



**ANTIOCH COLLEGE**

## **ANTIOCH COLLEGE ALUMNI ARE: EMMY AWARD WINNERS**

LAWYERS ENVIRONMENTAL ACTIVISTS GROUNDBREAKING  
SCIENTISTS JOURNALISTS BESTSELLING AUTHORS ACTIVISTS  
DOCTORS FARMERS DIPLOMATS **PULITZER PRIZE WINNERS**  
DOCUMENTARIANS ARTISTS POETS ENGINEERS CITY PLANNERS  
POLITICIANS CIVIL RIGHTS LEADERS PARENTS ENGINEERS  
**ACADEMY AWARD WINNERS** PRODUCERS DIRECTORS  
ARCHITECTS GREEN DESIGNERS RADICAL THINKERS PUBLIC  
SERVANTS LEADERS **MEDAL OF HONOR WINNERS** BRIDGE  
BUILDERS LIBRARIANS GOVERNORS CONSERVATIONISTS  
SUSTAINABILITY EXPERTS EDUCATORS MENTORS TECHNOPHILES  
SOCIAL WORKERS BUSINESS OWNERS TEACHERS **GRAMMY**  
**AWARD WINNERS** ENTREPRENEURS PHILANTHROPISTS CEOs  
GENETICISTS COMPUTER ENGINEERS ARTISTS COMPANY  
PRESIDENTS PLAYWRIGHTS AUTHORS **FULBRIGHT SCHOLARS**  
EDUCATORS AMBASSADORS RESEARCH SCIENTISTS POETS  
PALEONTOLOGISTS COMPOSERS CONDUCTORS **NOBEL LAUREATES**  
PHOTOGRAPHERS REPORTERS INVESTIGATIVE JOURNALISTS EDITORS  
GUITARISTS ACTORS DIRECTORS PRODUCERS SCREENWRITERS  
**MACARTHUR FELLOWS** PATENT-HOLDERS INVENTORS  
CONSULTANTS BOARD CHAIRS BANKERS STOCKBROKERS JUDGES  
**TONY AWARD WINNERS** FILMMAKERS BED AND BREAKFAST  
OWNERS PASTORS **POET LAUREATE OF THE UNITED STATES**  
**HONOREES** MINISTERS SCHOLARS PSYCHOLOGISTS **PRESIDENTIAL**  
**MEDAL OF FREEDOM WINNERS** MEDIATORS SURGEONS PSYCHIATRISTS



## A NEW DESIGN FOR LIBERAL EDUCATION

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Antioch College has embarked on a strategic path to become a preeminent liberal arts college with a local, national, and global work program. Its new curriculum will link study of the arts, humanities, sciences, and social sciences with problem solving and a focus on critical human resources.

Antioch College is reinventing itself at a time of exponential social, economic, and technological change. The world in which we live today and for which we have designed this plan will be profoundly different by the time our first class has completed its studies. Our enterprise is exclusively liberal arts and experiential undergraduate education. Our objective is to prepare scholars and adaptable critical thinkers with the creative capacity and ethical bearing needed to invent solutions to the problems facing humankind now and in the future.

### A New Time

As a “start-up college” with a 160-year history, Antioch College is uniquely positioned to address challenges facing liberal arts colleges today. The program of study is a new design presented at a time when dramatic social and economic changes threaten this important model of undergraduate education.

If the next decade is like the last, the majority of professional opportunities available to undergraduate students do not yet exist, and most will require the use of technology that is only in the process of being invented. Unlike their parents and grandparents, today’s undergraduates will likely have more than ten jobs before they turn forty.

Facing increasing competition from a burgeoning for-profit educational industry, United States colleges and universities sustain ongoing programs that emphasize narrowness in the guise of specialization and forgo the development of critical thinking and competency for problem solving encouraged by liberal arts study and experiential learning.

