

4-7-1972

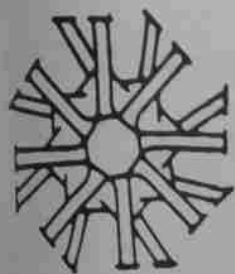
Kenyon Collegian - April 7, 1972

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the kenyon Collegian

Volume XCIX

Kenyon College, Gambier, Ohio, April 7, 1972

No. 11



Steve Christy, landscaper, and his crew are busily beautifying the portion of Middle path which is found in downtown Gambier. The station wagon has nothing whatsoever to do with the project, according to a reliable spokesman for Christy, and he denies any connection with the Art Annex. The woman in the background is a suspected CIA agent sent to investigate recent developments along Middle Path. Photo by Leslie Rodnan.

Strengthen Our Roots Pity the Path

by Margaret Allen

Remember Middle Path Day? Last year, as most will readily recall, there was one full day set aside for the specific purpose of restoring the beauty of the Gambier community. It was a most successful spring clean-up which involved almost everyone living or residing in Gambier. It was a memorable day because everyone was brought together to celebrate the beauty of this area in a truly constructive way. This year it is hoped that this feeling of community can be renewed on April 8th with even more participation than there was last year. All are invited to go to Rosse Hall anytime between 9:30 a.m. and 5:00 p.m. to receive tools for their work and assignments for specific projects which have been planned in advance. There will also be refreshments served there for those who've built up wild appetites from working with the land.

According to the chairman of the Path Day committee, Mrs. Klein, there are various interesting projects expected to be accomplished by the end of the day. Mr. Roelofs is in charge of a stone-laying crew. Anyone interested in finishing the parkway in front of Hayes Grocery and Farr Hall with stones is certainly needed and most welcome. This project was started last year because the area was so trampled that the possibility of maintaining grass there was impossible. The stone-work done last year is much more pleasing than the mud that must be washed off the sidewalks by maintenance after heavy rain.

The "once-exquisite" garden located behind Ascension is to be restored. This project will be continued over the summer by a few persons who will study the area and plan a better garden to be finished next fall. But hopefully, it will get a solid beginning on Saturday.

Craig Johnson will direct persons to the Bishop's Gates, which can be seen from Brooklyn Street. The gates are the starting point of a stoned stepped path which leads to

gardens in the woods. Apparently many of the stones have fallen out of line and need to be replaced. The gates are also in disrepair and will be rebuilt by a hired stone mason. He will be paid with funds raised by various members of the community specifically for that purpose.

For those who would like to be garbage-men-for-a-day there will be "trash route cards" available in Rosse Hall all day. All you need do is pick a card, follow the route gathering trash on the way, and leave your bag at the end of the route. At the end of the day the village truck will collect the bags from the various stopping points. It's a nice way to take a walk. And speaking of walking, Middle Path is missing its gravel. Another project will be raking the stones back onto the many paths all over campus.

Remember Middle Path Day! All the children's groups in the village are invited (4-H Club, Scouts, etc.) and so are all the adults . . . including students. 9:30-5:00, Saturday, April 8th, in Rosse Hall.

Ceaser is Victorious

The results of the student voting for the referendum on the revised Constitution are as follows: Of the men, 376 ballots were cast, 268 for and 108 against and of the women, 259 ballots were cast, 242 for and 17 against. The revised Constitution must now be voted on by the faculty and then approved by President Caples. For the first time men and women will be participating together in one structured government rather than dealing with each other as two separate governments on the basis of a number of fragile, nebulous "agreements."

All College Commitment Curriculum Reform

by Margaret Allen, Mark Denton, Elizabeth Forman, Charlotte Jones

It is difficult to assess the effect that the meetings on Wednesday will have, and even more difficult to see what kind of effect all the talk could possibly have on a new curricular structure. For the discussions to a great extent seemed to go in dichotomous directions. There were some whose comments assumed a theoretical nature, talking about such concepts as Liberal Arts education. The comments of others assumed the form of concrete complaints and possible solutions, without incorporating the theoretical ramifications. One of the questions asked at Rosse Hall poignantly embodied the

dichotomous directions of the meetings. Addressing herself to Mr. Marcus' comments, one student asked, "Where's the romance of the classroom in taking a hit of speed to do two papers in one day?" This dichotomy between the way in which Kenyon conceives of itself, and what is actually happening here was one of the themes that emerged from the meetings. Thus, the difficulty in assessing their import is understandable when what emerged was signs of confusion and attendant frustration. Consequently, it would be unfair to level the charge that students' contributions to the meetings were merely negative, merely simple-minded, self-interested kinds of complaints. There was a pattern to

those specific complaints, a pattern that was further substantiated in the more constructive kinds of suggestions given. That pattern consists in confusion about how it is that we are defining "curricular endeavors", and the kinds of activities we legitimize by including them within the scope of the curriculum.

This confusion about what is legitimately curricular was raised in one of the small group meetings by a question about the college's funding and granting departmental status to a non-credit activity, viz. Physical Education. The college in doing this has made one step towards acknowledging the validity of non-academic activities. However, it fails to make a further commitment to similar kinds of "co-curricular activities", such as providing the instruction in and facilities for such efforts as film making, dancing, potting, etc. It has made one step in the right direction; it must make others.

Another suggestion that emerged from group meetings was one about the advising program. In the three days hearings with the faculty during vacation it was pointed out that we ought not to pin any hopes for improvement of the curriculum on the advising program. A student asked if this did not have something to do with the curriculum itself. The faculty is merely a mediator between the student and the curricular requirements. He is there channeling his advisees into their seventh guided elective and giving them their re-

For those interested in editing any of the campus publications (COLLEGIAN, HIKAR, REVEILLE, or PERSPECTIVE) or in managing radio station WKCO for the next school year, applications will be due on Tuesday, April 11. Applications should be of approximately one or two pages in length and should include a statement of the applicant's qualifications, a proposed staff, an idea of any format changes, and a vague sketch of what he plans to do and what that should cost. You are asked to type your applications on ditto-masters so that they may be distributed to the Publications Board. Turn in applications to Professor Church of the English Department.

port cards at the end of the semester. Would it not be better if the curriculum bespoke faculty interest in student interests? If we did away with requirements or if the curriculum's diversification requirements were expressed in terms of the maximum number of courses in ones major program and the minimum number of courses in other departments (without specifying those departments), then we would be transferring the responsibility of justifying the curriculum from the structure to the student and the professor. One further suggestion about the advising program was that a student at whatever point he feels appropriate would be allowed to select his own advisor, one that need not be in his major department. This would help in eliminating departmentalism.

These are but three of the suggestions emerging from the meetings. We need to keep in mind the kinds of attitudes they indicate. We must see that this past Wednesday has gone towards coming to understand a confusion about what is curricular. Next Wednesday we need to think through the implications of this confusion.

A History of Hassles

by Mark Denton and Phil Chimento

This is the first report that the student members of the curriculum Committee have presented to the community at large. However, prior to this time, there would have been little to report, as the committee was engaged in laying a groundwork for a new curriculum. The way in which this was done was to examine and rework such notions as "course", "Major", "classroom meetings", "prescribed distribution" and the "Liberal Arts" perspective on education in general. Consequently, the committee has not formulated any specific proposals, but rather has established certain directions in which it would like to see the college move in terms of curricular structure. The aim of the committee discussions with the Faculty over Spring Break and at the Wednesday Meetings with students has been to present the academic community with the ideas and problems that we have been discussing over the past few months, and to encourage discussion, critical review, and supplementation of these ideas. Hopefully, specific proposals will emerge from these college-wide discussions.

One proposal has already emerged, viz. a three-term calendar proposal. This is not tied to a new curricular structure, although a rationale was found in the course of committee discussions. The proposal, which would allow for one-third courses, two-thirds courses and year courses, arose out of the committee's considerations of course structure and teaching rhythms with the possibility of the following benefits in view: (1) the prevention of the overload of work occurring at the end of the first semester and in the six-week cycle of tests and papers; (2) the opportunity for a wider variety of course combinations; (3) the opportunity for a short period of intensive work in one-third courses; (4) making tutorials more feasible by virtue of their shorter duration (i.e., one-third of the year); (5) the opportunity for instructors to re-think their courses in terms of both organization of material and structure. The present status of the proposal is that Faculty Council has approved it for the academic year, 1973-74 and it has been presented to the Faculty for their approval at either the April or May Faculty meeting.

One of the foci of Committee discussion has been the educational phenomenon known as "the major" and the possibilities of variation on this. The result has taken the form of what is called a "synoptic major". This is not meant to replace the normal departmental major, but rather is a supplement for those students who would feel better served by interdisciplinary studies. The Committee will not develop a list of permissible interdisciplinary majors. The projected view is that the student will formulate a COHERENT program consisting of courses from two or more departments with advisors from each department who will also serve as the comprehensive examination committee. This has been, and will continue to be a topic of discussion both in the Committee and the Community until a specific proposal is reached and voted upon.

