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DISPLAYING ONE OF HIS comments on conservation, Gahan Wilson spoke and gesticulated to a capacity Rosse Hall crowd.

Dekes Claim Most

Frats Pledge 30%

Kenyon's nine fraternities enticed roughly one out of three freshmen this year, commensurate with the gradual decline they have been undergoing in past years. Though this decrease is not unique to Kenyon (fraternities in colleges and universities coast to coast have been suffering as well), it is tapering off. Last year 34% of the Class of '75 pledged. For the 1970-71 school year, 46% pledged, and 61% pledged in the year of 1969-70. Delta Kappa Epsilon claimed more than twice as many freshmen as

other divisions, while Alpha Delta Phi managed one. Here then, is the breakdown per fraternity:

Table with 2 columns: Fraternity Name and Pledge Count. Rows include Delta Kappa Epsilon (27), Phi Kappa Sigma (8), The Peeps (8), Delta Tau Delta (8), Beta Theta Pi (7), Alpha Lambda Omega (7), Psi Upsilon (6), Delta Phi (4), and Alpha Delta Phi (1).

Off Beat Academic

by Kerry Pechter

On Friday morning the Gambier Experimental College Committee will release two thousand pamphlets and enrollment applications, hoping to attract as many as four thousand people to the thirty odd courses offered during the six-week long first semester.

The committee wants you to look at them, decide what gaps in your liberal education need filling, and then to choose one course or two, no more than two. Speed is the key, because most courses are limited to about ten. The charge is one dollar per course to cover the cost of information.

Course interest ranges from the trendy to the serious: pot-throwing and bread-making, anthropology and mid-East dance. For those after the truly relevant, courses will be offered in stereo and bicycle repair, and possibly Dean Edwards will teach drown-proofing.

The college hasn't had much luck since it began in the fall of sixty-nine. There was a course in Lenny Bruce then, but Lenny Bruce went posthumously on Broadway which was the climax of interest in him, and no one cares now. Someone tried to teach Bob Dylan lyrics as serious poetry and gave up in disillusionment, not with the lyrics, but with the students. In comparison, it appears that this experimental college is headed toward recreational-type courses, where before they taught the off-beat academic.

Some see a degeneration in this; wondering whether anyone does anything by himself anymore. The present bureaucracy behind the four-

year-old experiment loves the idea of getting lots of people together, and many people see these classes as a relief from our local lack of color. So the watchword of this program is fun, although not quite alternative academics.

by John Graham

The registration process at Kenyon this year saw many incoming freshmen and upperclass students alike eliminated from classes for which they had signed up.

According to Kenyon College Registrar Lewis Treleven, a variety of causes accounts for this elimination, and several measures are being taken to prevent its recurrence.

Basically, said Treleven, three reasons account for the registration mix-up. "Many courses, especially those in the art department and technical fields, require special tools," he said. "The college does not always have enough tools to supply all those students who wish to take the course." The registrar cited the Art Department course in Color as a specific example, pointing out that the department could not furnish enough benches and other special equipment to accommodate all the students signed up for the course.

A second reason for elimination of students from classes, said Treleven, is the unexpected increase of enrollment in several areas of study, especially French and the classics. "These increases," he continued, "are frequently not predictable from pre-registration statistics, because students change their minds after pre-registration."

The third reason, according to Treleven, is the necessity of small classes in some areas, such as foreign language conversation, and a lack of professors to create new

Next Weekend Blues Band for Homecoming

by John Boffa

With the advent of coeducation on campus, the living habits of Kenyon students have been transformed significantly. Gone is the traditional "work all week, party all weekend" syndrome. Individuals are patterning their own styles of life; working and partying are no longer confined to specific times.

The change in atmosphere at Kenyon has required changes in many campus organizations. The Social Committee in particular has realized the need to change. Previously responsible for three big dance weekends, the committee now sees every weekend as a potential social event.

How does the Social Committee plan to expand its activities? Alva Greenberg, chairman of the committee, sees many possibilities. With the assistance of Ward Gaynes (co-chairman), Alva hopes to present numerous concerts for the campus.

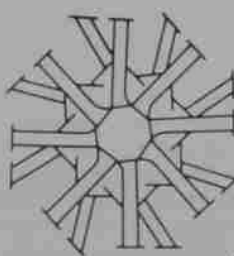
Diversity will be the goal of this year's concert program. The committee will offer jazz, folk music, blues and perhaps a big band revival. The possibility of mid-week concerts is also being explored. For the spring, Alva is planning an outdoor concert, but says that "a lot of honesty and cooperation from students will be necessary."

Some concerts will be held in Roose Hall, but those requiring more space will be in Pierce Hall. An out-

door location is being sought for the spring. The committee feels it may need a fenced in area.

Some specific plans have been made already. For Homecoming Weekend, "Howling Wolf," a blues band, will perform on Friday night. The Winter Dance will have a unique theme; the committee is planning a Mardi Gras weekend.