The present undergraduate degree, derived from a nineteenth-century set of educational measures, is no longer viewed as a terminal credential. The current collegiate calendar met the needs of an agrarian and industrial society that no longer exists in the United States and ignores the increasingly important connection between undergraduate and graduate study.

In 2050, global population will reach 9.2 billion. Only 4 percent of the world's population will live in the United States. Growth in population in the U.S. will largely result from immigration and growth in the African-American, Asian American, and Hispanic communities, which are not the communities from which liberal arts colleges have historically drawn students. The future of liberal education will increasingly depend upon the capacity of small colleges to succeed in becoming diverse and global in perspective and in strategic thinking.

Our vision for a curriculum is designed to cultivate the tools students need to become engaged entrepreneurial citizens prepared to adapt to escalating global change. In short, we will launch a small, but mighty college: an incubator in liberal arts education, it will draw a diverse population of students who will experience a new undergraduate model of education that prepares them to create and address changing global circumstances to the benefit of humankind and the advancement of higher education.

### **A New Design for a New Time**

To inspire life-long passion for both learning and practice in its graduates, Antioch will combine a comprehensive liberal arts foundation with experiential learning through local, national, and global work. This integrated curriculum will focus on developing and strengthening the capacity for critical thinking and problem solving by providing an expanded concept of the world of inquiry. By combining a foundation in the arts, humanities, social sciences, and sciences with full-time work, Antioch will prepare its graduates to adapt to a wide range of developing personal, professional, and scholarly opportunities.

The new curriculum will be facilitated by a unique calendar that acknowledges technological and other important changes taking place in and around higher education and coursework that integrates broad global perspectives.

The key organizational elements of the Antioch College curriculum are:

- **FOUNDATION STUDIES**
- **GLOBAL SEMINARS**
- **CULTURE & LANGUAGE**
- **ADVANCED COLLOQUY & THESIS**
- **WORK**



## 1. CALENDAR

The Antioch calendar will allow, but not require, students to complete a traditional undergraduate degree in thirty-six months of alternating full-time study and work. To achieve this aim, Antioch will have a year-round, rather than the conventional nine-month, academic calendar. Students will alternate between periods on and off campus. Each year will be divided into four quarters of approximately twelve weeks, which will allow students to have two quarters of study and two quarters of full-time work each year.

A quarter system offers the unique benefit of providing students two work periods annually rather than the single, long work period available in a semester or term calendar. It will also allow the College to develop an efficient business model that will provide for two “cohorts” or “divisions” of students simultaneously progressing through the program, alternating between periods on and off campus. The acceleration of emerging communication technologies has and will continue to radically change how students look at learning and what they expect from a college. Knowledge is expanding at a pace unknown in human history, and information is available at an ever-increasing speed. In response, Antioch has designed a calendar and pedagogical approach that emphasizes technological literacy and better integrates the College’s on- and off-campus offerings.

|              |                            |
|--------------|----------------------------|
| YEARS I & II | Liberal Arts Foundation    |
| YEAR III     | Colloquy & Original Thesis |
| DEGREE       | Bachelor of Arts/Science   |

This reorganized thirty-six-month calendar will change the cost of attending Antioch College and reduce the expense of an undergraduate credential when compared to peer colleges. While it will accommodate students who wish to continue their studies beyond thirty-six months, the cost savings will provide greater access to both a liberal arts education and graduate study. With an undergraduate degree increasingly viewed as a first step toward graduate study, the calendar will aid students and families in reducing the level of undergraduate debt that often prohibits graduate study and early entry into a rewarding professional life.

This new calendar also brings Antioch closer in line with the broader global initiative to standardize the undergraduate calendar. We believe emerging as the first American college to address this standard global calendar in combination with our part- and full-time work program will assist the College in attracting a global student population.



## 2. FOUNDATION STUDIES

Foundation studies will focus on the development of the core competency of critical thinking through reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, and experiment. The foundation will introduce Antioch students to academic disciplines in the arts, humanities, social sciences, and sciences so that they may begin to examine ways of interpreting the world through divergent fields of inquiry.

