Renaissance of Review

By JOHN WEIR
Staff Writer

An article written in the first issue of the Kenyon Review, John Seigler notes, "...good art in English seems to survive between two hard air, in the midst of some bookstores, and as an inside look. In the authorized regions of pedants, who are the other courses in literature..." Those words were old—naturally quoted by some of the scholars’ roles as "college teachers", and temporarily of the formation of the university’s swings, a pride in co-coordinators over a period of the first issue of the new—inaugurated Kenyon Review. A new Review arrived at the house last Thursday afternoon. It is editorial, which begins the year, and Sharp and Turner express hope that the new Kenyon team will serve as a forum for the discussion and cultivation of good prose and prove within its proper role, a magazine devoted entirely to literature’s growth and progress.

In favor of the Review’s rebirth, to which Turner described as "a captive but wonderful enterprise," is the enthusiastic audience that Turner and Sharp can hold down, and students Kathy Van and James Aaron, who were sent from past issues of poetry, are now not recent and forthcoming works. The readings, chosen by each "saw" from an initial list compiled by Sharp and Turner, represented the eclectic range of the Review. Works from fifteen authors were presented, including men and women from several countries and cultures. Sharp and Turner seemed endless in their effort to balance the Review’s role of a "magazine of various kinds of art," it became clear in a variety of scope and scope of the readings that the new Review is based upon the notion that all men find a common language in literature. Sharp and Turner hope to expand the definition of literature itself, perhaps helping to eliminate the cultural boundaries engendered by a world which thinks and writes, in a multitude of different languages. This ambitious undertaking was saluted, appropriately enough, by readings from authors who have themselves contributed to the growth of 20th century literature: authors such as Robert Lowell, James Wright, Wallace Stevens, Umberto Le Guin, Theodore Roethke, and, most of them by their particular friends of Kenyon [note: unclear sentence].

Duff began the readings with two poems by Robert Panic Warren. "I won’t attempt to imitate the Harvard accent," he quipped, prior to reading Warren’s "Bartle Fatigue." He was followed by James Agee, who, standing squarely in his P. F. Flyers, announced, "I represent the little library, and proceeded to read poems by such eminent little people as Randall Jarrell, James Dickey, and Richard Wilbur.

Jim Towle offered 2 female voices: Marianne Moore who, "liked to write about weird animals," and Sylvia Plath a poet who, unlike Moore, "did not find much solace in the Struggle, though she found poetry there..."

Turner took the stage next, commenting that the evening’s proceedings seemed to him to represent, "a strange progression through literature and up through the realm of the divine." Strutting up and down the stage as if in a play, he enlisted each English professor he has a latent Theatrical, he embarked upon an enthusiastic rendition of a letter written by Elinor Glinch to Maria Kilker.

Sharp began his reading with an apology. "The Big Apple affected my Adam’s Apple," he rasped, referring to his return to New York City where he and Turner introduced the Kenyon Review to the press. In perhaps the most poignant reading, Sharp raised Ransom’s ghost with a rendition of Ransom’s poem, "Janet Waking," concerning a young girl’s grief at the death of her "daily-feathered friend."

The evening ended with a "shout," in which Sharp and Turner read alternately from Kenneth Burke’s, 'A Grammar of Convocation,' the poem which opens the reviewed issue of the Review. Sharp noted, "Burke, at 80, is still doing the kind of frontier work he was doing when Ransom edited the Review... he seems to us a perfect link between past and future Reviewers."

The occasion was sanctified by a reception in the half lounge, where a local rag was heard to in-tone, in the spirit of Ransom himself, "Well, as for Sharp and Turner, allow me to alter an old Woody Allen gag, that was who don’t teach, and those who can’t teach edit literary periodicals."

Six weeks until spring vacation may seem like an eternity, but for some it may be worth the wait. Eight to ten political science students will spend five days during the first week of break in Washington D.C. studying and conducting a series of political workshops. The projected seminar is a repeat of a similar program run two years ago by the Political Science Department. The week will consist of a series of interviews with various public officials. Students will visit with at least one Congressman and/or Senator, bureaucrats, report- ers, lobbyists, and possibly a White House aide or two. Students will be spared the cost of housing, being the policy of various Washington based Kenyon alumni.