The Social Committee has six members: Johnny Johnson, Mike Daughtery, Tom Heany, Randy Roome, Kathy Batchelder and Rick Gould. All suggestions for social events are welcome. Committee members may be contacted directly or through the committee's box in the Student Affairs Center.



the kenyon COLLEGIAN

Volume XCX

Kenyon College, Gambier, Ohio, October 5, 1972

No. 3

McGovern Extravaganza UCF Drive

This Saturday, October 7, the Kenyon Students for McGovern will hold a concert, art auction, picnic, and dance at the Jessica Gund Commons. Students, Faculty, and other members of the Gambier community are invited to attend any or all of these events. Proceeds will go to the local Knox County McGovern headquarters.

The concert will begin at 4:30. Bob Cantwell, Gerry Chaplin, and Jeff Parker will play bluegrass. Works donated by local artists will be on display during the concert, and will be auctioned off before supper.

An old-fashioned family-style picnic will begin at six. Minimum donation asked is \$1 for adults and fifty cents for children; students need not pay since they can supplement their diet with Saga food. (Students who want to grill their Saturday Saga steaks with the more humble fare offered other McGovernites should pick them up by around four).

If you would like to contribute food for the picnic, please bring it to Mary Daniel before 7 p.m. on Friday, October 6. The following items would be welcomed: kidney and baked beans -- canned, either vegetarian or non-vegetarian -- bacon, onions, green peppers, fresh tomatoes, squash, potatoes, homemade relishes, apples, and marshmallows.

The Rockets and Friends will entertain at a dance in the Commons, beginning at 8:30. Admission will be 75 cents.

McGovern buttons, posters, tags, and stickers will be available throughout the evening, along with a general spirit of camaraderie. At least 75 cents of every dollar raised will go to McGovern and Shriver, since the only costs to be met are those for staple food items.

The United Community Fund Drive for Mount Vernon and Gambier is now in the midst of its annual campaign drive. The goal for this year is \$141,150. The money will be distributed to 13 local agencies, among them the Red Cross and the Salvation Army.

Mrs. Lois Allarding, who works in the library, is the chairman for Gambier and she is hopeful that UCF will reach its goal, making this year the 22nd "red feather" (goal met) year.

Ellyn Murphy and Adam Gilbert are responsible for encouraging students to donate money. All donations are tax-deductible.

Knox County Hunger Comm.

The Knox County Hunger Committee is a group of approximately 30 citizens and professional social workers, clergy and teachers who are alarmed about the prevalence of hunger in Knox County -- there are people here who are inadequately nourished and, in some cases, in need of emergency help to obtain food.

After an initial meeting about the problem in April, an investigation was undertaken. Mr. Jack Harding, Director of the Knox County Welfare Department, and his Committee to Document Hunger are currently doing the necessary field work.

There will be a public meeting October 10th to hear a progress report from the Committee to Document Hunger and several other reports on the subject.

If interested or willing to help, contact Mrs. Joyce Klein, Box #366, Gambier.

Registration To Improve

sections in those areas. Some students must be eliminated from these courses in order to maintain a small student-teacher ratio.

Treleven proposed three basic solutions to the registration problem. First, he recommends that more classes and units be created, where possible, in overcrowded course offerings.

Secondly, he said, "We need more student cooperation in the registration program. A student should not sign up for a course on the offhand chance he might like it, and then drop it." Treleven plans to work closely with students to increase their understanding of and cooperation in the registration procedure.

Thirdly, Treleven plans to create an organized communication system between professors and students shut out of courses, whereby pro-

fessors inform such students when someone drops a course and an opening is created. He has already placed the voluntary responsibility for doing this on some professors.

Treleven said he and the college administration have already come to agreement on most of his proposals, and he plans on their taking effect next year or, if possible, this year.

Students shut out of a course one year are now given top priority on that course the next year, stated the registrar. As a result of this policy, coupled with the more flexible curriculum in which students do not register en masse for required courses, Treleven said, "During a four year period at Kenyon, there's no reason a student shouldn't get into a course he wants to."

Thanks to a recent decision of the Ohio State Supreme Court, college students can vote in their college towns as local residents. They need prove only current residency in the town, and that they are of voting age (18). The student can then vote in national, state, and local elections exactly as other residents of the college town.

If you are registered to vote in your home town, and would like to change registration, to vote as a Gambier resident:

1) Write your local Board of Elections, asking that your name be removed from the roll of vot-

ers. IMMEDIATELY. McGovern volunteers will supply postcards for this purpose at the McGovern booth on Middle Path Friday and Monday afternoons.

2) Go to the Board of Elections in Mount Vernon, and register as a resident of Gambier, before October 10th. You need not wait for a response from your home town Board of Elections before doing this.

You incur no liability to taxation, or civic duties you do not now possess (such as jury duty), by registering in Mount Vernon to vote as a Gambierite.



DESPITE serious shoulder injury, quarterback Dan Handel is poised to lead undefeated Lords in Saturday contest with Mount Union. Story on page 4.

Wednesday John Wilkinson Bio Auditorium 8:00 p.m.



Comment

As this issue is carrying several pieces written by those in support of George McGovern, it should be pointed out that the COLLEGIAN welcomes articles favoring or questioning candidates. And as the COLLEGIAN in fact supports neither, it will be attempted to give both equal prominence, considering at the same time the quality of the articles and available space.