The College will offer twenty foundational courses, from which students will select sixteen during their first two years of study, thus providing each entering class with a liberal arts core on which to build as they proceed from introductory to advanced study, as well as some flexibility of course choice. Through this cohort model of participating in foundation studies, students will share an intellectual and academic background that will help them develop interpersonal engagement and shared perspective in more advanced levels of study.

Unlike the traditional academic model, where students proceed from large classes to smaller instructional settings, the foundation program will provide individual attention from the start. The format of

| Years I & II       |                           |                    |                           |
|--------------------|---------------------------|--------------------|---------------------------|
| QUARTER 1          | QUARTER 2                 | QUARTER 3          | QUARTER 4                 |
| Global Seminar     | Work Portfolio            | Global Seminar     | Work Portfolio            |
| Culture & Language | Online Culture & Language | Culture & Language | Online Culture & Language |
| Foundation Courses | Work                      | Foundation Courses | Work                      |
| Part-Time Work     |                           | Part-Time Work     |                           |

the foundation will be tutorial based, with between one and five students in each course. To mitigate the challenges presented by alternating periods of on-campus study and off-campus work, Antioch will focus on individual attention in the first two years. In the foundation, students will also regularly participate in faculty-led projects, research, and interactive problem solving. The foundation will prepare students to elect focused study in the final year within a particular discipline or interdisciplinary area, and to concentrate and ultimately produce a capstone thesis, project, or performance.

Foundation courses will be offered sequentially, from introductory through intermediate, in preparation for advanced study in a specific academic concentration. To facilitate depth of study, Antioch has designed a “hybrid-block” foundation schedule that will allow students to take two foundation courses at a time, each lasting six weeks; thus students will take four courses over each twelve-week quarter. This schedule allows individual faculty to structure courses over longer and uninterrupted periods of class, research, studio, performance, and laboratory. With greater flexibility in scheduling, faculty will have the advantage of bringing subject matter experts to teach for short periods, as well as easier organization of sabbatical, professional development, and personal time around six-, rather than twelve-week, teaching loads.



### **3. GLOBAL SEMINARS: ENERGY, FOOD, WATER, HEALTH & GOVERNANCE**

The global focus at Antioch will encompass a two-year series of seminar-based courses organized around critical global resources and issues viewed through diverse perspectives presented by both faculty and subject-matter practitioners from a wide variety of academic and professional fields. In particular, the employers of Antioch College students, alumni, and, where appropriate, third-year students will provide ample resources.

The College's liberal arts faculty will participate in developing and team-teaching the Global Seminars. These seminars will be integrated with liberal arts study and provide a contemporary appreciation and context for the economic, social, philosophical, historic, and scientific dilemmas faced by humankind in our use and stewardship of resources.

The seminars, offered on campus, will rely heavily upon current and emerging communication technologies that allow for interface with experts from around the world for students both on and off campus. We expect these seminars to form the basis for continued "symposia" offered on campus and online to the academic world, friends, and alumni of the College.

Beginning in the first year, the seminars will also emphasize developing technological literacy through collaborative student group projects and presentations for on-campus students, and through portfolio and online participation for those off campus. This area of the curriculum will take advantage of student-faculty team-taught workshops on the use of communication and other technologies.





## 4. CULTURE & LANGUAGE

The capacity of an Antioch student to understand and interpret cultural distinctions and to attain conversational proficiency in a non-native language are important curricular objectives. These skills are emphasized in order to prepare our graduates for a professional life that will be more globally focused than at any other point in human history.

Culture and language study at Antioch will help orient and prepare students for successful global work assignments and support their understanding of global issues associated with other aspects of the curriculum, including the energy, food, and water seminar program. These courses will focus on preparing students for working and living outside the United States, but will also recognize the need for cultural and language understanding for those working in the United States as immigration continues to reshape the nation.

