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New, curriculum report gets rough reception
By Bill Corey

Last Monday afternoon, the Select Committee on the Curriculum held its meeting in Lower Dormery in which the Committee's recently released report was explained and discussed. The report explained a proposed "Curriculum Plan" that is intended to be a major change in the College's system of academic enterprise. Changes and alterations involving significant changes in the College's present programs and policies would be delayed until at least the near future, if at all.

The report received criticism from both faculty and students, even innovative as it was. Many new proposals were made in order to re-structure the requirements in the curriculum. The Framework of reduction of requirement for the most academic quality and inflexible courses was the primary reason that students and faculty were against the committee's findings were explained.

The program would basically mean a new set of courses in a school. There would be a required requirement to be filled in major in one of the student's field of interest and one of the total 26 units of credit would be required. The requirements for majors would remain the same, a student's course would be primarily chosen by major. A "major" is also been proposed, requiring a total of 2/3 units of credit.

"A check as 20 percent of faculty teaching time would be taken up by the Curriculum Program, and some proposals may overlook would have to be dropped. Much more than 20 percent of the faculty would actually be involved in the program. Organizational and informative seminars for the faculty involved would be held during several summers. These are required to prepare the new courses to be taught. The faculty stated that "an opportunity exists to revitalize our curriculum programs, to a major essentially different from anything prevailing in recent years." It can be real intellectual progress for the College."

The Select Committee, an extension of the Standing Committee on the Curriculum, was appointed by President Jordan to follow up questions raised by the "Thursday Group" of last fall. At Monday's meeting, President Philip Jordan said that he had created the Committee "having believed that it was time for Kenyon to take a close and thorough, perhaps even revolutionary, look at its curriculum in order to see if perhaps significant changes were not necessary." The Committee's report suggested a number of problems dealt with by its proposal. It stated that "perhaps our most serious weakness is the lack of a common educational experience and some shared purpose in the academic lives of our students." Third, the Committee points to the lack of "substantial pattern of growth for a comprehensive and well-thought out plan for educational development outside of the major." And last, it mentions the problem of "deficiencies in Vital skills such as"

Continued on page 4

Women's role still evolving at Kenyon
By LYNN SLYDERMAN

Kenyon's ninth year as a coeducational college is nearing close, and the presence of women on campus has changed greatly over these years. Students have come a long way, and although many believe that women have established themselves in the community, others feel that they still have far to go in establishing equality and acceptance in all aspects of campus activity.

The plans for incorporating women into the Kenyon structure were begun as far back as 1963. It was proposed originally for purposes of school expansion of the student body, and therefore, finance. At first the change involved a separate college which shared common facilities and was considered by the men's college to be Kenyon College. The system lasted three years and was self-regulatory with a government of its own. "It gave the new women a chance to assert themselves, rather than being weighted by the existing men's college," said Dean Thomas L. Edwards. The women had more initiating opportunities to establish themselves as active members of the campus society. Kenyon then became a coeducational college.

Looking toward the future, the reasons for the decision were social, "inadequate single-sex education. By increasing the student body by almost 50 percent, there was more money to work with, enabling the school to hire more faculty to handle the increased workload.

A more sophisticated environment is a much more natural one for young people, particularly between the ages of 18 and 22," said Edwards.

Women's role in the campus has been evolving also. Kenyon's role as a coeducational college is still developing. In their roles as teachers and students, Kenyon's women are still learning to function effectively in their new environment.

Two years ago, Professor Lillie Potting suggested in mime of what she considered the "gender gap," that Dr. Glenda Ehferde of Smythe House did not realize the problems of living on campus for women. "Although on the faculty, was denied tenure, and then denied promotion," she said.

"We needed a woman's perspective of the ground of sex - the case was Continued on page four
Freedom of choice

The proposal for an integrated, non-major, required program of study is certainly exciting and worthy of further study, more interest, even excitement. But in beginning with a senior year course and culminating with a senior year seminar, the proposed program, through a seminar-tutorial focus, is geared toward what Professor Corr calls "the issue of 'special interest' and how one can pursue the liberal education perspective." The course provides continuity, structure, and direction to non-major study that is otherwise likely to be fragmented, shallow, and repetitive. The proposed course does not encourage discussion of issues among students of different majors whereas the proposed course would facilitate such communication. This integrative focus occurs within the familiar environment of professors and students who are more thoroughly trained advisors from seniors as well as faculty members.