Furthermore, the COLLEGIAN extends an invitation to the Community to participate in a debate to be held late this month. Persons in support of either candidate who are willing to serve on a panel are requested to contact the editor. Panel will not exclude audience participation, but will serve as a means to delve into pertinent questions. Look for more details in next week's COLLEGIAN.

Phantasmagoria

by Lee Kanotsky and Jack Trawick

I'm afraid I must aim this column primarily at the freshmen; those who have yet to be throttled by the indomitable force known among us seasoned veterans as the Kenyon Crud. Before any of our neophyte comrades decide that Gambier is, after all, an ill-fated raft floating precariously on a sea of absurdity, allow me just a few words to try to counter the many "simple desultory philippics" which you will soon undoubtedly hear.

Kenyon offers each and every one of us— from the rank and file upperclass existentialists to the fledgling seekers-after-knowledge, fresh from the hard stone steps of Rosse Hall— something of his or her own to bitch about, to have with an intense passion, to curse in the hours without beginning or end that are so much a part of the student's life. Whether it be the steady academic grind, the inimitable food service, the sketchily constructed dorms, the medieval/renaissance aura of the largest percentage of our courses, the Gambier February which must be experienced to be believed; in short, no one is excluded from the distant privilege/necessity of detesting something about this place steadfastly. In fact, for several of us less complaisant individuals, almost everything about Kenyon can be loathed with indiscriminate profundity.

And yet Kenyon offers us a second thing— such a wondrous panacea that all but the truly damned become addicted, become enthralled, and, after having once tasted its sweetness, never seriously talk of leaving the Magic Mountain again. What is this mysterious ambrosia which gives hope to the faint-hearted? What is this mind-altering concoction which cannot be purchased from any drug dealer on campus, no matter how large and varied his operation?

Philander Chase was aware of this most inebriant of treasures, and to avail us of it he founded Kenyon on a hill in the middle of a cornfield in the middle of the most uninteresting state in the nation. His reasoning was clear: as the Handbook tells us, he "dreamed of a site that would be a retreat of virtue in seclusion from the Vices of the World," or, more succinctly, "the wilderness and the solitary place shall be glad for them, and the desert shall rejoice and blossom as the rose." Which brings us to Us, the collective Student Body. We, who often need a restored sense of tranquility, of order, and of personal serenity, can readily purchase them with a minimum of effort. One has but to walk out, to walk away late at night and to give oneself up to the magnificent emptiness and solitude and . . . well, peace which pours in on one in a giant sensorial flood. Petty hassles fade away; the "trials and tribulations of youth" seem somehow no longer important, and it becomes easy to luxuriate in the dark solitude of the night.

That's all I have to say. But don't take my word for it. Rather, try it some night, soon, when words don't come easily, when thoughts choke rather than relieve you and when getting high just doesn't feel like it's worth it. The music of the night can even soothe your savage breast.

Math Dept. Stays On Top

by Jeff Jurca

Sporting a new look this year is Mathematics 11-12. Professors Daniel T. Finkbeiner and Robert M. McLeod have introduced an innovative format to the course. The method of teaching used in 11-12 this year was derived from a formula developed by a now-retired Columbia University psychology professor, Fred Keller.

The Keller method allows students to work at their own pace, provides individual guidance not always available in a standard math course, and employs a grading system that gives credit for work done well, without penalizing unsuccessful efforts.

The content of this first-year calculus course has been divided into 27 modules. Each module is described in a separate Study Guide that details the general scope of the module, objectives to strive for, material to be covered and how to study it. The modules also include a series of exercises to perform, references for further study and a sample test.

When a student feels familiar with a particular module, he may write a proficiency test, which is reviewed later by an instructor or a student tutor in the student's presence. Tests are graded either "satisfactory" or "repeat." The number of modules completed and the final examination comprise the student's grade for the course.

Generally, two lectures are given during each class period. Most lectures are given more than once, often in more advanced form when repeated. Attendance at lectures is optional. These "multiple track" lectures are given by Department Chairman Wendell D. Lindstrom, as well as Professors Finkbeiner and McLeod.

A Study Center located in Philip Mather 107 is an integral part of the course. Manned by the course's instructors and student tutors David Roberts, Andy Rosenfield, Jeff Parker, Ellen Starkey, Helen Shapiro and Gil Spencer, students can perform tests during afternoon hours and receive individual or small-group instruction in the evenings. Reference books are available for student use. The Center is also open Saturday mornings.

Mr. Finkbeiner states, "the new format of the course is more explicit on particulars. The faculty tells the student what to know and how to go about learning it. The student can then work at his or her own pace to achieve those objectives."

letters to the editor

Lecture Defended

To the Editor:

In an effort to improve the reporting of lectures throughout the rest of this year I wish to point out some of the sins of commission and omission in your report of the first public lecture on the front page of the edition of September 28.

Your reported violation of a fundamental rule of journalism in failing to report the name of the lecturer accurately: Mrs. Angie Brooks-Randolph (not Robinson). He ignored background material: that she was chosen by the Episcopal College Association to present lectures at the member colleges; that she has had a distinguished career in the United Nations Organization, serving as President of the UN General Assembly and now as Ambassador-at-Large to the UN from Liberia. While there were shortcomings in her delivery, in part the consequence of her accent (English is her second language), the reporter's criticisms were unnecessarily supercilious. The reporter failed to note one of her specific criticisms of American policy with respect to Africa: that the arms we supply Portugal as a NATO ally find their way to Angola and are used to suppress the Black majority there.