The College will offer a comprehensive culture and language study program that will combine small classes on campus with a robust use of online tools to support them. In particular, the College will link its students on and off campus with online partners in “real-time” conversation. While students are participating in off-campus, non-English-speaking work assignments, they will also participate in structured culture and language immersion in conjunction with students on campus.

To sustain language comprehension and to adequately prepare for global work assignments, students will enroll in a culture and language course each quarter, both on and off campus. They will complete regular written assignments and participate in sequenced oral and online examinations to assess language progress. By the beginning of the second year, students will select a specific area of focus; they will complete at least two years of the same language, which will coincide with one or more of their global work assignments.

The list below represents possible language and culture areas of focus available at Antioch. Global work assignments will be developed to correspond to the countries listed in parentheses.

Examples of  
Conversational  
Language & Culture  
Areas of Focus:

**Arabic (Jordan-Morocco)**

**Chinese (China-Taiwan)**

**French (France-Cote d'Ivoire)**

**Hebrew (Israel)**

**Hindi/Urdu (India)**

**Japanese (Japan)**

**Portuguese (Portugal-Brazil-Mozambique)**

**Spanish (Spain-Cuba-Mexico)**



## 5. ADVANCED STUDIES

After completing their second year, students will select or develop an academic concentration with the support of an advisor. To further understanding of the individual elements of their education they will also design and formally request a course of advanced study to be approved by a panel composed of faculty from the proposed area(s) of study.

To prepare students for graduate study and professional post-graduate life, the final year will include focused coursework, collaborative projects, and a major independent project in art, original scientific research, a body of scholarly writing, and/or performance. While the final quarter of enrollment at Antioch will be taken on campus, depending upon students' individual needs and plan of study/work, they may elect to enroll in an additional on-campus quarter in the final year, thereby reducing the number of work quarters from six to five.

### Major Colloquy

In the third year, each student will enroll in a single major colloquy that supports a cogent year of study and the development of the independent project. The College will offer six interdisciplinary colloquies through which third-year students will participate in structured, discipline-based discussion and individual and group work led by a team of faculty.

The major colloquy is a year-long course, with both on- and off-campus online components, with students earning a total of twelve credits. Colloquies will be offered in the following areas: Visual Arts, Humanities, Life Science, Performing Arts, Physical Science, and Social Science.

### col·lo·quy – noun

[kol-uh-kwee]

1. a conversation, especially a formal one.
2. discussion among participants who have an agreed (serious) topic.

While most students will design interdisciplinary major concentrations, Antioch College will offer study in liberal arts concentrations such as:

|              |           |            |             |           |
|--------------|-----------|------------|-------------|-----------|
| Anthropology | Chemistry | History    | Mathematics | Physics   |
| Art          | Dance     | Government | Psychology  | Sociology |
| Biology      | Economics | Literature | Philosophy  | Theater   |

### Major Coursework

The faculty will offer advanced courses in areas of study and inquiry, both interdisciplinary and in particular disciplines, that support the colloquy and independent project and also prepare students for graduate admission requirements.

The exact course of study for the final year depends upon the nature of the individual student's project and goals. Each course will last twelve weeks and students will take four to six courses.

### Independent Project

An important aspect of the final year at Antioch will be completing a major independent art project, original scientific research, a body of scholarly writing, and/or a performance developed with the guidance of faculty advisors.

Students normally spend at least two quarters working on their final project, often devoting one quarter to preliminary research and defining their research question or problem, and one quarter to writing and revising their analysis, interpretations, or results.

| Year III                     |                           |                           |                              |
|------------------------------|---------------------------|---------------------------|------------------------------|
| QUARTER 1                    | QUARTER 2                 | QUARTER 3                 | QUARTER 4                    |
| Colloquy /<br>Thesis Project | Work or Study             | Work or Study             | Colloquy /<br>Thesis Project |
| Culture & Language           | Online Culture & Language | Online Culture & Language | Culture & Language           |
| Part-Time Work               | Thesis / Colloquy         | Thesis / Colloquy         | Part-Time Work               |

The Antioch educational model is tailored to the increased emphasis on graduate and professional study in the twenty-first century. The curriculum is designed to encourage life-long interest in study and engaged entrepreneurial citizenship, but also emphasizes preparing for entry into the most selective advanced study programs in the world.