In the first place, the program seems to be a more elaborate and extensive version of the current Integrated Program in Human Studies and thus the epilogue of liberal arts ideals. Since IPSH has generally been considered successful, one might claim that the proposed program, more intimate and finely tuned than its predecessor, would follow suit. But the success of IPSH has arisen from the interest and enthusiasm of its members, both students and faculty, who have chosen to devote themselves to the program. The proposed course, in requiring all but four to six units of non-major study from each student enrolled at Kenyon for four years, would change the very nature of the college.

Whereas IPSH claims to effectively cover no more than the humanities, the proposal speaks of a thorough treatment of the broad issues that make up the liberal arts curriculum in its entirety. As the April 10 open meeting, Professors Turner, Church, and Brehm pointed out the sacrifice of skill development required by the proposal, its surface writing and reading capacities would certainly be enhanced, the gradual acquisition of skills necessary in such fields as economics, chemistry, languages, and mathematics is not elaborated. A student would only gain the skills if he were to major in those fields but faced with a required, concept-oriented, non-major program, the skill-oriented student would be alienated from the core curriculum.

In attempting to integrate, the proposed program could only shift emphasis away from the natural sciences and fine arts and fully upon the humanities should itself be undergoing a change that alters the present Kenyon as a specialty school in the concept centered area. For a liberal arts school to survive as well as thrive in its ideals, it should treat a diversity of fields on an equal footing in keeping in touch with the needs of student interests. Although, for instance, the present tidal flow might strengthen Political Science but weaken other departments, the tide will eventually flow back toward other fields and with this in mind, the death of a department is unthinkable. Because of the absence of required courses, a major attraction to prospective students, the tide is free to flow. But a required, concept oriented, curriculum directed toward the humanities would stop the flow within the college leaving Kenyon at the mercy of the natural flow of college students. As a specialized college, Kenyon would survive only if the natural flow were toward that area of specialization, the concept oriented humanities and social sciences.

If the creators of the proposal have attempted to integrate all fields into one program, an emphasis on one mode of thinking undermines the effort. By restricting the tidal flow within the college, IPSH might grow or weaken depending upon student interest, but diversity could remain sustained. It lacks many of the beneficial aspects of the proposed course. IPSH serves the need for such a course and is necessarily voluntary. The innovation of the proposed program as great as the danger and it thus seems doubtful that Kenyon, a financially sound institution, would be willing to take such a risk.

Time running out
To the Community,

Two and a half weeks ago, we, the undersigned, began to hold informal discussions with several of our major classmates. A student had barely gained the skills he would need as a major in those fields but faced with a required, concept-oriented, non-major program, the skill-oriented student would be alienated from the core curriculum.

If the creators of the proposal have attempted to integrate all fields into one program, an emphasis on one mode of thinking undermines the effort. By restricting the tidal flow within the college, IPSH might grow or weaken depending upon student interest, but diversity could remain sustained. It lacks many of the beneficial aspects of the proposed course. IPSH serves the need for such a course and is necessarily voluntary. The innovation of the proposed program as great as the danger and it thus seems doubtful that Kenyon, a financially sound institution, would be willing to take such a risk.

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The KENYON COLLEGIAN encourages letters to the Editor. All submissions must be typed. The Editor reserves the right to edit all material while maintaining the original intentions of the particular submission.

Letters, Letters, Letters

Regrettable Uncertainties
To the Editor:

We, the undersigned freshmen and sophomores, feel extreme concern at the momentary decision regarding the future of Kenyon. In regard to the Shirtoe case, we believe it is regrettable that the uncertainties and misunderstandings have created a situation in which all concerned must suffer. While we realize that students at any institution do so, whether at Kenyon, Shapiro, both as a teacher and as a human being, we recognize his superior qualities and don't feel we can afford to lose a man of his caliber.

The efforts to clear up the ambiguities of this case were ap- preciated. Everything appears to have been said by the faculty, administration and Shapiro, yet nothing was adequately solved. We acknowledge that Mr. Shapiro is an excellent teacher, and a man in the line of the students as far as the larger community of professors at Kenyon are concerned.

Yours truly,
Mr. Shapiro, but those who have had the chance to know him personally. We feel that the difficulties that arose during the contract procedure, but we accept the release of one of the professors at Kenyon. We do want the policy that please will clear up the ambiguity and so far above as a possible exceptionality.