PLEASE, let us have more accurate reporting and more constructive criticism of lectures to come.

Signed,

Landon Warner, Chairman
Lectureships Committee



photo by Joe Baem

Gahan-Click-Wilson

by Scott Hauser

Rosse Hall was packed as the word had spread that one of Hugh Hefner's cartoonists from his infamous magazine Playboy was to appear.

The crowd anxiously awaiting Gahan Wilson to pull a rabbit out of his hat, seemed to be well informed on the contents of Playboy. Raucous possibilities seemed imminent.

Goofy guys and gals giggled at gruesome Gahan's ghastly grotesque, and genuinely gory graphics of grimacing goblins, ghosts, and green ghouls. Wilson's wonderful wisdom of weird ways wooed a wealth of wandering minds into wicked worlds.

After a rather tedious explanation of his climb to the top of the cartooning world (from Collier's to

Batchelder: Round # 3

To the Editor:

Professor Batchelder's letter to the Collegian, Sept. 21, is more valuable as opinion than reportage. I attended the same faculty meetings as did he, and therefore his comment that "Kenyon's Social Science Division . . . could not prevail against the arguments and votes of the phalanx of speakers from the Science and Fine Arts Divisions" astounds me. Not even in reverie would I contrive a scenario as absurd as the Science and Fine Arts Divisions voting as a block.

To this day, I am uncertain how my colleagues voted in our tiny (13 at most; 10 voting last Spring) Fine Arts Division. On the other hand, Mr. Batchelder tells us that every man and woman in the Social Sciences agreed on diversification. I counted 21 persons in that Division, so a phalanx obviously existed, but not in the arts and sciences.

Also, it is either playful or silly to say that members of the Humanities Division sat silent. Professors Baly, Banning, Roelofs, Lentz, Hettlinger, Hecht, Piano, etc., may have disagreed, but they were not mute during curriculum debate. And isn't it unfair to imply that men vote without conviction, or that somehow the Humanities and Social Sciences really have a corner on the liberal arts?

Students played an important part in formulating the new curriculum. They had an advantage over faculty in that they crossed disciplines daily, they knew the content behind

course titles, and in many cases—seniors—many of them had had a broader liberal arts education than some of their teachers. When they raised issues we listened and assumed their complaints were responsible. The new curriculum is the result of faculty response, but it is also a compromise because, as a faculty, allowed divisional and departmental categorization to grow imprecise, or permitted certain prejudicial groupings to exist in the old seven-out-of-nine system. (My chief complaint was in the placement of the three fine arts disciplines in the same slot when they are the very disciplines students were least exposed to in secondary school.)

No one need be wholly content with the new curriculum, but to say that the new B.A. is not as meaningful as the old B.A. is relative. Once upon a time, one could take a B.A. here without music, art, or drama. Or, if one did, coursework in art counted half as much as in any other discipline.

The guided elective curriculum was too much the victim of categorization, assuming as it did that every slot truly offered a diverse educational experience. Students complained that they were repeating information and self-knowledge they had gained in pre-college preparatory work. They complained, too, that the place of some courses in the curriculum were without logic, and they were therefore forced to diversify in some majors more rigorously than in others. In the arts, where our commonality rests in teaching the processes of art, we also teach history and literature. Even in the face of arts faculty recommendations and student complaints, faculty refused to acknowledge that this diversity should be credited.

The Curriculum Committee is now proceeding to examine some courses as to content—not to oversee them or change them—but to make certain that their place in the Division structure is not harming students in the requirements for the degree. If we allow political considerations, rather than academic concerns, to enter into these decisions, once again we shortchange the student. Let me state what I mean by political considerations. Whenever a discussion about whether the Department of History should sit in the Humanities Division comes up, someone always responds that such a move would make the Humanities Division too powerful and lessen the influence of the Social Sciences. Nevertheless, the Divisions are powerful indicators of how a student must spend his or her academic (not political) time. Fortunately, the new curriculum allows for human frailty and the problems attendant on categorization. It recognizes that Departments are very diverse in their offerings, that there are humane concerns in the fine arts, that there are social concerns in the sciences, that the humane and social processes of the fine arts often are taught elsewhere in the College, and are the methods of science. With some reservations, then—and aren't there always reservations?—isn't this a wiser curriculum for the liberal arts?