Art department

faces mass exodus

By JEFF DAY
Staff Writer

The current Art Department staff of seven will see some members lost to resignations or contract expiration, and one to sabbatical at the end of this year. Assistant Professor Eugene J. Dwyer reported last week, "Professor Muriel C. McCollum, Levy, and Turner will leave for the summer. A couple seem to want to fill the vacancies." "Art's, resignation is the most recent. Asked why he is leaving, Levy said that he is to get a sabbatical, and Kenyon in particular. "I’ve been in school all my life," he looks forward to being "more directly involved in the art world instead."

He commented on the current isolation of the center of artistic interest in the country. Modern and oriental art have been Levy’s specialties, and he intends to pursue this interest in a "Fusion"

The gallery he will direct. He has received financial backing for the project, which probably will be located on the west coast.

Patricia McCullough, color and drawing instructor, is also resigning in order to pursue her artistic interests directly. She will remain in Gambier. Linda Maloney, a photography specialist, filled a temporary position created by the sudden departure of Professor Stephen last spring. Maloney has expressed an interest in applying for the tenure-track position to be offered now.

Dwyer anticipates three sabbaticals in as many years (pending tenure approval) beginning with Martin Garth next year, Joseph Stark and Barry Gunderson are currently in line for the successive years.

"I am concerned over the large turnover," Dwyer said. "Stability in the department is essential." The search for replacements will reflect this need. He insisted, though, that a strong, small core group remains.

Nearly 400 applications have already been received to fill these tenure-track positions and one three-year visiting professorship. The selection process will move into high gear next month at the annual meeting of the College Art Association, where Dwyer, Stark, and Garth will conduct preliminary interviews. Candidatures clearing this hurdle will be invited to Gambier, where student response will be actively solicited.

Student committees have been formed to advise the department regarding the studio art position, and Dwyer visited. One candidate, Gambier resident Joyce Farr, was interviewed last Thursday. Ten art majors were present at the interview and will continue to screen each prospective instructor. The first such interview was reportedly a success, and Dwyer expressed his optimism regarding the enterprise. "We hope to have all positions filled by the end of March," he concluded.
Changing Dynasties

With the emergence of a new Collegian staff change in the paper undoubtedly will be anticipated. It will come in a change in attitude and approach to the Collegian and to journalism in a larger sense which will have the greatest impact on our weekly publications.

The Collegian can serve as the force that integrates the different aspects and factions of Kenyon. Lack of awareness of the activities and explorations occurring outside our individual areas of occupation, reinforces narrow and self-absorption. Part of the Collegian's role in the Gambier community is to present the necessary overview in an original and interesting style.

Without abandoning the ethics and responsibility we recognize as our obligation to uphold, within these pages we plan to experiment with and develop different ideas and new writing techniques. The Collegian will reflect its feeling that our newspaper can be strong in a journalistic sense as well as a creative endeavor.

We look forward to input from our readers. Our letters page is open to comments about particular issues raised by the Collegian or regarding any community concern. The paper's distinct character will emerge in editorial form; we welcome feedback, positive or otherwise, in our opinions.

Art, book, and record reviews are to be regular features. Opinion pieces will be included when we receive them.

CLS

With a bit of luck

Faculty members voted 77 to 16 Monday to make the Integrated Program in Humane Studies “a permanent continuing part of the curriculum.” Chairman of the Committee on Academic Affairs, Richard Rögan is “quite gratified” that the proposal firmly establishing IPHS at Kenyon passed. After such long consideration and discussion of the program by faculty and administration, the vote was “a bit of a miracle,” according to IPHS director Richard Hettlinger.

Retention of a program that enables students to study great concepts represented in literature and to hone their writing skills should not have been viewed as a "miracle." If the premise on which “liberal arts” is based is the hope that its students will acquire a broad blend of ideas and understandings, then to even think of denying them a program which integrates different types of knowledge is ridiculous. An alternative to the basic liberal arts structure, such as IPHS, seems to embody the principles of liberal arts perhaps more than individual disciplines and their offerings ever shall.

Like Hettlinger, we find the outcome of the vote “encouraging.” It is fortunate for us and for future generations of Kenyon students if, as Hettlinger hopes, the IPHS decision indicates within the college “a readiness to move from departmental support to support of a wider collegiate interest.”