We submit this letter, hoping it is not an errant one.

Sincerely,

Joseph Berdman

Sue C. Cuthbert

William B. Emerson

Kim Williams

Lee L. Poland

S. A. Riebe

Fred Renaissance

Steve J. K. Alander

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Jennifer L. Adelson

C. L. Lamb


dated: 1978

Volume CV

Thurday, April 13, 1978

Number 23

Gambier, Ohio 43022

KSH. 4

Continued on page next
Mr. Skelton seems to think that we probably couldn't picture the event as we did last year. It was rather the message "This is your 10th year," that was moving and offensive and threatening. I think it would be nothing new to us that the media is the most difficult fact and an unavoidable consequence of all our civil liberties. I know that abortion clinics can attract that media, and they are careful to screen women who are likely to be interested in talking about their choices. Other than that, abortion is an emotional issue. My own decision to have an abortion was not a decision I made lightly. But if I am not kept awake at night by it I do think that other women should be not to expect that they will be.

Finally, a message to the women of this country: 3,658 abortions have occurred in Kenney's last year is regularly discussed - and the pregnant student often experiences a dreadful sense of isolation and shame. I have done my part in helping this issue, and would be happy to discuss all the ramifications (if you wish to discuss pro-life for abortion) with any woman who's making a similar choice, facing this difficult choice. Sincerely,

Amar Acqua

Freedom of opinion

To the Editor:

We would like to make clear our reasons for signing the letter appearing in this newspaper the other day protesting the frenzied furor over the bus placed in the last Columbus there are no pro-abortal, morally unclean, anti-religious people who believe that people have a right of opinion. Each and every woman in this country has the right of opinion to decide whether or not to have an abortion.

Through the right of Freedom of Speech, the billboard was expressing the opinion that some people think abortion is an illegal act. Through the right of Freedom of Speech, the billboard was expressing the opinion that some people think abortion is the most illegal act. Through the right of Freedom of Speech, the billboard was expressing the opinion that some people think abortion is the most illegal act.

First, we would like to point out that in the same letter opposing the same opinion, we will always support the Equal Rights Amendment. We will always support the Equal Rights Amendment. We will always support the Equal Rights Amendment. We will always support the Equal Rights Amendment.

Barbara Hall

Stacy Chisler

Hunger wrap-up

To the Editor:

A very respectable $750.10 ($720.27 from Sagu and $34.83 in donations) was raised by you all for the Knox County Hunger Committee last year. Somewhere close to 200 of you made it happen - so to you I would like to express my sincere thanks in advance for your generosity and kind support.

First, there is a neat little meal prepared each year for the Knox County Hunger Committee. This year there was a special meal prepared each year for the Knox County Hunger Committee. This year there was a special meal prepared each year for the Knox County Hunger Committee. This year there was a special meal prepared each year for the Knox County Hunger Committee.

Next, we are still looking for volunteers to help at the Knox County Hunger Committee. We are still looking for volunteers to help at the Knox County Hunger Committee. We are still looking for volunteers to help at the Knox County Hunger Committee. We are still looking for volunteers to help at the Knox County Hunger Committee.

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Special to the Community

The Knox County Choir, under the direction of Dr. Nicaragua Morosco, will present its Spring Concert series with a program entitled "From Bach to Rosslee." The concert, which will be held at the Service Center on County Road 100, will feature a variety of music from the 16th to the 20th century. The program will include works by such composers as Bach, Vivaldi, Mozart, and Rosslee. The concert will begin at 8 p.m., and admission is free. Concert-goers are encouraged to bring a picnic dinner and to arrive early for the performance. For more information, call 505-555-5555.
Continued

Curriculum proposal stresses humanities, development

Continued from page one

thoughtful reading, coherent writing, and articulate speaking,”

John muttered that the present diversification requirements were

undermining the humanities.

President Clark also objected.

“From my viewpoint,”

he said, “it is not

necessarily a way to strengthen the humanities, but it is a

way to strengthen the courses which have been raised in an

exciting and innovative way.”

Courses required

“The courses which have been proposed are unique in the sense

that they pursue them more systematically and in greater
depth, and in preparation for a confrontation of large

practical problems in senior courses. These courses

should be more the new intermediate courses, the

intermediate courses, the honors courses, and the full

courses, which are really a way of getting on a level

and in the ‘forte,’ for students not

allowed to take them.”