Other issues discussed have been the reduction of graduation requirements to sixteen units and the concomitant reduction of the maximum allowable number of courses to four per year. There seems to be general agreement in the Committee to lower the graduation requirements to sixteen, however in the student members' report to Student Council on this matter, the Council members objected that without a concurrent reduction of the number of Guided Electives required an inordinate amount of the student's total time would be pre-empted by Guided Elective courses. The point was well taken. The reduction of the maximum number of courses per year to four was not meant to preclude the auditing of courses and the engaging in independent study. These rather should be encouraged in accord with the interests of individual students and faculty. The Committee has also devoted a significant amount of time to considering and approving new course offerings for next year. Another item on the agenda of the Committee is a review of the College's honors program.

Let there be any misunderstanding, the Committee's efforts have directed not toward the removal of structure, but rather toward RESTRUCTURING. Our personal opinion, as student members of the Committee, is that structure should be understood in a positive, rather than negative way. It is not merely constraint imposed by a paternalistic attitude of the college, but it is, rather, an intelligent ordering of the four-year college program. Structural schemata should be rigid enough to accomplish the aims of a Liberal Arts education and at the same time be flexible enough to meet individual students' needs. Any structural schema has to account for both of these opposing tendencies in higher education, and the choice between any two such schemata should be made according to the criterion of which allows the greatest order AND the greatest flexibility.

lots of letters to the editors

To the Editors:

There is a persistence in rumors. The hushed muted voice may condemn as unmistakably as the most vociferous denunciation. In the lull of Gambier's winter, "RUMOUR" of a particularly disturbing incident begins to raise its ugly head. A petition has been circulated over the last few weeks protesting what must be termed incredible insensitivity: a Jewish prayer book was reportedly abused during performance(s) of "The Importance of Being Earnest". Bewilderingly, in the course of the play, the prayer book was flung down on the floor of the stage.

No doubt there will be those who will argue that this is at most a slight offense and should be dismissed. No doubt even "Jews" will argue that a book is a book. I would argue that no book—let alone a Jewish prayer book which religious Jews would kiss if it should accidentally fall to the ground, bury if it should be damaged—should be so abused. The matter does not end there however. There is the incredible insensitivity of those actors who knew the book to be a prayer book. At the risk of seeming pedagogical, I must point out the significance of books to the "People of The Book". During the Holocaust, the Torah (Bible) and other Jewish books were smuggled out of Nazi Europe, at great personal expense. Parchment sections of the Torah, for example, were sewn into the linings of jackets, inside the soles of shoes to escape detection. To those who say no offense has been done, I reply, I am offended. History has been offended. Whatever

Jewish community exists at Kenyon has been offended.

If these "rumours" are true (and I pray they are not) an investigation seems in order. How did a Jewish prayer book come to be used as a stage prop in the first place? Why was there no protest over the use of the book on the part of those involved? Was the use of the prayer book sanctioned? While the Kenyon community reels with the charges and innuendoes which are the poisons of rumour, official explanations and apology to the Jewish community here seems long overdue.

Signed,
AHAD HA'AM

To the Editors:

The sheet which recently was distributed about the campus, "Education in the Styx", made some remarks which were extremely, and, in my opinion, overly critical concerning this College, for which I happen to have a great deal of affection. It is in a spirit of honest and individual reply that I am writing this article.

To begin with, let me present my agreements with the criticism. I agree that the College is a bit too populated to fit its designation as a "small" liberal-arts college. But the only solution to this would be to simply decrease the admission. Either we could cut the women out entirely, as it was their arrival, I feel, which has crowded the campus and the Saga lines (this, however, is a move I think most of us, including myself, would consider unduly drastic), or we could cut

down the male population, which, on the whole, I don't think would hurt the College too much. Besides, it would leave us with a couple of empty dormitories which could be turned into something else eminently more useful than surplus housing. I am not much of a believer in the guided electives either. Of the three arguments supporting them in the "Education" sheet, the first two seem too patently absurd to be other than exaggerations of an authentic sentiment. The third, namely that "guided electives are good because incoming students are unsure of what their interests are and exposure to different disciplines allows him to define his interests, and determine what it is he would like to major in", I think is a valid argument. But I feel that Kenyon's guided elective requirement is too high. I believe that, if a student were to take, say, three or four guided electives (in addition to a course in a tentative major) during his freshman year, as I am doing, considering the experience he has already had in high school, his interests will become settled enough to permit him to make a decent choice at a major.

Now, on to my points of argument. Someone asks why creative writing is not credited toward an English major. I should think the reason patent: if the English Department had to evaluate a student's creative writing in view of deciding whether to grant a B.A. in English or not, how could they do it? The only criteria they could set up would be terribly arbitrary, and this would be grossly unjust. One can never count on good creative work being judged as good by anybody. If an English major has shown appreciable aptitude and ability in writing creatively, the English Department might recognize this fact by granting him a B.A. "with honours", or some such thing, but I think it's folly to wish for the degree itself to be based, in whole or in part, on creative work.

This leads me to another criticism, namely that Kenyon does not present the creatively able student with a fertile environment. Such a complaint, to me, is ridiculous. I certainly suffer from no inhibition to my creative activity, which, indeed, takes up a lot of my free time—which I'll get to in a moment. My feeling on this criticism is that whoever can make it must be making it because his own creative ability is not very impressive, and therefore it is not respected as he feels it ought. More on this question later.

Elsewhere on the sheet, Kenyon is accused of placing "so much emphasis . . . on the acquisition of facts . . . that the serious student simply cannot spare the time to sit down with other students and teachers and put forth ideas and philosophies on subjects other than those presented in specific courses". Who are you trying to kid? I find plenty of time to discuss ANYTHING with ANYBODY—teachers, friends, fellow students, etc. Are you saying that therefore I am not a serious student? Let me tell you that my grades, as a whole, are respectably above average: in three of the five courses I'm taking this year, I have been running a perpetual A average, and B+ in another. I am comfortable in the certain knowledge that most, if not all, of my teachers in the past 12 years of my education would be shocked at the idea that I am not a serious student. My second thoughts on this topic are that there are too many people in college nowadays who don't really belong there, intellectually, and are therefore forced to use up extravagant amounts of time in doing work which is over their heads, instead of spending time in free, informal discussion, which in the past was always an important factor of university life (and in the Middle Ages, was almost the ONLY factor, from the academic point of view.)

I am saving my biggest high-horse for last. This is the claim that Ken-

yon has no right to call itself a leader in the field of liberal education.

I believe the College is wrong in calling itself an "innovator" in the field of liberal education. But do we want an innovator? I certainly don't. I like Kenyon just as it is, basically. Guided electives? Creativity? These are surface issues, and I am as free as any other Kenyon student to disagree with the College (or with other Kenyon students) on them. But when you disapprove of Kenyon's conservatism, you are striking at the very soul of its conception and philosophy; and beyond that, at the very soul and philosophy of the English University, which this College is designed to emulate, and which to me is so fatally attractive. The author of this piece I am referring to says "It is probably no idle claim that Kenyon is a leader in the Platonic version of liberal education", as if this is a pitiful and unworthy ideal. I want very much to be educated at a college which subscribes to the Platonic version of liberal education; I have wanted for years to have such an education. Now, I'm getting it. Please don't take it away from me. If you don't like it, you're free to go enroll in a college whose philosophy of education appeals to you more, but please leave Kenyon and its English philosophy whole for us poor old-fashioned bastards who have the misfortune of liking that which is not popular.

In closing, let me just say that, in my opinion, the world seems to be suffering from a very unfortunate fad at the moment: it is the "in" thing to be discontent, and to criticize. To be socially acceptable, it seems, one must find something—ANYTHING—to criticize; the more

scape-goats, the better; perhaps, too, the wilder the scape-goats, the better. Well, I have found the ultimate in wierd scape-goats: I criticize Criticism; I am discontent with Discontent.

I am happy with the thought, illusory or otherwise, that a large part, perhaps even the majority, of the Kenyon community, is too wise to follow this terrifying fad. Certainly, all the people I associate with are. But, judging from this sheet on "Education in the Styx", there is a vocal minority at Kenyon, in search of hosts of absurd scape-goats to pillory.

Signed,
Steven Schaufele, '75

To the Editors:

I search out the Blake Remnant. That it may be called into readiness, will you help by making a visible ear of corn out of the following shibboleth?

English Blake defines Jerusalem as Liberty. She is the Divine Vision in every individual; the Emanation of the Giant Albion; the Holy City of Peace; and, in happy copulation, she is the Bride of the Lamb—the Marriage of Christ and His Church. The purpose for which Blake, alone, lived was to lay the foundation of Jerusalem in Lamberth; to 'build Jerusalem in England's green and pleasant land'. For she lay in ruins, marked as a Harlot for not putting off the Human Form.