Signed,

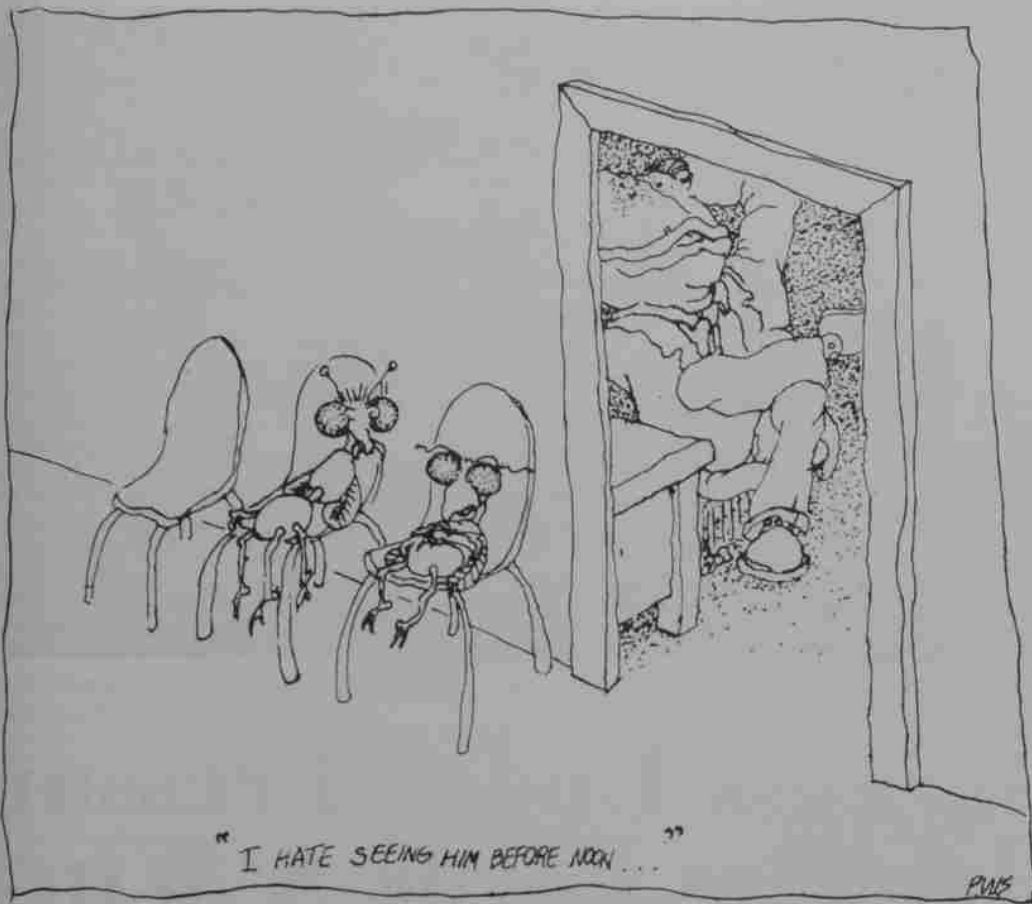
Joseph Slate
Art Department

Batchelder: Final Round

To the Editor:

I am responding to Professor Batchelder's letter of 21 September in which he described the reorganization of the Curriculum which the Faculty formally adopted on 15 May as "a flying leap into space." Since I was Secretary of the Faculty last year and tried to record the progress

Continued on page 3



French Club Restored

by Ann Rosenberger

The French Club of Kenyon College is now in the final stages of a re-vamping which began last December. The impetus behind this revision was a cumulative donation of \$500.00 from the Coordinate College Student Council and the men's Student Council. Thus, with the necessary financial support, the French Department called a meeting to organize a new French Club. At this meeting Tom Clemmons was elected President and Wynne McCarthy was voted Secretary. Jean-Michel Belloq presided as faculty sponsor.

A digression into the past French Club of Kenyon is necessary to establish a point of comparison. In the past the French Club revolved around a French Table at Gund Commons, where students and faculty interested in practicing their French could participate in informal discussions around the dinner table. The French Department also organized lectures given by members of the department in their areas of interest. The present French Club is interested in the addition and diversification of activities for its members.

The French Club that resulted from last year's meeting was purely experimental, its main purpose being to gain momentum and interest for this year's club. One method of achieving this goal was the showing of five French films; Hiroshima mon amour, Zazie dans le Metro, Mon Oncle, le Dejeuner Sur l'herbe and A bout de Souffle. These films were open to the public at no charge. Informal discussions on French politics, culture and music also supplemented the movies.

By the end of last year the club's funds had diminished to the point where a membership drive accompanied by the collection of dues was undertaken. The drive concluded this year at the Activities Mart with a total of fifty-two members.

The end result of the French Club's reorganization is evident in the diversity of activities planned for this coming year. In addition to the five films now being chosen members of the Club will view a production of Barber of Seville by Le Treteau de Paris at Ohio State University of October 19. Faculty members have also been approached by Tom Clemmons concerning informal lectures on various aspects of French culture. One totally new venture of the Club will be the airing of taped French plays over WKCO. The plays include Tartuffe by Moliere and Cyrano de Bergerac by Rostand.

Poet's Critique

by Diane Ewart

"It's fun to get criticized. You don't always have to pay attention to it." This remark was made by Michael Davis, student director of the Poetry Workshop, at the close of last week's meeting of the group.

Every Sunday evening at 7:30, people interested in poetry gather in Pierce Hall Lounge to read, discuss, and yes, even argue. The usual meeting consists of one or more members presenting some original poems, followed by comments, which sometimes tend to stray a bit from the subject at hand, and criticism, which can become a bit rough at times (although how far it goes depends upon how far the author asks for opinions).