The meeting began
explorations of different aspects of the College program;

President Werner outlined the report’s proposed Freshman
courses which were designed as a vital to liberal education,with

vitality and humanistic freedom. The report’s
dedicated to conclude and bring together the kind

and studies have been developed in the earlier parts of the

College program and the experience obtained for

the major departments in topics of interdisciplinary

studies.

Enrin said that the course

would be structured to

include at least 15 sections and, unlike the other courses of

the campus, not be able to

communication better about

issues. She found that

students don’t come to a realization

of the importance of what they’ve
graduated with. “I think that

the course helps students to

address this problem — how

can those students, those

students, who have

transferred to the program, address

in today’s world.”

She added about the system

of electrons, the other innovation

beyond the College program. A

“minor” and a half units

understand what their consultant

with the major department, but

outside of that department.

Miller said that the team was

considering the new course

as a new way to contribute to

the “thrashed” perspective.

Mike Hartey took the floor,

summarizing his feelings about

the report. “I think it’s a common

foundation beginning in the

freshman and junior year, and,

in the future, that would give

the student a chance to engage in

significant exploration of larger

facets of the humanities or

of her major, and which will

bring him to the different

experiments in the investigative tools and

frameworks, without which all

concerned will have to start back

square one, much to the

concern of the committee.”

Hartey said that the program

will be a growing direction to a student’s course

selections, give more importance to freshmen,

helpful to write in and verbal

skills, and will bring people of

different subjects together in

discussion, as well as bringing about

the development of courses that

will affect us in liberal education.”

Our concern, which all

concerned will have to start back

square one, much to the

concern of the committee.”

Clor, the dean of students,

students. “We don’t want

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humane science.
The film's screen version of Chandler's work, the film remains true to both the spirit of the stories and the character of Philip Marlowe. Although the film may be seen as a precursor to later film noir genres like The Big Heat and Chinatown, it stands in these terms in a class of its own—boisterous, packed, quite clever dialogue and its study of characters. Pimps, hit men, drug ads and symphonies (one of which, played by Martha Vickers, spends all of her time, when not trying to seduce Marlowe, sucking her thumb) inhabit Chandler's urban landscape of perceptions, the 3 a.m. world of danger and shadow. All of these effects are subdued, rendered by Hawks' use of dark lighting and world cartoon effects. Bogart's Marlowe is still the best Roberts Montgomery and Dick Powell had entered the toughness and difference Bogart had in playing him. Only Elliot Gould, in The Long Goodbye, comes close. The film was also the second pairing of Bogart and Lauren Bacall, whose sexual patterning also heightens the dialogue. —MB

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<td>Anan Pheas</td>
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For information, write to:
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Ohio Wesleyan University
Delaware, Ohio 43015
Kenyon sports history - superstars

A level of excellence above the norm

By GERARD MACANGELO

First of a series

Kenyon Superstars? "Superstar" seems like one of those terms invented by the television medium to be used and abused ad nauseam. Any grammarian would cringe at the sound of it. However, the word has real meaning when it is used to denote those performers usually from the sports world who do what they do at a level of excellence above and beyond what seems to be the norm. An obvious contemporary example is Julius Erving in basketball. Public visibility seems to be important.

Eppa Rikko who played in the past before players had the same quickness they have today.

Unlike Rikko, the 6'7" Appleton was one of last players drafted by the NBA in one year, but a knee injury forced his professional aspirations temporally if not forever. It should be noted, however, the extremely far superior of length of time in professional basketball is unfathomable. One fraction of all college players may have the talent and luck to win the greatest competition for a sports.

Kenyon's sports history is replete with such "superstars." In athletics, we have two for the Class of 1970: Rinka and Appleton.

Don McNell

None of the following four athletes from Kenyon's relatively un-distinguished sports history (225; being the notable exception) ever made it to the pros to run out of obscurity for fame and fortune. Although their records and achievements are impressive enough, they may not even have compiled the bare individual statistics here in their respective sports. Nevertheless, I use the word "superstar" to describe them, because at an institution where academics is the "name of the game," they have truly stood out among their peers in Kenyon athletics.

One word of caution: the choices made are non-binding and were picked solely at the discretion of the author. The reader will notice a prejudice towards basketball and the conspicuous absence of any women. Maybe it's because I hate the water and love "Earl the Pearl" so much.