Jesus & Blake were Transgressors from the womb; coming to defy the self-jealous miseries of Religious heavens. Both were born to the illicit act. Blake renounces the chastity of official Christianity. The Body of his espousal is 'a Woman

Continued on Page 3

Scribble de hobble

by Rick Lesaar

"They have vilified me, they have crucified me, yes they have even criticized me." — Richard J. Daley

Recently I too have been the object of some criticism. Apparently, some people feel that my attitude toward the Faculty is one of cynical disrespect; and though I have attempted to abstain from using this column for my personal ends, yet I think this is a matter of enough import to merit an exception. That said, some thoughts on education:

Any theory of education must rest upon a set of assumptions whose purpose it is to provide a standard to which one can appeal in order to assign relative values to the myriad works and thoughts of man. Now the question of value, as is often the case with matters of no little importance, raises in turn several associated questions. Some of the more useful (when they yield answers) are these: (1) By value, do we mean absolute and objective worth?—the dictates of some moral philosophy? (2) Do we perhaps instead mean that which will enable us to, as it were, play the games of society and more often than not be able to count ourselves on the winning side? (3) Or do we even mean the acquisition of those abilities and attitudes that will cause us to be dissatisfied with the present condition of man, and willing to work for its improvement? If we consider these alternatives I think that it will appear obvious that each could be considered a desirable end of education. More importantly though, we should realize that they are not in the least mutually exclusive. Here let me say, as you have probably by now guessed, that I favor all three ends; that education of considerable value should make us wise, worldly and wishful. The question now becomes this: how might such an education be gained?

My answer here can not be as precise as I would like it to be, but if I walk you all-round it, it will perhaps take on a form whose edges will slowly become more distinct and perceptible. As a first approximation to an answer, let me say that education of the aforementioned character takes place each and every time one is brought into contact with the Platonic ideal of that which is both essentially and vitally human. The medium for this contact is beauty. Significantly, though it remains elusive to describe, we do possess a common conception of its effect and a common desire to be the means of its production.

At some time, each of us has probably had the very powerful conviction that the thing to do—the end of our life—is by one art or another, be it philosophy or painting, to evoke that state where the chest is so much heavier that breathing is rapid and shallow; where one finds his entire being vibrating from within like a fine piano wire; where some inner energy has built to the point where the only escapes are to run away or to break down and cry. And cry not because one is frightened or threatened, but because one is experiencing true beauty. Not something which is merely pleasant, but that which has the power to reach out and touch, and there to stir a hidden excitement, which can be likened to the awakening of an old and sleeping memory which snowballs in delight as each new detail comes rushing forward.

This, we are convinced, is the thing to do. It is also the thing which all but the slightest handful are incapable of doing. Here then is the role of the teacher. The teacher, though perhaps unable to write the treatise or paint the picture, yet creates something equal to them. If he is truly teaching, he is creating the excitement and the tension which will perhaps one day enable some among his students to touch the vitally human deep within others, and to there stir a similar excitement. The man who teaches in this manner must surely know the meaning of Jules Michelet's dictum: "l'humanité est son oeuvre à elle-même". Those who thus teach will never receive my respect. They deserve only praise.

So to those who feel they have been unjustly criticized, I say again with Mayor Daley: "I resent the insinuations".

A Brief Report...

by James Klein

Thanks to the miracle of modern communications, this article, written Sunday night, will not be in print until Thursday afternoon. Between this time, students will once again vote on a campus government constitution. This time, there are to be no open meetings, no discussion, not even the distribution of a whole document. Because last time that sort of thing was disastrous.

Members of the constitution committee have insisted that students were bullied or tricked into voting against the constitution. Some of the committee members insisted that their beloved document wasn't read, that Kenyon and Coordinate College students, like Florida voters, opted for uninformed prejudices. Perhaps. But their new solution was to make the constitution even more inaccessible, harder to find and read than ever before.

Inconsistency has marked the life of the proposed constitution. Its most persuasive critics argued that the document was plagiarized from the old Kenyon one, that there were no new thoughts, no new attitudes to student government anywhere. These people successfully engineered the defeat of the proposal. Then, in a meeting of "Concerned Students" (it was a small meeting), these critics did an abrupt about-face and accepted the constitution when amended to retain much of the old Student Council method of representation. They also agreed with Mr. Caesar that the representation clause was the only valid objection to the defeated proposal. That kind of political opportunism, perfectly acceptable in San Diego, is repulsive to me. Student government is neither big nor important enough to justify being unethical.

But then, the entire referendum (the first one) was unethical. Both the constitution committee and its critics waged their mimeograph war in front of the ballot box in Peirce and Gund Commons, and both resorted to a kind of propaganda never before seen in a Kenyon election. And the Student Council has taken steps to insure that we never see it again.

When the constitution failed, faculty members were inconsolable. Rumor guesses were that the faculty had approved it, though the results were not officially announced. Many of the teachers decided that the students were simply being pernicious or spiteful; they, with their guarantees of freedom in action and control of all academic affairs, wondered why we didn't enjoy the promise of continued ineffectual vulnerability.

So the constitution was temporarily dead. Senate cancelled Student Council elections, superseded its constitutional authority and summarily made the members of the Coordinate College "undergraduates of Kenyon", thereby allowing—or forcing, take your choice—they to enter into a rather illicit union with the men. President Caples approved. The Coordinate Council, apparently the only group able to read the constitution, demurred; Senate rescinded its interpretation and allowed the Student Council to go on with its elections, so that the men and women could together create the student budget for 1972-73. This the president vetoed: too divisive, he said.

The old constitution, in a humorously appropriate season, was resurrected. Those opposed to it have been neatly cut-off. There is no alternative to the proposed constitution. It's either that document or nothing, because Senate and President Caples apparently want the choice to be just that. Despite the best efforts of the Coordinate and Student Councils, no compromise is possible. If the constitution doesn't pass, then what little student government there is will be wiped out because it doesn't coincide with the coordination mandate for July 1.

So, I hope you voted for the proposed constitution. I hope it passed. And no matter what the President, the Dean or your favorite faculty member tells you, that's the most cynical thing I've ever said about student government in particular or Kenyon in general.

Fradkin After Dark Leslie Grooves

by Leslie Fradkin
THE KINK KRONIKLES
(Reprise 2x5 6454)

Some call Ray Davies a genius. Some call him insane. Actually, he's both. Reprise has just put out a new Kinks LP and it is a joy to kuttists and Kink-novices alike. As a representative collection of the last 5 years of Kinkdom, it is an almost complete success. It is by no means a greatest hits album (we already bought that, remember?).

28 tunes in all—some familiar, some so obscure that even collectors could not locate them: there are the familiar ones like "Lola", "The Village Green Preservation Society", "Victoria", "Apeman", "Sunny Afternoon", "Waterloo Sunset", and there are the obscure (I mean really obscure!) ones like "Polly", "Autumn Almanac", "King Kong", "Susannah's Still Alive", "Wonderboy", plus several never-before-released cuts from the never-released Kinks album (already a legend) "Four More Respected Gentlemen".

There are liner notes from the inevitable John Mendelsohn which range from the refreshingly informative and comprehensive to the banal and trite. Still, it's a long way from those absurd notations of earlier LP's by them.

critique

The music? well, an encyclopedia could be written to accurately describe its scope but suffice to say, Kinkdom is really whatever Ray Davies MAKES it and that's just fine by me. Let it be realized that you will hear no staggering musicianship on this record. The Kinks were (and still are) terrible musicians, but they played refreshingly sloppy and were always a show. They still are. English essays, middle class hangups, Dead end streets, Victorian parlours, Transvertites, Knights in creaky 20th century armor—if this is what you look for in a rock record, then look no further. There is plenty of lyrical ambiguity for maximum comic effect and plenty of little gems of witicism to ponder. Ray thinks the world hates the Kinks. He says that if nobody hated them, they might start writing love songs. Then where would we be? Back to "You Really Got Me", I suppose. God save the Kinks—just as they are.

HARVEST

Neil Young (Reprise)

This is not so much a review as a complaint. We waited over a year for this and what do we get?—not a step forwards but rather, a peculiar rendering of the status quo. Young has not progressed so much as he has stood still and for me—that's a step backwards. "Out On The Weekend" sounds like another "Cowgirl In The Sand". One was enough. Make no mistake, I like Neil Young. But this album is confused: in terms of production goals, arrangements (two sickies by Jack Niteche), and generally boring material. Definitely a three-button-hand-me-down.

THE SPOTLIGHT KID

Captain Beefheart (Reprise)

Captain Beefheart probably has a very certain select bunch of freaky weirdo people who can tolerate his music only because it offers an alternative to peanut butter and jelly. So we have a new matured (if that is the right word) Beefheart—still growling (he possesses a 6 1/2 octave range), still producing jerking rhythms. This is closer to the Buddah releases than to the Zappa stuff. More blissy. As usual, his lyrics are insane. As he says: "There ain't no Santa Claus on the Evening Stage", so don't wait till next Christmas to get it.

HEADKEEPER

Dave Mason (Blue Thumb)

Yet another fine effort from this brilliant musician. Mason can do everything: write, sing, play, produce. I have read elsewhere that he

is terribly upset with this record. I could perhaps understand this in a couple of instances but I have no complaints. This album will not blow you over like "ALONE TOGETHER" did but it still is Mason and that's all that counts. I might also mention that the live side recorded at the Troubadour club in L. A. features a very tight backup band behind Mason for some snappy renditions of "Pearly Queen", "Feelin' Alright"? and some tunes from "ALONE TOGETHER".