In addition to the regular meetings, poetry readings are planned for one Sunday of every month, where people can read either original

works or selections chosen from elsewhere---the September recitation drew a crowd of about 50 to Pierce Lounge.

An informal reading Wednesday night, Paul Kahn, a 1970 Kenyon graduate, and Mr. Turner of the English department, author of a published collection of poems, presented selections of their poetry.

The purpose of Poetry Workshop, says the director, is to provide a loose framework in which poetry can be read and discussed, and brought into the open outside of the publications. Any brave souls who wish to read their poems at the Workshop are asked to bring them to Mike in Apt. F-3 before Friday so they can be mimeographed and passed out to those in attendance---"that way they won't have to be read 6 or 8 times."

Nixon and McGovern

A Difference That Matters

From Kenyon Students for McGovern

The points to be made are perhaps familiar, but could bear repetition.

Vietnam: President Nixon still speaks of the honor to be salvaged from the situation, and gives every indication of planning to continue the bombing indefinitely. Note his recent remarks about the "impudence" and "intransigence" of the enemy. The B-52 raids of the last month have been the heaviest of the war since the maximum reached in the last months of the Johnson administration, and very nearly at that level. And while the ground fighting has been scaled down, 100,000 troops are stationed in Thailand to back up the air war and support the South in case of sudden reversal.

McGovern says that a cessation of bombing is necessary before negotiation can begin. He says that the POW's can be brought back if the minimum demands of the North--a stop to the bombing, and progress in negotiations toward a coalition government in the South--are met. He cites the success of French Premier Mendes-France in securing the release of all French prisoners (All within six months, and most within nine weeks) after the defeat at Dien Bien Phu, as an example of what realistic acceptance of the military situation can accomplish.

McGovern favors amnesty for draft evaders only after the return of POW's.

Economy: Nixon apparently plans to continue the unequal application of wage and price controls. He has

taken few steps to help the fixed-wage earner caught in the crunch of inflation: he achieves the biggest deficit in history, while enforcing price controls only sporadically. The Nixon administration has been especially hard on select economic groups such as the wheat farmers, who stand to lose not only the profits rightfully theirs, but the subsidies they would otherwise have received, as a result of the deals of Agriculture Secretary Butz and his assistant Palmtz.

McGovern acknowledges that in his early economic proposals, Hope defied Reality. But the abandonment of the \$1,000 base for the negative income-tax proposal has been the only major position change by McGovern in the past year.

McGovern emphasizes works projects, sponsored by the Federal government as a means to lessen unemployment, and to absorb GI's returning from Vietnam and Europe.

McGovern would reduce the oil depletion allowances under which the major oil companies of the nation pay only 4% to 8% of their income in taxes. He would tax income derived from stocks, bonds, and other investments (i.e., "capital gains") at a rate similar to that at which earned income is taxed.

Defense: Nixon has given his approval to several of Defense Secretary Laird's new projects: the B-1 bomber, of which a force of two to three dozen is planned; new ABM installations for our land based missile sites; the conversion of land

letters

Continued from page 2

of the debates as faithfully as I could, I wish to correct some possible inferences which those who were not present might draw from his letter.

First of all, some might think that the Faculty's action was hasty because of the phrase "flying leap." The question of the reorganization of the Curriculum had been debated in the Curriculum Committee and on the floor of the Faculty Meeting over the course of two years. During the Spring Vacation of last year, interested Members of the Faculty met for three successive mornings and debated informally not only specific topics, but general and philosophic questions about the study of the Liberal Arts which a reorganization of the Curriculum might focus on, reinforce, or change. Everyone was encouraged to speak freely, and many from all the Divisions did so. The Faculty also met with the Students for wide ranging discussions. Finally on 1, 2, and 4 May the Faculty met to debate, discuss, and finally to vote not only on the specific proposals made by the Curriculum Committee as well as on amendments which were offered from the floor by various Members. The revised document was then formally presented to the Faculty on 15 May at its last Regular Meeting and was formally adopted complete with a Preamble. The action of the Faculty was far from hasty, nor could I even consider it a "leap" even in my most hyperbolic moments.

Second, Diversification is implicit in the new regulations, even though specific courses, or a selection from specific courses of Departments are not named. Although the Preamble to the new statement of the Curriculum is not word for word that of the one which Professor Batchelder refers to, many of the words are the same, and above all, so is the spirit. The Faculty trusts the integrity of the Advisors and their Student Advisees, as well as their common sense, so that the extreme example proposed will most probably never occur. The College can

only educate when there is mutual trust and sympathy.

Third, it is true that the Social Science Division did attempt to move a Substitute Motion (which would have had priority over the Curriculum Committee's Motion when it came time for voting), but the Social Science Division is not a College Committee, simply because it does not represent the whole College by having its members drawn from all the Divisions. Professor Batchelder could not possibly know who voted for and who against. And finally, Professor Batchelder fails to note that some of the proposals of the Social Science Division's Substitute Motion (which was not admissible as a Motion for the reasons listed above) were incorporated into the final document as Amendments.

Fourth, to name those who spoke either for or against and to suggest how they voted, even by Divisions, is a violation of Faculty privacy and the whole principle of voting by secret ballot.