Students will also participate in project/thesis writing seminars or workshops in which all those working in a particular field meet regularly to share and discuss their research questions, findings, and drafts.

## 6. WORK PROGRAM

Building on a ninety-year-old tradition, work will continue to be the hallmark curricular element of an Antioch College education. Antioch will remain the only liberal arts college in the nation to require comprehensive off-campus work experiences of all students: full-time work in actual jobs, with meaningful responsibilities set by employers. In this time of exponential social, economic and technological change, experiential learning, through structured work placements, is an attractive method of enriching the educational experience and the academic classroom with contemporary knowledge gained outside of the traditional collegiate setting.

Students will develop plans with a faculty advisor relating to their specific work goals and will be awarded academic credit for the completion of a work portfolio each quarter. Depending upon a student's focus, they will generally complete six full-time work courses in local, national and global placements. Antioch will sustain partnerships with employers that correspond to the offerings of the College. Off-campus work will create a structured way for students to travel and experience a world quite apart from the academic setting of any liberal arts college.

Student will also complete six part-time on-campus work placements for credit to better prepare them with the skills and professional habits necessary to be successful working full-time, and to directly engage them in nurturing the well-being of the community and the campus.



### **Off-Campus Work**

Antioch will sustain and support relationships with employers locally, nationally, and globally in a small number of countries that correspond to the culture and language and other offerings of the College. In particular, opportunities associated with energy, food, governance, health, and water will be viewed through the experiential lens of full-time work in areas associated broadly with citizenship, education, and health.

Before enrolling in a full-time work course, students will develop a proposed plan with their advisor relating to their specific interests, their work in culture and language, and eventually their area of major concentration. Each full-time work course will conclude with an oral interview and the completion of a work portfolio. Enrollment will be required and credit can be earned for jobs that last for twelve weeks, with a minimum of thirty hours of work a week.

### **On-Campus Work**

The Work Program utilizes on-campus, part-time work experience to better prepare students for the demands of working full time and completing a work portfolio. It also furthers the aim of developing a sophisticated understanding about College resources.

The students are actively engaged in furthering the mission of the College by working on campus and participating in nurturing and maintaining the well-being of the College and its community and physical assets. In support of the curricular focus on critical resources associated with energy, food, and water, on-campus work assignments will, where possible, revolve around the management of the College's organic farms and the 1200-acre campus, including stewardship and care of the Glen Helen Nature Preserve.

Students will complete six part-time (approximately ten hours weekly), on-campus work assignments and produce a work portfolio for each.



## 7. COMMUNITY

In support of its educational mission, Antioch College seeks to become a global community of talented and inspiring students, faculty, and staff. To do so, the College will sustain a new business model that reduces tuition cost and increases financial access to students who meet its requirements for admission. Similarly, the College will have a competitive compensation plan to recruit faculty and staff committed to the mission of the College.

To carry out its mission, Antioch will have a sophisticated strategic plan to increase representation of African American, Asian American, and Latino students, faculty, and staff. While recognizing that this is an aspiration of most colleges and universities in America, we believe that Antioch is uniquely positioned as a “start-up” institution focused on global diversity as a core element of its mission and curricular focus.

One element of this plan will be developing relationships and program agreements with not-for-profit organizations in education and community development that support traditionally under-represented populations at liberal arts colleges. In all aspects of its program—academic, co-curricular, and work—the College will focus its efforts on building relationships with other institutions of higher learning and with employers for whom building diversity is a core value.

### **Community Governance**

Antioch will be defined as a community composed of faculty, students, and staff. As such, it will strive to create a laboratory for democracy by engaging the community in the governance of the College. This pedagogical and curricular approach will give students the tools to become engaged entrepreneurial citizens.