Don McNell

If the name Don McNell doesn't ring a bell in your sub-conscious, don't worry. It's because he graduated from Kenyon in 1948. The only sports star among the four, the "brilliant" as he was known, is undoubtedly the best player the school has ever had. McNell performed on the court for four of the four years and thus wasn't, long before he was being touted as "the leading Kenyon athlete of all time." McNell defeated Bobby Riggs in straight sets (7-5, 6-4, 6-1) for the National Clay Court title in 1939. The headline in the Collegian on June 10, 1939 claimed, "McNell Carries Kenyon to Term Finals as Rags to Riches." At the time, Rikko was the top-ranked U.S. amateur, so it was a great victory for McNell. "I never played better in my life," he was quoted as saying.

Among his accomplishments would be the number one ranking by the USTA, and the National Indoor Singles Tennis Championship. He later became a world-beater, traveling across the globe to play in major tournaments and, of course, carrying the Kenyon name with him.

Chris Myers

While he was being interviewed for a comparison between the playing styles of John Rinka and Tim Appleton, the first thing Athletic Director Phil Morse wanted to know was why Chris Myers (K '73) was not to be included in this article. After I sheepishly admitted a possible oversight, he proceeded to trace the accomplishments of perhaps the best wide receiver Kenyon has ever seen. The facts and figures seemed to be impressed indelibly upon his memory.

Macro's talents were virtually unlimited in high school because the football team he only caught some fourteen passes for employed a running attack most of the time. When the All-Americans, graduated from Kenyon, his 251 career catches established a new NCAA college division record. Myers also set an OAC record for 30 touchdown receptions. He also accrued an incredible 86 passes as a sophomore in 1968, which broke the old record of 49. Quirky Bill Chetron (K '71) was the man throwing most of the bombs. Myers was drafted by Houston after his junior year, an accident which ensued in his superb ability. Following graduation, he was one of the last play-cuts from the Miami Dolphins. He eventually wound up in the training camp of the New York Giants. Interestingly enough, after an impressive pre-season was nearly assured of a spot on the list — or so he was told. As he would later tell Morse, Myers was pushed aside for a coach's choice, a position he apparently had as "out" with one of the coaches. The next day he was cut. Chris Myers may be the closest Kenyon has ever gotten to the professional ranks.

John Rinka

The word for John Rinka (K '71) is "unparalleled." The 6'7" at least that's what the programs sold vs. great was simply and unabashedly a scene from the word aw. Today, his number 24 jersey is on display at the Basketball Hall of Fame in Springfield, Massachusetts.

Playing among basketball giants much taller than he, Rinka never hesitated amidst 2511 points and 866 points as the all-time Ohio Conference Scoring Leader by far. A three-time Gregory Award MVP, he had his biggest point of all against Wooster College by netting 66 points in 15 for 18 field goal shooting and 27 out of 32 attempts from the floor. 8 points also were part of the amazing total.

Rinka finished as the third highest scorer in college division Division III history, one notch ahead of the illustrious, high-kicking Dick Banting who to star with the New York Knicks who scored his points in considerably more ball games at Tennessee State.

He got a taste of what it was like to play against the future stars at the Olympic trials in 1968, and supposedly convinced Pete Maravich in a one-on-one duel.

As a senior in 1970, Rinka won the coveted award given to the outstanding basketball player in the nation under six feet, beating out Calvin Murphy of Niagara University. The tiny point guard had the same fate of most other players his size (Murphy, notwithstanding) who tried to make it in the pros. The Collegian reported solemnly and with little fanfare on October 8, 1970:

The coach of the 11th Stars of the ABA, Bill Sherman, announced last Sunday that John Rinka had been placed on waivers. This can star turn down to the required 11 players.
Stickers split pair Ladies draw

By BOB SAMIT and BIL BIEGNER

The men's lacrosse team, hoping to win in 3-1 record, finished the second week of the season at a 2-1-2. The win, a 17-4 rout at Carlow College at home in the third year, was a welcome addition to the team's schedule. The win was followed by a tie against the University of Rochester, 6-6, in the third game. The team continued to improve, facing Kenyon College in the fourth game, winning 12-2, and finishing the season with a 14-2 record.