Fifth, the "rigors of 'confrontations among disciplines'" which Professor Batchelder advocates is at once question begging and empty rhetoric. The only way these "confrontations" could effectively take place is to have a Professor of Economics and a Professor of English battle it out simultaneously in the same classroom with the same students. Rules requiring a student to take courses in two or more Divisions simultaneously do not necessarily produce "confrontations." And "disciplines" do not confront. Men do. As for "rigors," Kenyon College is interested in liberally educated men and women, not rigorous confronters of disciplines. The document describing the new curriculum of the College makes this point with clarity and care.

Professor Batchelder believes that it is proper for him to speak for his position. I support his right to do so. What I am objecting to is the manner of his presentation which to my mind is susceptible to false inferences and distortions. Moreover, since both he and I have stated that the success of the New Curriculum depends upon the integrity and good sense of both Faculty Advisors and Student Advisees, I do not think it at all helpful that he denigrate the effectiveness of the advising system (as he does in his third from the last paragraph) right at the moment when both he and I are advising our students.

From its founding, Kenyon College has always been an abrasive place. It has always managed, however, to survive the rawness and bruises which abrasiveness produces. It has survived because by geography, tradition, and faithful devotion to learning, to the liberal arts, Kenyon College has always somehow sustained its sense of community because even the most abrasive trusted their colleagues, even though grudgingly, and had confidence in the whole enterprise and refused to divide the College into groups or divisions, or even departments, one of which was divinely entrusted with being better than all the rest. We are all under a moral obligation to work to make the New Curriculum truly effective and squarely in the tradition of liberal arts, those studies which are appropriate for a free man, a generous and compassionate man or woman.

Signed,

Gerrit H. Roelofs
Department of English

"Fighting Lordettes" Bow to Muskingum

by Kevin McDonald

The Kenyon field hockey team in their game Saturday against a disciplined team of Phys. Ed. majors from Muskingum College put an explosive start together with a strong finish, but unfortunately succumbed to Muskingum's pressure during the middle portions of the game, 4-2.

The opening bully was controlled by Kenyon and seconds later freshman Cindy Merritt beater defender and raced down the sidelines. Her perfect centering pass was neatly tapped in by Robin Smith less than 20 seconds after the game's start. Kenyon then put great pressure on their bewildered opponents goal, but the "Muskies" gradually regained their composure and the tide of the game began to turn, the ball being at neither end much for the remainder of the half. Muskingum managed to score near the end of the half to make it 1-1.

Muskingum dominated the second half, with Kenyon fighting tenaciously on defense, but unable to generate an effective offense. Thus the worn down "Lordettes" allowed 3 more Muskingum goals before Ginny Beurmann alertly knocked in a loose ball in the final 5 seconds. Ginny had another goal earlier, but it was ruled, rather questionably,

that someone had advanced it before she shot.

The hockey team, though at times looking very disorganized, is clearly showing an improvement in both attitude and team coordination over last year due to the coaching of Miss Karen Burke. Part of the reason for the disorganization was that many of the girls were playing for the first time at new positions. Meg Merckens played her first game at goalie, Sally Pittman was switched to inner forward while Ginny Beurmann moved out to the wing.

Jane McIntyre played an excellent game at halfback (despite being mysteriously clubbed in the mouth by a Muskingum stick in the second half) and along with Mary Kay Karzas and Buffy Fisher on defense, did much to hold the score down. Other standouts for Kenyon were Kim Mayhew at forward, Liz Parker at halfback, Nancy McSorly at fullback, and Cindy Pearsall at halfback.

A select few were on hand to witness the contest, and the team hopes that more people will appear to see the "fighting d'ettes" battle rival Denison this Saturday at 10:00 A.M. They have the talent, and now they have the coaching. If they can put it together, they will prove to be, in the words of an old Italian philosopher, good and plenty good.



AIRBORNE LORD cornerback Charles Contrada and company pictured stifling a Scot in Saturday's victory at McBride Field. photo by Jim Frank

Success Under Pressure Renders Lords A Win

by Stu Peck

An inspired Kenyon football team executed the crucial plays to upset the Wooster Scots 16-9 last Saturday at McBride Field. The Lords record is now 2-0-1. A ~~sonny~~ football game and an undefeated team stands out to the enlightened Kenyon student as incongruous to "The Kenyon Experience."

The massive Wooster team was

unable to capitalize on superior field positions and a statistically dominant game. Though they moved the ball well, Wooster remained entrenched in Lord territory, and had to settle for two field goals in the first quarter. Junior defensive back Kent McDonald contributed a key play of the game by deftly intercepting a Wooster aerial and running 51 yards to the Wooster 10. Two

plays later Dan Handel threw a pass to Mike Duffy for the TD. The conversion was unsuccessful and the score was 6 all. Again the defense contributed to the scoring by recovering a Wooster fumble. A few plays later the consistent Giovanni DiLalla booted a 37 yard field goal to put the Lords ahead 9-6.