As the new community is established on campus, its membership will develop appropriate new structures for administering the College under the leadership of the president and the board.

To sustain their connections to the community while students are off campus, the College will offer a supplementary online program to facilitate “virtual” participation by the community.

### **Co-Curricular Opportunities**

The College will offer a co-curricular program led by community members that further the health and welfare of the community. In particular, the relationship between the seminar themes will be important to the co-curricular offerings that focus on the growing and preparing of food and other natural resources that sustain the community. The College will use its resources, such as Glen Helen Nature Preserve, extensive hiking and bike trails, riding center, and a newly developed wellness center, to offer expansive programming in physical and mental fitness.

The Village of Yellow Springs, one of the most attractive college towns in America, will serve as an important asset of the curricular and co-curricular offerings of Antioch College. The College will develop partnerships with the Village to offer services to students, and our students will actively engage in community service and outreach in Yellow Springs and the Greater Miami Valley.



### **Academic & Programmatic Partnerships**

As a business practice and as a pedagogical dimension of the Antioch curriculum, the College will seek to develop partnerships in the not-for-profit and for-profit worlds that benefit its educational mission. Examples of educational partnerships may include:

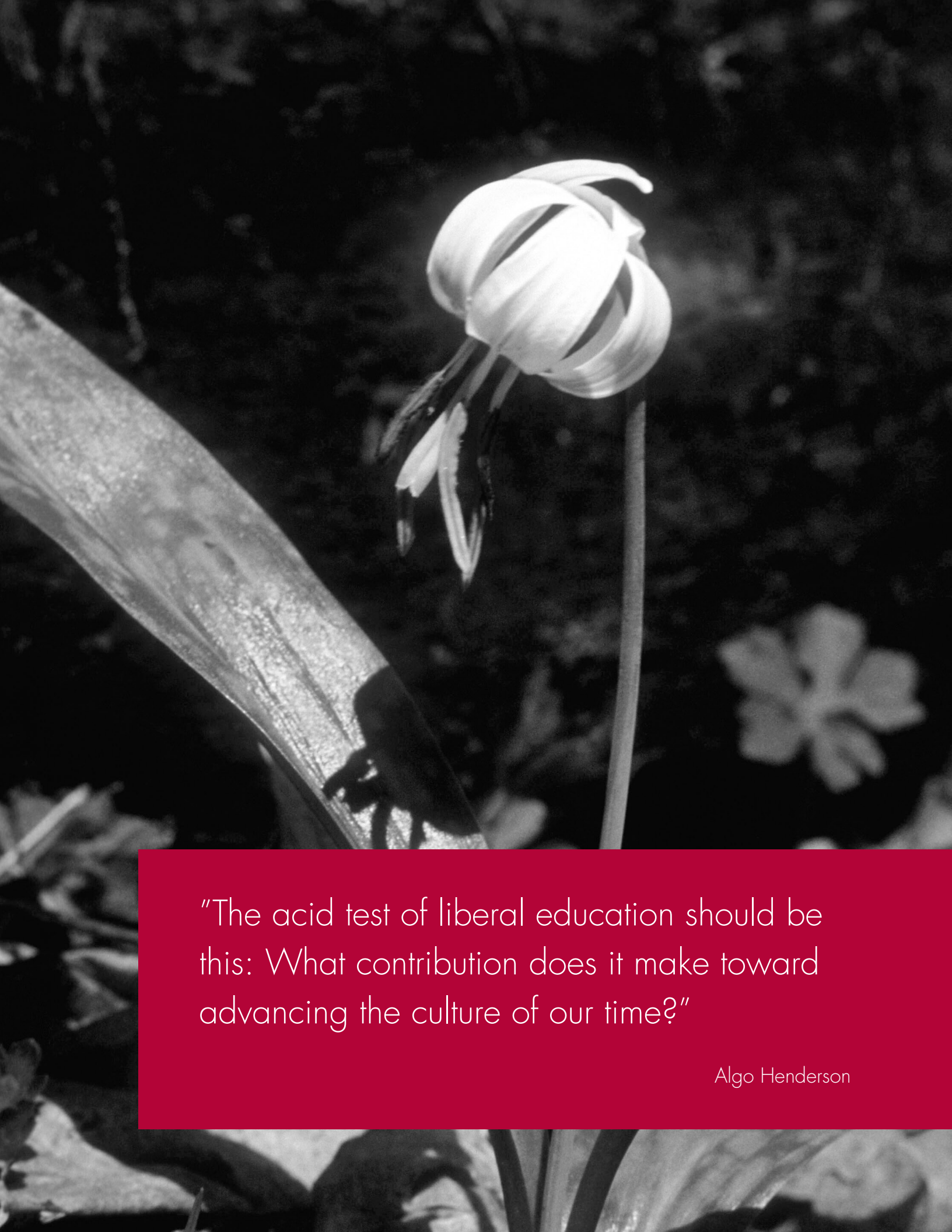
**Incubator & Laboratory Opportunities** Antioch will utilize its campus facilities to develop an incubator for fields associated with health, water, food, education, technology, and democracy. Partnerships with for-profit and not-for-profit entities will enrich the College's academic and work offerings by providing faculty and other resources.

