

The HERALD

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POLICIES

It is the policy of **The Herald** to attempt to define, highlight, and comment upon issues which affect members of the Hobart and William Smith Colleges' community. In keeping with this policy, the Editorial Board wishes to encourage constructive participation by any member of the Colleges' community who wishes to use **The Herald** as an educational medium for the writing of articles, the expression of viewpoints, etc. The Editorial Board reserves the right to edit any material for clarity and libel. **The Herald office is located in the basement of Sherrill Hall on the campus of Hobart and William Smith Colleges, Geneva, New York.**

Letters

Letters to the Editor are subject to editing for clarity and libel by the Editorial Board. Letters may be printed anonymously after consultation with the Editor-In-Chief.

Open Forum

The "Open Forum" is designed to provide space for continuing debate on a variety of issues by any member of the Colleges' community. The opinions expressed in these articles are not necessarily those of the Editorial Board of **The Herald**, nor is the substance of detail of any article in "Open Forum" the responsibility of **The Herald**, its Editors and Staff, or of the Colleges. In addition, the Editorial Board reserves the right to edit "Open Forum" submissions for clarity and libel.

The suggested length for both Letters and Open Forum submission is 500 words or less.



editorial

"New" Wave Building: Wanna Be Startin' Something

Now is the time to excel. "New" is the "Why?" of excelling. Don't you believe that in spite of the new year, the new campus center (a.k.a. "Scandling"), the new class of students (scheduled for graduation circa 1988), and a fistful of other sundry new things on campus, that this is going to be just another same old year on the same old, boring campus. A pox on your head if you believe it.

Cynics expecting such a year (which they usually describe in two words: "BOR-ING!") are advised to take note of the following words of justification and anticipation of the rejuvenation of Hobart and William Smith Colleges.

The period between September 1984 and May 1985 should prove to be a period of renaissance not only for the Colleges, but for the country as well. We are coming off a triumphant showing at the Summer Olympics in Los Angeles, both on the competitive floor and on the television screen (the shameful show-biz glitziness of David Wolper's opening and closing ceremony productions notwithstanding), and, should the Mondale/Ferraro ticket tear into Washington, we will be presented with a historically new perspective on leadership.

As for the Colleges, to list all that is new this year would take more space than I have here. About the only thing that's not new about the campus is that there's something new on it. This is the third consecutive year of transition on campus, and it won't be the last. But where is the transition taking us?

Ask anyone what the single biggest change of the last three years has been, and most likely the answer you'll get will be "The Scandling Center". Not the new president, not the new deans, not the new provost, not any of the changes in the faculty and student body, but a new building.

Critics have flailed at this space for underestimating the significance of the new, \$7,000,000 student center. While I've charged that the money could be put to better use in the curriculum, the other side of the argument is that a nice new building like the Scandling Center is necessary for attracting students, and, anyway, if someone wants to donate the money for the project, he or she can do whatever they damn well please with it.

If this is the case, then the Colleges have succeeded in their goal of "challenging my assumptions". I assumed the primary goal of an institution of education is to educate. What the Scandling Center educates me about is that the Colleges say to incoming students, "We have a fine curriculum, and an even better place to eat!" Not to mention lacrosse.

Ivy League schools have earned a reputation as the schools one attends if one's primary purpose for going to college is academic. Increased enrollment at schools like Brown University show there is an ever-expanding market for intellectuals in this country. The curriculum, the academia, these are the selling points of the Ivies. Would that this were more of the case at The Colleges. True, one may donate to the Colleges for whatever he or she damn well pleases. But an institution of education has educating as its priority, and if needs there are not being met, why meet needs elsewhere first?

Ask nearly any Department Chair if there's something essential to the teaching of their discipline that's missing from these Colleges and the answer will most likely be a resounding "Yes!" An example I've used before is the English Department, which has discovered to its chagrin that much of the literature it teaches, especially contemporary and especially related to theater, is simply unavailable from the library. How about a hefty chunk of cash from an English major alum to rectify this? Or a theater buff?

The theater itself is being renovated for the purpose of, among other things, allowing more productions to be staged per year, which, one hopes, will lead to a more diverse body of presentations and, eventually, educate everyone to the numerous forms, capacities, capabilities, and boundless potential of theater on campus.

The pre-med program is also sorely lacking, and I'm sure there isn't someone out there who also recognizes the problem who couldn't afford to donate a couple of million dollars, individually or with a group, to the pre-med program.

Statistics, however, indicate that the largest sums donated to the Colleges come from the world of Big Business. The corporate match program, where corporations match donations their employees make to said employee's favorite cause, is a marvelous idea, but what is done with the money has to be considered more carefully.

How, for instance, is a place like the Scandling Center funded? William Scandling donates "x" sum toward the construction of a new dining hall, for the purpose of creating a better environment for his SAGA corporation. In addition, the new building can also house student activity offices (e.g., *Echo and Pine*, *The Herald*), a post office, a new union, and anything else that might fit into the space. Most of the rest of the necessary seven million dollars is dredged up through fundraising (the college president's job).

This is now history: the Scandling Center is here. Really, when you think about it, it's a noble, well-intentioned gesture on Scandling's part. But now we have to move on and realize that someone (or one hundred) need to do for the curriculum what Scandling did for SAGA. If educating is to be our priority, we need that money.

It's possible that we could strengthen our academics to a par with the Ivies. Since we're not an "Ivy name", we can undercut their tuition and offer the same quality of education. This is an ideal situation for less-than-wealthy families who can't afford Ivy League (also known as "Out-Of-Our-League") prices, yet who have offspring with Ivy-level minds.

This all smacks of pipedream. But it deserves a fair shake. If you agree, join the "new" wave. Now is the time to work toward realizing the dream, with so many other "new" phases beginning. We can insure that our transition is taking us in the right direction, but we must work to get there, and we must excel. A pox on your head if you don't believe it.

Welcome,
Peter O'Reilly
Editor-In-Chief

THE HERALD

wishes to thank the following for
their contribution to this special issue:

Chip Capraro
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Maxine Reger
Phyllis Teaks

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without whom this issue would not be possible

Myers Becomes Provost
(continued from page 1)

Administration at Brown University
1981-82.

Myers was named Administrative Associate to the President and to the Dean of the Faculty at Connecticut in 1983, where he took on the duty of coordinating the development of departmental visiting committees.

He has published five scholarly books and numerous historical articles. Myers received his bachelor's degree at Carleton College in 1964 and his master's and doctoral degrees from Princeton University. He is married and has two children.