BY NANCY SIBLEY

"Race is fiction...human races are not pure, i.e., strictly speaking, there is no such thing as race." — Bernard L. lenses

President Philip Johnson distinguishes two important types of discrimination—discrimination regarding an individual's "interests, talents, outlooks, potentials, and ambitions" and discrimination according to socio-economic, racial, or ethnic status. Jordan rates the former as the more important and desirable goal to establish here at Kenyon College and adds, "I think we have a considerable distance to go in this area, although racial, ethnic, economic and cultural differences exist, and the problem here lies in a simultaneous nourishing individuality within that structure which is the President’s aim."

Jordan said, "We don’t want to label students stereotypically by saying that by admitting a black student you admit a black point of view. While I favor diversity (political, racial, ethnic) I don’t think it is necessary for homogeneous and sensitive to social injustices," said Jordan.

Diversity is of itself guaranteeing nothing. Jordan contends, “There is no evidence today that a society which has been established without it and these same factors will work down toward diversity is present... (but to some extent) there is a question of whether an institution is really homogeneous can’t deal with the pluralism in today’s society,” he added.

"It is clear that minority students are better served when there is a reasonable representation of minority status," said Jordan. "However, admissions is a kind of mass producing, we select individuals by taking into account the capacity of these students to be successful, benefit from the education here and make a contribution as well."

The President discussed the various factors institutional and individual when recruiting minorities. "Kenyon did not have a specific policy and has less (diversity) to build on than other institutions. It is not so much economic or financial resources and merely putting more money into it," said Jordan. "There is a sort of paradox, every year we set aside money for 'disadvantaged' students and offer generous financial aid and we have never spent all the money we have allocated here have been wasted."

"Nor is it so much a question of curriculum offering courses on diversity, but diversity in society as well."

Separate studies had a critical role in the 1960’s. "The concept has been dropped but now it is time to reintegrate into already existing institutions and programs."

Jordan has problems with stereotyping, a task in which he is such that given the proportion of the IPHS population that would be a good match for Kenyon, we set tough competition with others for the same students. We held up an example of this.
Savage attack

By MOLLY DEROYNOSE
Staff Writer

Klein Johnson, discoverer of a new species of mammal, will address the college at 8 p.m. in the Student Center on Monday. Professor Klein Johnson will be on "Earliest Mammals: the Fossil Record." The lecture will be held in the Student Center.}

By DONALD JOHNSON

The New York Times

Johnson's research has been sponsored by the National Science Foundation and the National Geographic Society. He has published several articles in scientific journals and has given lectures at various universities, including the University of Virginia. He is a member of the American Society of Mammalogists and the Paleontological Society. He received his Ph.D. in Paleontology from the University of Michigan.

Johnson is the author of several books on mammal taxonomy, including "The Mammals of North America," which was published in 1984. His research has been featured in major publications such as "Science," "Nature," and "The American Naturalist." He has also been the recipient of several grants and awards for his research on the taxonomy of North American mammals.
The Dehumanization of Higher Education

By BRUCE HAYWOOD

During World War II prolific German professors performed monstrous experiments on prisoners, whose results of which were neither military nor political interest to their country. Their acts of cannibalism legitimized their activity as legitimate scholarship equally as they devoured their own flesh for their own sake. That this enterprise was the downfall of the academic tradition is the subject of this paper. The destruction of the university was not enough to appease the Nazi's appetite for power; the intellectual culture of the world had to be eradicated to the "worth of a free life." Yet, the young generation of intellectuals thrust from within by inhumanitarian influences and the world which had first made them splendid, the same ambition that had inspired Goethe and his fellow Romanticists.

Introspected by a Vision

Inquiry into every aspect of a world bounded and infinitely varied by historical circumstances reveals the vision of a liberated humanity: of man evolved and evolving in an endlessly changing nature. That vision demanded a new understanding of education and new forms to accommodate it. Sparked political revolution and inspired Beethoven's glorious Ninth Symphony. The age's archetype, Goethe's Professor Faust,-risking his very soul to gain full understanding of what it is to be a human being.

The new spirit transformed the German university and brought successes in research which astonished the world. German universities worked on the path of scientific inquiry, making the university the vehicle for their intellectual energies and ambitions, and following Metternich and the failures of 1830 and 1848 led the prisoners of despotic governments.

 Freed from university reform by the authority of the college, scholars began to view their work as an imperative, giving their full attention to their work. Discovery followed discovery and, in turn, provided wonder for the students and, of course, the newly created academic departments.