THREE

Jackie Lomax (Warner Bros.)

I have loved Jackie Lomax ever since he came out of England and isn't that place known for its exports? If you liked "Home Is In My Head", this is more of the same. John Simon produced and did an amazing job transforming simplistic rock tunes and turning them into gut stompers. Ooops! I would say that Lomax might have one of the more distinctive voices in rock but find out for yourself.

HENDRIX IN THE WEST

Jimi Hendrix (Reprise)

Well... I know this is another posthumous record... well what could he do now that I didn't hear before... well? Everything, that's what. This could be the definitive live Hendrix album. No guitar acrobatics, no feedback, no jive. Just great listening. Highly recommended—especially for those who want to hear some frantic versions of Sgt. Pepper's Lonely Hearts' Club Band and "Johnny B. Goode".

TOGETHER

Jesse Coling Young (Raccoon)

Another of the do-it-yourself recorded at home Youngbloods releases. I found this affair to be intriguing: "6 Days on The Road" was included as was "Peace Song". It goes without saying (then why am I saying it?) that is you dig Youngbloods stuff, you should make this your very own.

Son of Fradkin

by Leslie Fradkin

It had to happen some day. The sun was shining. The birds were back. Spring was almost here. Where were all the super stars? What happened to all those super sessions we used to rave about?

Sooner or later, a group like this was bound to happen. God only knows how long (or short?) it will last. A few unemployed musicians got together—to blow the lid off musical reality. This is not only an album you'll want to own but one you'll never let rot on the shelf. You know... like those old Herman's Hermits LP's, huh, kids?

So who is Hot Buns, you ask. Just seven average guys. No-one special: Skip Spence (formerly of Moby Grape) on Guitars, Mandolin, Piano and Vocals; Nicky Hopkins on Piano (electric); Noel Redding (ex-Jimi Hendrix and Fat Mattress) on Guitar, 12 String Guitar, Bass and Vocals; Bruce Palmer (ex-Buffalo Springfield: on Bass, Guitarron, Organ), Peter Quaife (ex-Kinks) on Bass and Percussion; and the inimitable Eric Clapton on Lead Guitar and, of course, Ginger Baker on Drums. The sound is an exciting blend of West Coast rock, British funky blues and African percussion concepts, provided by the unlikely combo. Tunes are as follows: on side 1... "Good Time Boy", the old Buffalo Springfield song sung by Bruce and Skip with Clapton and Hopkins trading solos in a short jam; "Lincoln County Lady", a new Eric Clapton song, similar to BADGE with 3 acoustic guitars played by Spence, Palmer and Redding (12-String), Hopkins on Harpsichord, Quaife on Bass and Clapton on a magnificent Guitar playing expedition. (I would say, by the way, that for some

Festival Starts Friday Arty Flicks Back

by Greg Andorfer

This is an eskimo print depicting two men discussing the coming hunt. We have a line of thought. The game they hope to catch, and even an ulterior something (the suspended eyes) that allow for the unexpected.

Earlier this week the Kenyon Film Festival had 101 films (approx. 17 hrs) to be prescreened and programmed for the festival this weekend. This was reduced to nearly 8 hrs. so please forgive us bleary eyed people, we've been watching for a whole week.

The Kenyon Film Festival is an open competition with cash prizes (\$1000 this year) with film submitted by film makers from all over the country. Actually we are quite fortunate for some continuing success for the KFF. Festivals of this type are often short lived and lack sufficient reputation amongst film-makers to draw a large amount of film. This is the sixth year that Kenyon has put together a festival (in a whisper—of varying success) and it definitely is developing some sort of reputation. It ranks respectfully with the larger festivals, notably the Ann Arbor Film Festival and the Foothills Festival in California.

The response to the Sixth Annual Kenyon Film Festival has been good. The Festival operates independently of any other film festival as opposed to many schools (Denison, etc.) that screen the "package" deals such as the winners of the Ann Arbor Festival. We are able to see films not included in the package programs and are not subject to some other festivals decisions. Besides there is a real sense of the hopes in what each year's festival will be like.

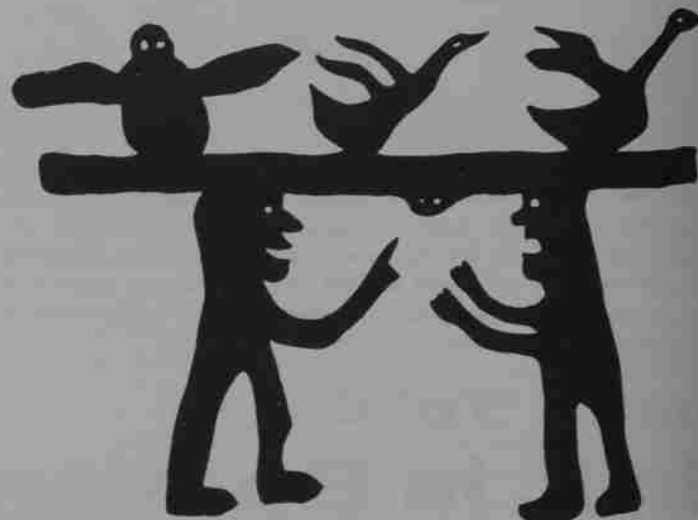
The purpose of the Festival is to both offer film makers a forum for their art as well as increase awareness of film as a medium for expression. What was formerly known as underground film making has in recent years come to be called inde-

pendent film making. This in itself reflects a wider acceptance of what these film makers are attempting, both technically and as a contemporary artists search for a medium and self expression.

The independent cinema is often resented and resisted by the public. Indeed their efforts may lie outside

implications never are. They can't be. It would be a contradiction in terms.

An obvious analogy is that of modern music in large sense we must develop a new ear for a Varese or a Subotnick. Our idea of music—our idea of beauty—is basically a conditioning of the past 150 years. We



two men discussing the coming hunt —

any idea or prototype of "the good film". What is important is to learn to appreciate and understand these films on their own terms. Thus the independent cinema challenges our "taste". Art is seldom in "good taste". Depending on the obliqueness and subtlety of the artist, art may appear to be in good taste. But its

now need a new openness, a new approach.

Similarly the independent film challenges our idea of the "meaning" of a film. To say that I liked the pacing, or colour and pattern is often enough said. That is under-

Continued on Page 1

Xenomania Hits Choir Breaks Out

It's been a big year for the Kenyon College Choirs. This summer, for the second time in the history of the school, a group of about forty singers are going to tour Europe. The group, accompanied by Dr. and Mrs. Frank T. Lendrim, will fly from Boston on May 31, and the evening of June 1 they will be giving their first concert at the American Cathedral in Paris. Three packed weeks of concerts and sightseeing will follow, with visits to five countries. The European Tour is being completely funded by the students and money-making ventures have been in the planning since last year.

The manufacture and sale of Kenyon Christmas and notecards this year and last was the first such undertaking. The Choir members contacted all residents of Gambier, and took shifts in mailing out the orders received from alumni and parents. Notecards were also sold on spring tour. The Choir purchased a used popcorn machine and have sold popcorn and assorted refreshments at all the weekend movies. A benefit concert was held in Dempsey Hall in February, and some other donations have been received throughout the year. Before last Saturday's auction the profit figure was up over \$6,200.

Last Saturday, the Choir's final large-scale money-making effort took place in Rosse Hall from 12:30 to 6:30 P.M. Tom Wilson, professional auctioneer and a Kenyon graduate, donated his services. The auction included donations from faculty, students and local businesses. Television sets, stereos, clothing, dinnerware, silver, books, furniture, appliances and many other assorted items went to the highest bidder. The Phi Kaps garnered a bowling game and some plastic dope plants, a dinner at the Wards' and Mr. Roelofs' services as a wood chopper were put on the block, and Dean Edwards' family came out of the raffle for gift coupons at local stores and restaurants with two winning tickets. The Choir members spent twelve hours in Rosse, from 9 A.M. in the morning, setting up and organizing,

Mrs. Lendrim's famous sloppy joes were served, along with Choir popcorn and soda. The day was very successful and resulted in over \$1,000 profit. Sometime next week (to be announced in Newsweek) THERE WILL BE A SPECIAL SALE OF THE BEST CLOTHES LEFT FROM THE AUCTION. Several maps will also be available. Since many students were not around for the auction, this will be a chance to get a great bargain. All the other items not sold at the auction were donated to the Harcourt Parish Rummage sale. This will be the last chance to support the Choir, as their payment must go in by the end of April, so please turn out and buy. Any donations would also be greatly appreciated. Another thousand dollars would be needed to pay \$200 of each member's expenses.

