposing this proposal to Paul Voice (Head of APC), Liz, Wendy Hirsch, David Rees, Barbara Bonner, Joan Goodrich, Elyssa Tenny and your professors. Remind them that we are capable of making our own decisions. We are capable of "researching" the value of narratives at the schools that *we're* interested in.

If this policy is born, professors will start wondering why they are writing narratives that will not be seen by grad schools. Why can't they just be required to give some sort of feedback at finals, just like at midterms? This policy would lead Bennington in the wrong direction. I fear that ten years from now, I will visit this school and find just another small, liberal arts college. Right now, the administration has enough trust in us to let us to choose our own classes and to choose an FWT job and represent our school for six weeks. Why not trust us to decide whether we want narratives on our transcripts? We are being taught to think critically. Why are we being stopped from practicing this skill?

Stinky continued from page 3

Corrina, why didn't you ask me more important questions in your letter, like: Stinky, what are some trends I should look for this winter on the Bennington campus? Or, Stinky, how can I convince my professors to stop dressing in clothes that I imagine bureaucrats from the Midwest might wear? Or, Stinky, where can I get a decent meal in this town?

So, hang in there, Corrina. Keep your eyes open for my next *In/Out* list.

Yours,

Jason "Stinky" Coltrane

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The BFP Will Remain True to it's Word

By Zubin Soliemany

We at the BFP do not consider the press our plaything. However, this past August during a drive to Fenway Park, after several hours spent discussing the validity of voodoo with James Mutitu, I reminded him that he had never produced an article to back up his favorite Dining Hall story in the Kenya/Voodoo Canon: The Stuck Story. In short, the story was great but a crock. The issue was debated and words were, exchanged, among them I think was, "the biggest bullshitter this side of Nairobi." I challenged him to find a report on the "stuck" incident from a reputable news source and that if he did, I would print the text in the BFP along with a full apology. James called by bluff as

well and Googled "Kenya sex stuck" and found this on Reuters. As a man of my word I must admit that James Mutitu speaks the truth with a confidence and color that some Americans perceive as too cocksure to believe. So, I apologize for any damage done to his reputation; he is a right honorable son of Kikuyu.

THIS RAISES A LOT OF QUESTIONS...
Wednesday May 6 10:54 AM EDT

NAIROBI (Reuters) - An adulterous Kenyan couple needed doctors to untangle their love affair after becoming stuck during an illicit liaison, a Kenyan newspaper reported on Wednesday.

The Kenya Times said police had to fire tear gas to disperse hundreds of curi-

ous people who gathered at a rural hospital in northern Mandera district for a glimpse of the love-tied couple.

The Times said the drama started when the lovers — said to be a district policeman and the wife of a local elder — summoned an ambulance to help them out of their predicament.

"Thousands of excited residents thronged the hospital and forced the medical officer of health to seek assistance from the police," the Times said.

It said the incident "paralyzed all activity in the town as scores of dwellers, young and old, trickled to the hospital to catch a glimpse of the strange encounter." The newspaper said the couple had to be flown to Nairobi to be separated.



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