Slowly Dehumanized

As with all the same processes, higher education was slowly dehumanized. Seeking knowledge for its own sake was made the expenditure for running the study of language, of history, of physics into ends in themselves.

As the university entered the 20th century, it is no longer sought to have its chairs occupied by persons of broad human learning. Faust had become the university's highest degree doctor of philosophy, and the colleges united those who composed the faculty.

"As the university entered the 20th century, it no longer sought to have its chairs occupied by persons of broad human learning. Faust had been replaced by the Expert."

The professor's loyalty now belonged to his guide. They thought of themselves as Chemists, Economists, Mathematicians, Germans. In their preferred use of titles was the evidence that the most direct concern of the revolution in the university was the introduction of the 

The interest of higher education had been transformed from an effort to understand himself - his being - and was fixed instead upon as a career, upon how to make a living. And, in the extreme, doing this would be careerism, a professional denigration.

The metaphor of Romanticism is a union of beauty and realism, of flux and binding bonds, of natural to the college. The Romantic poet and thinker invented the classical curriculum. Made significant by that fact, the American college, the American which had been at its beginning a colonial Oxford to train those who would direct the lives of others, had been celebrated the free individual, liberated through understanding of himself, in an intellectual community, and dimensions and able, with his knowledge, to pursue a free republic - Jefferson's citizen.

Cherished Notion

That notion of higher education is still what we characterize as liberal education. The catalogue of the contemporary liberal - arts college echoes those metaphors in its claims to the education to growth to human learning, and to the genuine exposure of its students to the full range of human intent.

Allowing that the professors would label their students as being "well-educated" in science, math, and other fields, but one could hardly argue that they still label the college as being liberal.

But how great is the difference between claim and practice? The admissions and growing number of our colleges is that they are educating under the authority of an educational community. That is the ground on which the disciplines comprise a single whole. But how often is that the case? The activity of being is so much more than the activity of being a student. Nearly all of our educational programs are being measured as if they are a series of coursed, as if they are the confusions of a single course.

Shraken Students

Too many of our university students, then, still profess to want a liberal education, or lesser refinement. When they are asked what they want, they usually return a larger sense of humanism. Then they direct us to the training of our students. We cherish less the contact of the influence of the past, and more the fact that they can themselves shrunk to a normal person, an individual. Their major, however, is to be a career.

Recently I observed a school to tailored to the description, "a college for people who take long walks."

The processes of the school, correspond, can degrade. With a few exceptions, they are not a career, but a vocation of a label. Gaither Hall can be described by any student.

It is time for our college universities to come at the cost of the worth of a free life, time whose self is still available to distinguish between young people and education. It is time to measure the priority of being over doing.

The great debate about the curricular paradigm has been both national and local, producing much more who can fail to be a successful and productive university.

We ought first to reflect on what authorities shall define themselves.

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Education Considered

The popular press and V.I. conversation reflect a certain concern about the value and worth of a liberal arts education today. Does it get you anywhere? This commentary addresses those questions from a perspective not usually discussed in either forum.

In his essay "The Dehumanization of Higher Education," (reprinted on page 4), Provost Haywood draws our attention to the sources of liberal arts' present condition and the degree to which the college and scholarship may be the source of its own destruction. The importance of these considerations to Kenyon College can hardly be overstated. Haywood then suggests an alternative which Kenyon nearly fits - at least in theory.

In the midst of an otherwise ominous account, the provost cites the environment of light and learning, a special quality of liberal education which is seen as uniquely American. This native tradition "celebrated the free individual, liberated through understanding his humanity in all its dimensions, and able, with his fellows, to secure a free republic - Jeffersonian citizens."

This vision surely has an attractive quality to it. I must ask, however, two questions regarding this noble idea. First, does it reflect what Kenyon is actually doing? Second, should Kenyon be so committed?

To answer the latter question first, there is little doubt in my mind that Kenyon is indeed to liberal learning in some form a proper and dignified role for this college. However, whether the ideal of the "free individual, liberated through understanding" actualizes itself in practice, is questionable. The very process of liberal education may destroy the basis for the effort, the common ground necessary for effective cooperation and communication. Self-interest feeds on the instability or other restraint erodes collective and social interest: it drives us into ourselves, our specialized skills, and our desire for personal gain. This is the answer for our times. That the liberal arts college is severely threatened by this tendency is worryingly evident.