The Choir tour will begin in Paris, then continue on to Geneva where the group will sing at the American Church. Freiburg, Frankfurt and Cologne will be the stops in Germany, including a cruise on the Rhine. An evening concert in the American Church in the Hague on June 8 will be the last performance on the continent. The next day the Choir flies to England, and the remaining two weeks are spent there. Concerts will be given at Westminster Abbey, St. Peter's Church in the Tower of London, St. Martin-in-the-Fields on Trafalgar Square, the Abingdon School, the music festival in Ross-on-Wye, the University Church at Cambridge (where the Choir will stay at Gonville and Caius College), St. Wulfram's church in Grahtham, and the cathedrals at Hereford, Liverpool and Peterborough. Sightseeing trips will include a twilight cruise on the Thames, a visit to Churchill's home and resting place at Blenheim Palace and Bladen Parish Church, a luncheon visit at Gredington, the estate of Lord and Lady Kenyon, and a sojourn to Stratford-on-Avon. The group will return to the U.S.A. from London on Wednesday, June 21, refreshed and eager to begin work on their summer jobs.

Caples' Capers Pay Board Report

by Rob Murphy

In a recent interview, an amiable and salubrious President Caples spoke about his situation on the Pay Board and gave a first-hand report on its doings of late. He began by talking about George Meany, the AFL-CIO president who, accompanied by two other board members, walked out on the board on March 26, condemning its work and effectiveness. Caples explained his action as resulting simply from politics: "George Meany wants to get Nixon out of the White House." According to him, Meany predicts the two major campaign issues will center around the figures for unemployment and the price of food in November, which will come off the Consumer's Price Index on August 30. If these figures are down at this time, Meany can only be silent and satisfied. "But

"Caples described Meany as '... a very shrewd and a very powerful man, in extremely good health for a man of 77 years old and he has this Bronx accent as finely honed as a razor.'"

Meany, I think, believes that if he's going to start this war (against the Administration) he's got to do it now. . . he's all for controls to be absolutely the same on all people; rich, poor, in-between and so on."

Yet Meany is apparently contradictory, as these controls have been successful only in the field of wages, which, of course, would be his major concern. Wage control is only a piece of controlling an entire economy, and in this Caples believes, "with very little modesty, that we've done a pretty good job. Mr. Meany thinks we've done a good job. . . in fact he thinks we've done too good a job. People so often forget that union leaders are just as much politicians as congressmen; they are appointed or elected and have constituencies to answer to as well."

On the personal side, Caples described Meany as "a very shrewd and a very powerful man, in extremely good health for a man 77

"I have some doubts in my mind whether or not without the labor input, you can really do the job as a public board."

years old. . . and he has this Bronx accent as finely honed as a razor." Caples compares Meany to Louis XIV in terms of the latter's statement: "L'etat; c'est moi."

The Pay Board now consists of seven public members and Caples is undecided as to his future on it. He explained his situation as: "When something changes in structure and substance like this, then you ought to take a look at it, particularly where you may have philosophical differences with it. I have some doubts in my own mind, whether or not without the labor input, that you can really do the job you have to do as a public board. You take the labor input out and the business input out; well, . . . somebody that thinks they can figure out all the things that can happen in this economy is a lot smarter than I am."

Caples is looking more closely into his commitments at Kenyon at this time of the year what with architectural plans for the summer, coeducation, housing, May duties for the closing of the year and the perennial fund-raising he does for Kenyon. He plans to have discussions with the chairman and the two vice-chairmen of the Pay Board once he has determined his philosophical viewpoints and their reactions and thoughts about this will also be decisive as to whether Caples continues on the board or respectfully resigns. Since the first of the year, Caples has been away on business for 16 days.

Caples added that the work of the Pay Board has passed its most difficult stages. "Actually, we're running ahead of our target. Wages are down to about 4.7% now, and if we're staying that much under the 5.5%, we'll come in someplace below 3%. But prices aren't doing as well, and so the whole damn thing may have to be sacked. I hate to walk out of something that seems to be working, and these are interesting men to work with. I thought I would just get away from a couple of weeks of emotional involvement with it and think about other things and then take a good look at it when I get back there in April."

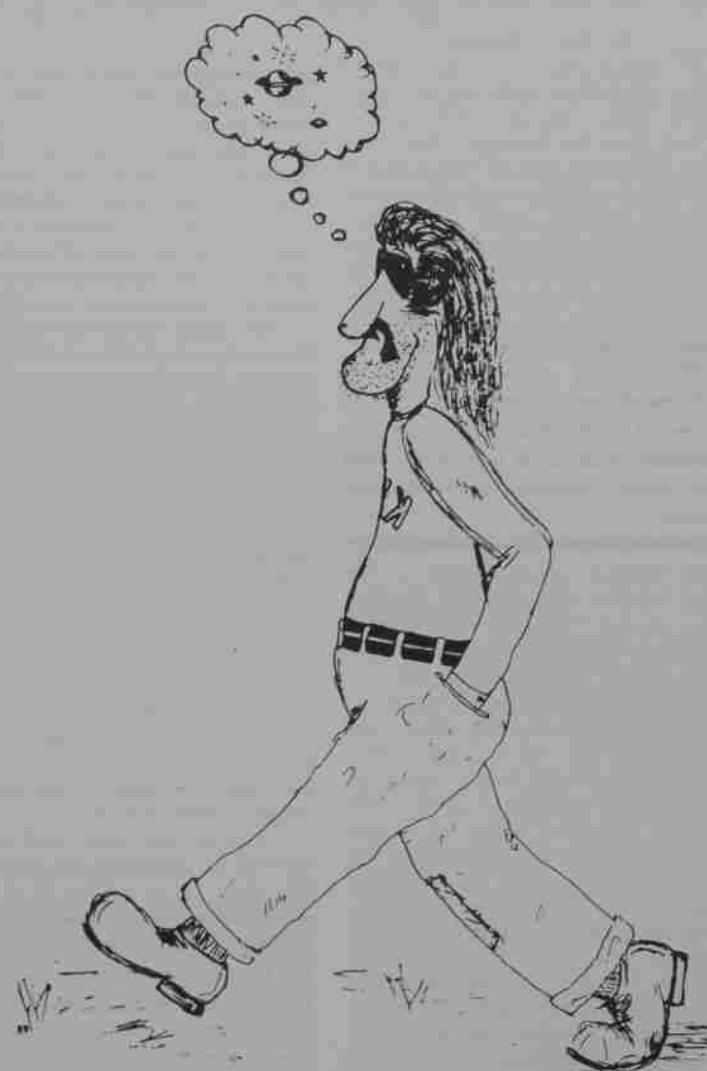
"I can go to Washington and I can scream at people, I can curse and pound the table and get rid of all my frustrations — because of this I ought to be healthy."

Looking back to the economic situation in August of 1971, Caples felt that the 90-day freeze was necessary. As for getting the machinery in motion again afterward, Caples was appreciative of the full rein granted them. "I would rather have somebody tell me: this is the objective I want you to get to, and then not tell me how the hell to get there. I'd rather have the right to make up my own mind." The fact that Nixon gave them a free hand drew much criticism from people who wanted to see the actions of the Pay Board as more

structured. Caples also commented on the shifty performance of the representatives of Ohio to the Pay Board, who were requesting wage increases for state employees. They claimed they hadn't raised these salaries in two years. Yet, their percentage increase for salaries was up, indicating that something was definitely out of order. "What these birds down in Columbus had done—they took the wage system of the state of Ohio and they moved the bottom and the top of it up, and then they put a minus one and a minus two job grade at the bottom of it. Then they said they hadn't raised anybody's salaries." What they had been doing in actuality was granting raises, yet on the pay scale everyone was coming up to the level of zero again. By this method of juggling percentages, they actually thought they could claim that no one in the state's employ had received a raise in two years. "These guys had not read the law, they had not read the regulations, their figures were phony. . . that is one of the slickest tricks I've seen."

structured.

Finally, President Caples commented that he is in good health. "As a college president, I can't scream at anybody and I have to carry on a behavioral norm that sometimes has high frustrations in it. I can go to Washington and I can scream at people, I can curse and pound the table and get rid of all my frustrations. I OUGHT to be healthy."



King Stag Opens Thursday

The magical fairy-tale kingdom of Serendip is the setting of the Kenyon College Dramatic Club's forthcoming production of THE KING STAG, a light-hearted 18th century fantasy by Carlo Gozzi.

The play contains all the necessary elements of a delightful fairy tale—magicians an evil prime minister and this beautiful daughter, a talking parrot, a laughing statue and of course, a happy ending. But the road leading to this happy ending is

en identities. The intricacies of the plot of KING STAG are much too difficult to explain here, and will be infinitely more appreciated when they are exposed in the glittering and excitingly staged production. The ingenuity and skill of the cast and crew are masterfully exhibited in this unique treatment of the play.