**GLCA Work Program:** Antioch College will host students from other colleges and universities in both its domestic and global work program. Offering a program of work to students from other institutions is consistent with our mission and an extra-institutional opportunity that will be uniquely offered by Antioch.

**Glen Helen Ecology and Sustainability Institute:** Antioch College will offer its students and host students from other colleges and universities work in our 1000-acre nature preserve and a newly established 100-acre organic garden on the former "golf course". These work programs will help students to find in jobs in sustainability and agricultural programs around the world.

**Global Pre-Veterinary Certificate:** The College will offer a program focusing on the care and well-being of domestic animals through the Antioch College Riding Center, through cooperation with the local Tecumseh Land Trust, and through global work placements. This program will also be supplemented by academic coursework that prepares students for entry into graduate veterinary programs.

**Global Pre-Medicine Certificate:** The College will offer a program focusing on medical issues associated with water and food through its global work program. The program will also focus on the core academic coursework that prepares students for entry into medical school.



"The acid test of liberal education should be this: What contribution does it make toward advancing the culture of our time?"

Algo Henderson

## **TRUSTEES (TO DATE)**

Nancy Crow '70

Pavel Curtis '81 (Secretary)

Matthew Derr '89 (Interim President and Ex officio Member)

Susan Eklund-Leen (Director of Work and Ex officio Member)

Allyn S. Hansson Feinberg '70

Atis Folkmanis '62

Tendaji Ganges '71

Frances Degen Horowitz '54 (Vice Chair)

Joyce Idema '57

Jay Lorsch '55

Lee Morgan '66 (Chair)

Rozell W. "Prexy" Nesbitt '67

Edward H. Richard '59 (Treasurer)

Barbara Winslow '68

*Biographies available online at [www.antiochcollege.org](http://www.antiochcollege.org)*

This document is based upon the Concept Paper & Business Plan approved by the Board Pro Tempore in November 2008. Both documents were created with the intent to serve as an element of the process and plans to create an independent Antioch College. As such, they are a simple blueprint and only partially represent the full aspirations and hopes of the board for the future of Antioch College.

Photos and artwork courtesy of Antiochiana, Glen Helen, Dennie Eagleson '71, Micah Canal '08, John Johnston '75, Paula Wilmot Kraus, and produced by Matthew Brady Studio.

POLITICIANS PHYSICISTS **OBIE AWARD WINNERS**  
EPIDEMIOLOGISTS DEANS MENTORS **BESSIE AWARD WINNERS**  
ADVISERS METEOROLOGISTS ENDOCRINOLOGISTS **GUGGENHEIM  
FELLOWS** COLLEGE PRESIDENTS **EMMY AWARD WINNERS**  
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