Hindsight

By Todd Holzman

Any recent string in Cleveland Stadium on Saturday afternoon would have had an attendance of fewer than 600. But in the minutes just out of one another of Kenyon's twelve pinch- outs, the 'Bombers' were still enthusiastic about it. Oh, the stadium was frigid, the winter had ravaged the playing field so that it had to be spray painted a rather pathetically green color. The old Browns, though, were still enthusiastic about it. Although Kenyon's coach, Mark Grubb, showed up to watch the game with his assistant, the weather did not seem to be affecting the quality of the game.

No flake!

Kellogg sparks Lord sweep

By TODD HOLZMAN

No one is willing to call Kenyon's baseball team a lowly, ineffective machine yet, but the team's 9-7 triumph over Wittenberg last week cannot be overlooked. Kenyon's first baseman, Dave Freeman, wrapped up his second run of the season with a two-run, game-winning single in the last of the seventh to give winning pitcher Kellogg his second victory against Wittenberg. Kenyon's batting order had sputtered for three games, but a three-run rally in the seventh inning, capped by Kellogg's home run, sent the game into extra innings.

Lacrosse Works on improving .500 mark

By BOB SAMIT

The men's lacrosse team, looking to improve their .500 record, has been working hard in practice to prepare for their upcoming games. The team has been practicing their shooting and defense to improve their chances of winning. With the season starting in full swing, the team is looking to make a strong showing in the upcoming games.

No victim!

Defiance runs on and Obrin

By BARRY ROSENBERG

Kenyon's Ultimate Frisbee Society crushed Defiance College 20-0 while playing in the final round of the OAC tournament that took place last Saturday. The victory marked the second time in a row that the Lords of the ring completely outpaced the competition. The game was over in double digits early, with the teams scoring goals on the fly. The match was an exciting one, with the crowds cheering on both teams.

Coach's "pets" rebound

By TODD HOLZMAN

Kenyon's track team came out of the weekend on the right side of the ledger, suffering a setback in the meet against Marietta College, losing 9-7 in its first outing since the 1976 season. The team has been working hard in practice to prepare for their upcoming games. With the season starting in full swing, the team is looking to make a strong showing in the upcoming games.

"Perfetttte" nettters face B-W

By BRUCE FREEMAN

The debate over whether there are varying degrees of perfection has been answered, and it is affirmative. Thomas's tennis team passed two perfect wins last week, beating Wooster 6-0 and Marietta 9-0. The style of play, however, was not the same in each match. Coach Steven rates the Wooster match as an "impressive victory" while the Marietta match is "still in question" because of the 3-6 loss in the third set.

"Victory" is not enough

"Board game"

"Flashing" has "smooth consistent ground strokes and a solid serve".

Lacrosse Works on improving .500 mark
Parents Weekend Schedule

Friday, April 13 8:30-10:00 a.m. — Kenyon Film Festival, Bios, Aud. 10:00 a.m. — Reading: Anne Wilson Shafer on "The White Male System/Female System," Rose Auditorium.

Friday, April 13 11:00-1:00 p.m. — "The Accox Men Series," "The Long Childhood," PM 207.

Saturday, April 14 8:00 a.m. — Playing: "The Rehearsal," Hill Theater.

Sunday, April 15 10:00 a.m. — "The Accox Men Series," Rose Auditorium.

Along Middle Path

Sunday, April 15 10:50 A.M. — Kenyon Film Festival, Bios, Aud. 11:00 a.m. — Reading: Allan Bloom, "IRanges of Power," Hill Theater.

Parents Weekend Schedule

Wednesday, April 11 7:00 p.m. — "The Long Childhood," PM 207.

Sunday, April 15 8:00 a.m. — Playing: "The Rehearsal," Hill Theater.

Saturday, April 14 8:00-10:00 a.m. — "The Accox Men Series," "The Long Childhood," PM 207.

Thursday, April 12 8:30-10:00 a.m. — "Definite in the Middle East," prof. Stuart Rockwell, Rose.

Friday, April 13 8:00 a.m. — Playing: "The Rehearsal," Hill Theater.

Tuesday, April 10 8:00 a.m. — Playing: "The Rehearsal," Hill Theater.

Saturday, April 14 10:00 a.m. — "The Accox Men Series," Rose Auditorium.

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Thursday, April 12 8:30-10:00 a.m. — "Definite in the Middle East," prof. Stuart Rockwell, Rose.