The cast of KING STAG is composed of 20 actors and 6 musicians, and includes both veterans, and newcomers to the Hill Theatre stage. Some of the performers who are well known to the Gambier community audiences are Jim Dunning, a veteran of 5 Kenyon productions, Douglas Anderson, last seen as Peter in THE ZOO STORY, plus Rob Eichler, Bill Slusser and Jane Hersheopf. The newcomers to the Hill Theatre include freshman Joanne Berg, Harlow Keith, Janice Paran and Jim Fenhagen. The musicians are headed by Tom Allen, a junior who composed his original music for the show. He is well known in the community for his original musical score for Aristophanes' "Lysistrata" and for his

organizing of the Cosmic Box Players, the Children's Improvisational Theatre Group. David Bergman, our resident prologue and epilogue writer has written new lyrics and an epilogue for the production. Mr. Parr, the technical director heads a hard working crew while Miss Marley is in charge of the elaborate costumes.

Tickets are now available at the Hill Theatre Box Office, Monday thru Friday, 2 p.m. to 4 p.m. Admission is free to Kenyon students upon pre-



Pegi Goodman has designed costumes for half a dozen Kenyon productions, including "King Stag." She appears in the cast next Thursday.

charmingly complicated by great feats of magic and mysterious evil doings of those who possess strange and unusual powers. The "magic" in the show is achieved by highly complex special effects, carefully executed by the cast and crew. In fact those involved in any aspect of the production are urged not to divulge the technical secrets of the special effects for Mr. Michael, the show's director, is confident that the various magical happenings will delight and surprise audiences of all ages.

The plot of KING STAG deals with a handsome young prince, ruler of Serendip, whose romantic pursuits are thwarted by the evil prime minister and the confusing results of magical transformation and mistak-



One of the conjurors of the special effects is junior John Himmel. For last year's productions of "Sergeant Musgrave's Dance" he designed the scenery and was producers of "The Importance of Being Earnest."

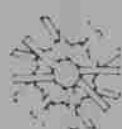


Assistant Stage Manager for "Stag," Susan Stribling appeared in last year's production of "Rosencrantz & Guildenstern."



One of the Drama department's "backstage stalwarts," Dick LeBolt did much work for "Earnest" as well. He is another designer of special effects that guarantee an evening of "magic, music, and merry-making."

sensation of their I.D.'s, and \$2.00 for all others. THE KING STAG will be presented on April 13, 14, 15 and April 20, 21, 22 at 8:30 p.m. at the Hill theatre. It promises to be a joyous evening of magic, music and merry making.



The Kenyon Collegian

A Journal of Student Opinion

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Kenyon Experience Revisited

by Steve Stettler

In recent years, one of Kenyon's most prevalent, growing, and popular sports has been the game of "run down the College". The rules are relatively simple: any student of Kenyon is eligible to play (seniority means nothing; some of our best players have been freshmen). Commence by making light of a course or professor, and then skillfully allowing that criticism to bloom into a

"The faculty also receives its share of lampoons. Their departmental infighting, and not-so-hidden desires to wreck the life of every innocent student they meet."

full fledged condemnation of the non-existent opportunities afforded one in the "Kenyon experience". It seems that about three quarters of the student body are convinced that they should not be here because: 1) They really are not that smart, and if Kenyon was really a good school they wouldn't have been accepted, or 2) They are too good for Kenyon, and should have gone to that Ivy League school where they made waiting list instead. The results are: a lack of appreciation for anything which Kenyon might have to offer; a vehement desire to attend a "name" school where all that's wrong here will suddenly be made right; and a largely wasted, inactive, ineffectual life in glorious Gambier.

Much of the student criticism falls on the administration, who after all "concerned only with money, and aren't doing too cool a job managing that". The faculty also receives its share of lampoons. Their departmental infighting, and not-so-hidden desires to wreck the life of every innocent student they meet are decry up and down that mile-long sand and stone road to knowledge called Middle Path. Finally, we protest the general ineptitude of those four people labeled "Admissions department". Hidden in Ransom Hall under a stack of applications and the strange delusion that Kenyon is everything it's cracked up to be, they continue to admit a token moron and fifty mid-western misfits to each incoming class. Let's face it, Utopia definitely does not exist in this "retreat of virtue in seclusion from the Vices of the World" (to quote Phil-

ander Chase), but there are many misconceptions about this century and a half-old school. The following, taken from a candid interview with Mr. John Kushan, director of Admissions, and Mrs. John (Mariann) Ward, assistant and first female admissions representative at Kenyon, may help to put some of these mistaken notions about the Kenyon student in their proper perspective.

All right, we've all heard that these are tough times for private schools. In fact, the American Council on Education has just announced that nationwide college admissions figures were down 5% last year. Despite this, 1971 was Kenyon's best year ever for admissions, and this year we are up another 10% in applications. Kushan attributes this to the continuing benefits of opening the College to women (we also now attract more men than before coeducation). Kenyon's greater efforts at broadcasting its image in areas unfamiliar with the College (a recent recruiting trip to the South brought in twenty new applications), and the fact that "Kenyon is still able to attract a good student".

Of course you know that Kenyon lowered its standards for admission this year. In a sudden fit of effi-

Kushan feels "that there needn't be any lonely people here, and blames a block in the person, not the place, for any loneliness that exists."

ciency, the admissions offices changed their criteria for automatic admission and saved the five-member faculty committee which reviews applications a lot of duplicative paperwork and wasted time. No longer is any student who doesn't fit the "over 550 scoring on each board, and upper 1/5 of his high school class category exactly an "academic risk" to be studied by the faculty committee. Mrs. Ward reassuringly commented that the quality of student who decides to come to Kenyon has increased every year she has been here, and that the admissions office does not take any students merely to fill a class.

So, if the quality of student has increased every year, then how do you explain the apparent imbalance of abilities in each class? Says Kushan, "We want students from a

wider economic and geographic range, and hopefully, with a wide range of abilities. I don't want to see us with 400 entering valedictorians; we need room for growth." Kenyon's Admissions department, unlike that of many other schools, is not a direct descendent of the public relations office. Kenyon's powerful foursome (Kushan-Tutchings-White-Ward) is often brutally frank, and relaxingly informal, and they'll tell a visiting student if it seems that Kenyon is not the place for him. Mrs. Ward added that she will not choose a student because he seems to fit her idea of the Kenyon stereotype: "This place is a different experience for everyone." It is for this reason that Kenyon's often-praised student guides are not trained to memorize the dates of buildings and spew out historical facts, but are a varied group of volunteers who attempt to show visitors what it is really like "to live and learn in Gambier".

O. K., but isn't it true that Kenyon is just a haven for dissatisfied Haverford and Bryn Mawr aspirants? The Admissions office doesn't care whether Kenyon was an applicant's first choice or not. Mr. Kushan estimates that about one third of an entering class at Kenyon are coming here by default, but doesn't think that should matter if a student wants to take advantage of a good liberal arts education. Kenyon's deadline for final decisions is late, May 1, so that a student will have heard from all his choices, and has time to make a good selection without the worries of early deposits, etc. "Some of the best scholars in the world are Ivy League rejects," says Mrs. Ward. "And if we're a safety school, we're a safety school for Amherst and Harvard." She feels that the reason Kenyon does not have a greater reputation is that the College cares more about education than a name. Especially with the coming much-needed curriculum reforms, Mrs. Ward feels we are justifiably looked upon as one of the fine group of midwestern co-educational institutions. We are now more competitive with schools like Oberlin (which incidentally has a decrease in applications this year) and Grinnell. When Mrs. Ward and Mr. Kushan conduc-

ted interviews in the South, the one school we were compared to, and competed heavily with, was Duke University. And, there are students at Kenyon now who turned down acceptances at Princeton, Amherst and many other "name" schools.

Mrs. Ward and Mr. Kushan see Kenyon as a warm, friendly, basically non-competitive, non-pressured environment with a greater dedication to learning than they have seen at most institutions. Visiting Ohio State students are amazed to find the library occupied on weekends, and the members of a visiting team from Oberlin wished they could stay here because "there's more going on at Kenyon". This reinforces Mrs. Ward's opinion that much dissatisfaction today comes from the old "grass is always greener in the

Mrs. Ward and Mr. Kushan see Kenyon as a warm, friendly, basically non-pressured environment."

other school's catalogue" syndrome. This idea, coupled with the fact that transferring is now very fashionable, causes many students to change schools too easily for the wrong reasons. "I think it's a shame kids are playing hopscotch with their education," says Mrs. Ward. She urges anyone thinking of transferring to visit the other school for a few days and find out if the things that are wrong here are better there. She also warns that many schools place restrictions on transfer students which could shortchange them in the long run. Mr. Kushan feels Kenyon students have a great respect for one another and a great willingness to talk to one another. Because of this, he feels that there needn't be any lonely people here, and blames a block in the person, not the place, for any loneliness that exists. He also is concerned with the trend toward transfers, stating that if students really took a good look at what they were putting themselves into, they would not transfer so easily. "They take their problems with them, and in most cases go to an environment which will be far more hostile to them than Kenyon College and Gambier," he says.