Tension mounted in the second half as Wooster moved the ball on two successive occasions within the Kenyon 5 yard line. With fourth down and one yard to go the unrelenting Kenyon line successfully held the Wooster offense. The next Wooster drive brought them to the Kenyon 5 yard line where the Lord defense halted them once more. Unable to score, Wooster was forced to settle for a field goal.

In the 4th quarter Kenyon put together their only sustained drive of the game highlighted by a 34 yard pass to Jim Myers and some spectacular receiving by Mike Duffy. After expertly engineering the drive Dan Handel sneaked over for the TD and the scoring ended 16-9.

The brilliant defense included outstanding players Charles Contrada, Bruce Broxterman, Jim Mustach, John Vrtachnik, and Mike Gibbons. The offensive line led by veteran center Frank Snow gave quarterback Handel good protection.

Hoping to continue their winning streak this Saturday the Lords meet their "toughest opponent" of the season, Mt. Union College, in Alliance.



HARD-PRESSED SCOT shackled by the hot pursuit of indomitable Lord rush. Photo by Jim Frank

Booters Split Three

by Greg DeSilvio

It's been a tough week for Kenyon's booters. After an easy win against the Muskingum Muskies 3 to 1, they tied the Cedarville Cedars 2 to 2 in a hard fought game that Kenyon should have won. Most recently they dropped a decision to Hey, Hey, Hey OB, Oberlin one to nothing.

Beginning with the oldest but best news, here's a recap of the Muskingum game. The Lords controlled the game from the opening kick. By the middle of the first half junior co-captain Stu Peck took a beautiful cross from James Boswell and hard headed it into the net. The next score came to our goal. With everyone pressing the attack due to our obvious superiority the defense let down and a breakaway goal by Muskingum's Lick Wilmerding resulted. Our attack, angered and pummeled the goal but to no avail. Then, late in the second half, freshmen Steve "Boom Boom" Cannon headed home a pass from senior co-captain Jim Hodge. After putting us ahead "Boom Boom" iced the victory two minutes later by rocketing a shot through a stunned Muskie goalie. Shortly after, the game came to a happy end with the Lords celebrating their second victory.

Last Saturday the Lords met a high rated Cedarville team in Cedarville for perhaps their toughest game of the year. The Lords played inspired ball for the first half as Dave Newell blasted a pass from Bob Zoller to score our first goal. Neil Bloomfield quickly followed with a fire boot to score our second goal. The Lords fired up and pounded on the door but the stout Cedar defense would budge no more. The second half was topsy turvy as it was all Cedarville. Bill Bullbeck a devout soccer player played as if directed by God as he single-handedly scored Cedarville's two goals. The first on an indirect penalty kick and the second off a corner kick. Play then ended at a two all deadlock. The first overtime ended uneventfully, but in the second overtime Cedarville fouled. Hodge lined up and kicked the indirect shot for a score but it was called back. Kenyon pushing on the play. Thus another hard fought game ended with a Lord victory lost.

Finally, this past Tuesday the Lords travelled to Oberlin for an evenly matched game versus the Yeomen. Both teams were ranked in the same spot in Midwest polls. The game, true to form was a season battle with superb defensive play. Junior goalie Andy Wellenbach and Sophomore Eric Mueller were standouts as neither team could poke a goal in during regulation play. However, in double overtime an Oberlin wing broke through with 32 seconds left to put Oberlin on top.

Thus it was a bad week for Kenyon soccer, perhaps a few key changes in the line-up would improve the situation.

Roman Times

by Randy Roome

This year's Kenyon College Hockey Club has the potential to put a good team of skaters on the ice come winter. The initial sign up, according to captain Tony Smith, included a good number of freshmen.

However, there are a few problems that are hurting the size and spirit of the team.

Most hockey in the high school level is played at prep schools, and Kenyon garners quite a few preppies. At Kenyon, this talent operates on a \$425 allocation from Student Council. This enables the team to reserve once a week, at midnight, two hours of hockey at the nearest rink--Iceland in Columbus. They reserve a total of 16 hours, or eight weeks worth at Iceland throughout the winter. The first two hours are dedicated to practice, the remaining 14 hours are used as game time. The team practices once during the year, with all of their skating being between 12-2 a.m.

No athlete likes to compete without the rousing cheers from the crowd behind him. How many fans are going to watch an inefficient hockey team play at midnight, to return at 4 a.m. in the middle of winter?

As mentioned before there is an abundance of hockey talent on campus. But on campus is where it

stays after the students learn the conditions of the club. But for the last five years a few hard core athletes make their way to Columbus to play hockey.

The perfect answer to our problem would be for the college to build a hockey rink. A nice one with artificial ice, four walls, a roof and a couple of locker rooms. But one of the drawbacks of a small, private, liberal arts college is that there are limited resources, that every cent of the budget necessarily allocated. Whenever someone comes up with an idea for a new project it must go on a list of priorities. Right now a hockey rink is very close to the bottom of the list.

A few other items that are higher than the rink are: squash courts, basketball courts, and a swimming pool. Mt. Vernon has plans for an ice skating rink, but they are in the process of creating: a tots park, an older persons park, also fixing and covering the swimming pool. So the rink plans are low term. Hopefully in the future the college will be able to make hockey a full time intercollegiate sport, for it would be welcomed.

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