Kenyon traditionally has had one of the lowest men's attrition rates in the country, and the College was unprepared for the fact that women leave schools more easily and for

The Admissions Department "continues to admit a token moron and fifty mid-western misfits to each incoming class."

more reasons than men. Thus, the high rate of attrition in the pioneer class of women (a rate which has decreased each year) shocked the campus. However, even during that year Kenyon's attrition rate was no higher than any other similar college, and we presently have a significantly lower rate of attrition than our seemingly apple-pie content arch-rival, Denison University. Out of the twelve girls who originally left Kenyon from its first class of women, seven have returned.

Another illusion is about to be crushed: one cannot get accepted at Kenyon by calling the Admissions office in June or July, crying, and asking to be taken in. Every year the Admissions office leaves less than ten openings for acceptances after the official closing date, to accommodate good students who find themselves in a bind because of unwise applications. They must meet all the same admissions criteria and have no chance of receiving financial aid, so they are not jeopardizing the other students accepted. Such late acceptances are special cases, though, and require recommendations by trusted high school counselors. They have generally proven to be valuable additions to the College.

Kenyon, since 1969, has been in a period of great change with the addition of women, restructuring of the campus, and now serve curriculum reform. Under such stress there is bound to be much dissatisfaction in the ranks. However, it would make that "Kenyon experience" that we hear so much about an awful lot better if we'd start seeing our alma mater for what it is, recognizing its shortcomings, and getting positively involved in the dynamic days ahead of us. Gambier won't turn into New York City, and Kenyon won't turn into Harvard, but that's really not what it's all about, anyway.



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Lunatic Ravings

by Gerry Chalpin

As the end of the academic year approaches, the otherwise impregnable cynicism of a senior year begins to soften. Memories—both good and bad—of four years have merged together leaving one a little sentimental, if not somewhat dazed. One thinks of a Kenyon which was four years younger and yet surer and more confident of itself. New people, perspectives and viewpoints have moved into Gambier, leaving in their tracks the as yet still unsettled dust of Kenyon's former insularity. The tranquil, composed, even haughty confidence in a detached, academic way of life has been demolished. As one prepares to leave after four years, he sees Kenyon in transition, hoping to find a new identity for itself.

At this point, I'm not at all sure what kind of new identity this will be. A new campus constitution and a new curriculum will both come, if not this year, then certainly next. New living groupings will emerge, hopefully making the overly elongated campus a little more compact spiritually if not geographically. There will probably be new forms of social activity. Room parties will replace campus-wide or divisional extravaganzas. And, somewhat needless to add, fraternities, unless they reform and recompose themselves, will die.

The underlying cause of these likely changes is not easily identified or assessed. It appears, however, that Kenyon, as a whole, is moving in the direction of increased individual definition of both academic and non-academic goals. If so, such a movement is probably based on the premise that the individual students are more able and willing to define these goals themselves. From such a premise, it is reasonable to expect that the College will, in allowing its students more individual power, attempt to reduce its own legal responsibilities for the student's actions and welfare. Indeed, Dean Edwards' recently proposed contractual housing arrangement seems to be heading toward such a result.

Unfortunately, from the perspective of the not-quite-so-cynical senior, this situation is not quite so attractive as it first appears. As the areas of performance and responsibility become increasingly formalized (as any contractual arrangement would require), the notion of any sort of community (academic or otherwise) developing among students, faculty and administration will be decreasingly realizable. Perhaps it is my own reified mind, but the loss of such a community (even if it is only a spiritual sense of community) is not particularly appealing. In a time of rising college expenses, Kenyon's survival will increasingly depend on its claim to provide a different and/or better college experience than might be obtained elsewhere at lower cost. With the end of the claim to an academic community, Kenyon will have to come out of its transition period with a new identity to offer.

Looney Toon Time

Continued from Page 4

standing the film in its own language. It is obvious that there is as yet an inadequate critical language for the film. What we have for the most part is borrowings from the other arts. There is often a tendency to dismiss anything for which we have not found a language. Yet a too great haste to give words to an apprehension may do injustice to the work and to one's own thoughts. We have to be prepared to face the necessity of developing new standards of judgement and perhaps ultimately of new aesthetic.

Probably the most significant contribution of independent film making is the sense of films as a creation and product of its director. This emphasis on creation—on personal

consciousness as dictating the content and form of the work has effected the established film industry, an industry that has a long history of pandering to and creating public taste at the expense of the artist. It is not unexpected that in recent years we have witnessed a gradual breakdown of the totally monopolized films of the past. Independent cinema is pointing a new direction and one so important that even the industry is forced to take notice.

So much for art—one mustn't think we take such musings too seriously. In any case the Kenyon Film Festival should prove interesting if nothing else. There are many "good"

films, some thrillers, some neither-nors, even some boring ones and some reekers. (You should have seen the films that weren't selected for the screenings this weekend. Art really isn't the essence of sensual reality as one film puts it, is it?)

There will be five DIFFERENT and EXCITING showings this weekend, Friday at 4:00 and at 8:00, Saturday, after Middle Path Day, at 4:00 and then again at 8:00. And a festival winners showing on Sunday again at 8:00. The early showing will run approximately two hours. The festival is held outside the usual weekend Film Society screenings, thus to meet expenses, screenings will be \$1 per showing or \$3 for a festival ticket for the entire weekend. The tickets can be charged to your account at the bookstore or purchased at the door.

The judges for this year's festival are Edgar Daniels and Dan Fleckles. Mr. Daniels is chairman of the department of English at Bowling Green and a religious devotee to independent film. He has been a judge at other major festivals and has written numerous articles on film for various journals. Mr. Fleckles of the Art Department will also bring a strong interest and idea of the importance of what is going on in this medium. A third judge, Stan VanDerBeek, a renowned film maker, unexpectedly cancelled his visit to Gambier. As last year we will again have a student ballot.



Sonia Sanchez, poetess, playwright, and black studies pioneer, came to Kenyon under the auspices of the Black Student Union to read her poetry and discuss literary techniques with Kenyon students. Photo by Leslie Rodnan.

Psychology Dept. Not Jung Enough

by Marc Spieser

The Psychology Department's Offerings:

11. Introduction to Psychology as a Biological Science

Emphasis is placed on the human and infrahuman research that is calculated to remove any cherished illusions that you may have about your senses. This is the softening before you are subjected to PSYCHOLOGY 39, B. F. SKINNER AS GOD.

12. Introduction to Psychology as a Social Science

Emphasis is made on throwing a token course to Non-Behaviorists and Freudian reactionaries. You will note that this is not a prerequisite for any other course in the department.

21. Statistical Methods in Psychology

The role of descriptive and inferential methods in the analysis of experimental data. Emphasis is placed on justifying the acquisition of a new System 1125 computer for the Department. Prerequisite: Psychology 11.

22. Experimental Psychology

General methods in experimental psychology and research design are considered in detail: the long-term effects of listening to Neil Diamond and reading NEWSWEEK magazine will be among the studies made.

37. Abnormal Psychology

The development, dynamics, social significance and the potential for enjoyment of deviant behavior will be discussed with emphasis on the nature, scope and diversity of psychopathology. The problem of mental health will be evaluated. Prerequisites: Psychology 11.

41. Psychology of Learning

The historical development of stimulus-response theories will be reviewed, followed by the more current positions of Skinner, Skinner, Skinner and Pavlov. Experimental findings will be applied to the operant conditioning of students to salivate at the end of the class period. Prerequisite: Psychology 11.

42. Psychology of Motivation

The determination of behavior by maturation, early experience and behaviorist theory will be examined while patently ignoring Freud's work in the subject. Prerequisite: Psychology 11.

49. Perception

Each organism is continually bombarded with information from its environment and itself. This course deals with the nature of information available and how it is collected, sorted, organized, and forgotten. Prerequisite: Psychology 11.

48. Personality Theory

A study into the illogical absurdities of the Neo-Freudian school. Of particular interest are Erich Fromm's theories of socialism and Rollo May's sex fantasies. Prerequisite: Psychology 11.

100. Independent Study

100A. Senior Seminar

Required of all senior Psychology majors.

100B. Research Seminar

200-201. Advanced Psychology

This laboratory course features intense psychopathological inquiries into the residents of McBride Residence.

300-301. Pathology of Adolescent Confusion and Identity Loss

Continued advanced studies into the muddled thoughts and intrigues of McBride South.

Yes, there are a lot of good reasons for women to quit smoking.

Find yours.

() That "Smoke Pretty" ad makes me furious. Whoever made that up knows where the money is—fewer women than men are quitting. But they won't get rich over my dead body.

() I want to be a teacher. How can I discourage kids from smoking when I smoke?

() I know my father's been trying to quit. How can he with me still puffing away?

() I want to wake up feeling fresh and clean again. I've had it with nicotine hang-over in the mornings.

() The thing that appeals to me most is: If you quit for good, in most cases it can be as if you never smoked.

() Somewhere in the back of my head I've been nursing the illusion that smoking is really only dangerous for men. I've just seen the latest statistics. The death rate for women who smoke is more than 20% higher than for women who don't. We've come a long way baby, but I'm not going any further.

Now all you need is help and encouragement. Send a postcard today to: Women and Smoking, Rockville, Md. 20852. And we'll send some free booklets to help and encourage you.

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Big Sticks Ready

This year's lacrosse appears, by all indications, good and plenty good. No longer does Kenyon fade away in the fourth quarter to give away one goal losses. This year's team has depth and a new winning attitude.

The tow of Baltimore started the season brilliantly for the Lords. Mt. St. Mary's fell to Kenyon in the opener for both teams 9-0. Dave Cronin, with three goals and one assist, Bob Volles with one goal and three assists and co-captain Charlie Capute with two goals and one assist led the scoring barrage. Miguel Taverner did a fine job in the nets with a great deal of assistance from Bob Heaps and Denny Puntel, the other Lord co-captain.

Following an easy 7-0 scrimmage victory over Anne Arundel Community College Kenyon took on U.M.B.C., authors of an 18-5 drubbing of the Lords in 1971. Kenyon jumped to the lead on a score by Bobby Hallinan with less than ten seconds gone,

built a 4-0 lead and hung on for a brilliant 6-5 upset win. John Hopkins (yawn) B team fell before surging Kenyon the following day by a 6-3 margin in preparation for the tow finale with Western Maryland.

Dave Cronin (two goal and two assists) Dave Barclay, Paul Gaddis, and Brad Faus tallied for Kenyon in a tenacious 5-4 victory in the mud at Westminster. Again Taverner played well under pressure in the goal and the ability of Heaps, Puntel and freshman Rich Solomon to clear the ball proved instrumental in the victory.

The first Ohio Conference test for the upstart stickers of Bill Heiser came last Saturday against Ohio Wesleyan. Bruce "No goals no glory" Duncan controlled the opening faceoff to set the tone of the game

as Kenyon outthrust Wesleyan for loose balls 59-41. The Lords built a 4-1 halftime lead on scores by Cronin, Eric Mueller, Gaddis and Tom Bruggman. Wesleyan valiantly closed to within one goal but Cronin batted in a good garbage goal to insure the Lords first victory over O.W.U. since 1968.

Kenyon's freshman crop, Kevin McDonald, Brad Faus, Tom Bruggman, Rick Saloman and Eric Mueller, should be as good as any in the conference. Watch this team against Oberlin (away) this Saturday at 2 p.m. and as it hosts Ohio University next Wednesday, April 12 at 3:30 good and plenty good.

Note: Richard Clarke our regular writer is on vacation this week soaking up the rays in sunny California. He will be back next week for stats and cliches.

Nine Nips Naz

by Richard Clarke

Kenyon's seldom celebrated baseball team got off to a promising start this past Monday by upsetting the widely acclaimed Mt. Vernon College of the Nazarene by a count of 13-2. Starting the season with the rare handicap of not being able to make their spring "tour", the Lord nine displayed a remarkable quality of spirit bolstered by the 15-20 spectators pouring into the bleachers.

Pitching seemed the key to Kenyon's opening success, combined with an inexplicable talent for drawing walks. Right handers Bob Price and Pat Clements' split the pitching chores for the Lords. "Batting practice" was one confident Kenyon hitter's evaluation of the hurlers the "Naz" threw at the Lords.

Indeed, as word spreads, the Kenyon nine seem to be coming into their own. But as formidable as the Nazarenes we are, Heidelberg

and B-W should prove tougher. And it will take more than the strong arm of junior Bill Gorski at third base, the keen eye of Kurt Karakul at shortstop, the cool glove of sophomore John Moroney at second, the experience of Jamie Kroeger at first, the celebrated fielding of Frank Rahel and rookie Rich Schwartz in center and left, and quick-thinking Mark Rackoz behind the plate, and the inspirational encouragement of spirited Jeff Hymes in right field to win the challenging games yet to come.

It will take full time efforts from coaches McHugh, Morse, Butch Black and trainer George Christman, plus support from the fans. Coach McHugh has said that the fans alone bring in thirteen runs. That's about 1 run per fan so far, Mt. Vernon Nazarene has been defeated, but the job is just beginning for the Lords.

bag these letters

Continued from Page 2

Crowned, The Universal Church. The American Liberty Bell aborted; cracked in pride. At this juncture we proclaim Liberty throughout the land. We ring-in the fiery Son of Man!

Signed,

Aethelred Eldridge
Tongue of the Church
Millfield, Ohio 45761

To the Editors:

The KENYON COLLEGIAN, in its present form, is ineffective in its necessary role of creating meaningful dialogue among the different elements of our population. We feel the problem lies in incorrect beliefs concerning the nature of a small college newspaper. In attempting to serve the same purpose as the COLUMBIA SPECTATOR or the HARVARD CRIMSON our paper fails, for it has neither New York City nor Boston to fall back upon. Also, much of what is reported duplicates what is learned from NEWS-COPE, and to a lesser extent word of mouth.

The following suggestions for improvement are purely personal, and should be taken as an indication of the directions in which the paper should go. Please keep in mind that our purpose is to get members of the community writing and talking about ideas, activities, thoughts and feelings which excite them. For ex-

ample, we'd like to see health food enthusiasts writing about nutrition, or what kinds of foods to select when eating institutional food. How about articles on creative ways in which students decorate their rooms? Or a column by backpackers on personal tips they've picked up in the woods, and comments on surrounding areas which are good spots for overnights?

On a more intellectual level we'd like to see book reviews, lecture reviews and essays. How about a political science professor's reaction to Nixon's trip to China? Or reviews of interesting senior honors projects or expositions about the workings of the college? The editors might even wish to reprint articles from other magazines which are important to them, and which they wish to share with the community e.g., George Wald's May 4th address in the NEW YORKER.

The paper should be flexible in terms of shape and form. We would hope for the widest possible range of participants including students, professors, other people living within Gambier and those outside. In this way the COLLEGIAN will not be considered a waste of resources, but will become an integral part in the future development of the Kenyon community.

Signed,

Adam Gilbert, '74
Todd Gordon, '74

William's Flower Shop

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TELEPHONE: 392-2076, 392-2086

OVER THE HILL

by Jim Lucas and Carl Mueller

DAR Crosses the Bar

Once the shining star of goodness and virtue, and of the golden past, the Daughters of the American Revolution are no longer smiling. The group, organized in 1890 and restricting membership to direct lineal descendants of Revolutionary leaders, now numbers 200,000 members who promote the study of U.S. History, had maintenance of genealogical records, and serving Americana. But times are changing, the DAR has recently "Taken responsibility of alerting the nation to impending dangers (communism disguised as the 'New Left')." According to Mary Conner (in DAR magazine, November, 1968), "we need more education against well organized communist tactics and propaganda which stirs crime and anarchy in our streets, famoral decay, promotes disarmament, and saps our National will for survival".

Founding Fathers Have High Ideals.

So That's How They Kept Them Down on the Farm

But even Mary Conner will need a strong frown to dispel the recent discoveries of Dr. Burke, a consultant to the Smithsonian Institute. According to Dr. Burke, George Washington, Thomas Jefferson and James Madison (In spite of Political Science 11-12, he DID include James Madison), all grew marijuana on their plantations. James Monroe started smoking marijuana and hashish while in France, he continued when he returned to America. Andrew Jackson, Zachary Taylor and Franklin Pierce smoked dope with their troops. In a letter to his family, Pierce described dope smoking, saying that it was "the only good thing about the war." Prior to the Civil War, marijuana was used to season food, to cure insomnia and impotence and to reduce tension. And this is the Daughters of the American Revolution's idea of a Golden Age?

An Interesting Concept

The University of Toledo Department of Health Education is now offering a credited course in sex education. According to the Toledo University COLLEGIAN, the "idea of the course was conceived when the department was asked after the Kent State riots to develop some courses which were more relevant to the needs of college students". "It's tough to get more relevant than sex" said Dr. Fulton of the department. It is basically a lecture course, with topics covering "sex and society, morality and decision making, reproduction, problems associated with conception and birth and teaching children about sex." Only forty people have enrolled for the Toledo course. However, Dr. Fulton cited the University of Houston, where "about 1000 students enrolled for sex classes". Reactions seem to be favorable at Toledo. The COLLEGIAN quoted Morris Stanley, a freshman in Education, "He tells you just like it is . . . I have learned more in this class than in any other." Yeah, Right On. All Power to the Relevant Penis.

Denison Exposes Itself

After a survey taken at Denison University, the DENISONIAN printed the results and some randomly sampled answers. The question "What is your picture of a D.U. woman?" the "guys" typical answer was: "... Uh, make that heavy on the snobby side"; or, "They shit". The girls response was different: "Ha, ha, ha, horney as hell!" or, "I don't think we live up to our image of being very social, snobby and fast". To the question "What is the first thing that catches your eye when you see a DU woman?" the most notable response was "Her hair, and her posterior". To the question "Women--What are DU men looking for?" one young lady answered "An easy lay". Women answered the question "Are there any changes you'd like to see in DU women?" with much more vehemence: "They should tell the Denison men to get lost", or, "... Want more right, men are placed on a higher level". One man answered the same question with: "What needs changing is the social system, not the people".

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