We really depend on the remaining strength of the classical curriculum. Haywood describes this as the effort to "train those who would direct the lives of others." While we reject the notion of this precept, the idea of the college as an institution of general purpose, liberal arts colleges is the subject of this paper.

Kenyon stands in a dangerous position. We are sitting on the fence, and find ourselves being pulled toward social concern on the one hand, "Michael's" approval of the IPHS program, for instance, and self interest on the other. After all, we are members of the same generation. Most of us will leave here well equipped with a generous stock of ideas, quotes, and style. How we make use of these benefits will reflect Kenyon's success - or failure - to overcome the dehumanization of higher education.

Although the idea behind Provost Haywood's article, "The Dehumanization of Higher Education," and the article itself contains many points of number of points at which I must question the conclusions drawn.

"Too many of our universities and colleges..." still profess to want to educate their students.

The fundamental education, have become vocational schools of greater or lesser refinement. Whereas once the students could "avenues to a larger sense of...", they now direct... to the marketplace.; Students find themselves shrunk to a normal person, an individual. Their major is to become a career.

We ought first to reflect on what authorities shall define themselves.

Continued from page 74.

"Continued from page 74, mentioned that, "College preparatory work is more vocational in nature now than it was 50 years ago," students.

We agree, the issue at hand is not to serve well because they desire to be able to enter any major, but in what is a relevant major, and what is a liberal major. Currently we have the following students at Kenyon: men and women who want to have a career. Kenyon is not a result of effort.

Continued from page 74.
Char wars

Feb. 4 (Time Newsweek Magazine; Lifestyles) Char Hero

In the movie version, our hero might return to his native land to direct the opening of the volunteer firehouse—just as hedid in the book although he's not the FBI's "Most Wanted List," he's really an okay guy. He burns down the widow Allen's house. He has a noticeable reunion with plants. And naturally, there's the chiefof Kenny's security guard: "Wearing an flaming arm." The script is true to life. As the "The Anstott"/"transcript of 7/19/73" reads, "It's a big, destructive," said spinster Kate Allen in her survey of the cause of gasoline stacked in her former front hall, "but nice." He proved elusive during his stay, balding at the invitation to speak before a group of Iranian students. Instead he reserved his harm for the students. "The Anstott" proved to be a gentle goose, although his famous explosive temper did make a mark. Firefighter Johannigman committed a small error during a rehearsal and was reprimanded "by The Anstott."

Johannigman did get in the final world through 'shooting'. "You don't have to fit me, I quit."

A loose intimacy developed between the star and the producers. Once "The Anstott" blew off his index finger while burning the post office. The next day during rehearsal the rest of the cast showed up without an index finger. "You mean you all have floppy, you stupid people!" said "The Anstott.""Feb. 11 (Time Newsweek Magazine; Letters to the Editor) Anstott at Kenyon

When the Kenyon College Public Relations Department asked which publication I would like to have interview me, I said Time Newsweek with no hesitation.

I was under the impression that the article would concern the Buddhist Monk Foundation's funding of internal construction experiments. Instead you flamed the flames of sensational journalism with a mish-mash of leprosy, homestead widows, and fake Indians.

I've decided to cancel Time Newsweek. Plante On, "The Anstott!'"

By PARRY DEGNER

"Pumping Ironies"

By JOHN SHENK

MARK RYLANCE

Staff Writers

Some ironies—birds have pre- sented back to Colburn Gallery, the exhibition "Birds with Titles." Since space is tight the exhibit as a whole, given the viewer an immediate sense of linear order, is the electric birds engaged in many humorous and provocative situations. The exhibition, a fun for the birds. "They're just as funny as any comic strip, free from the usual linear flow of panels and speech bubbles."

Art Review

"Birds with Titles"

By JOHN SHENK

MARK RYLANCE

Staff Writers

Some ironies—birds have present...
**Book Review**

**"Shroveteid..." of geritol, and Mickey Spillane**

By RICK ROSEN GARTEN

**Shroveteid in Old New Orleans, a collection of non-fiction, by Ishmael Reed. Doubleday & Company, Garden City, New York. 293 pp. $8.95.**

In his Introduction Ishmael Reed refers to this collection as an "investigation of autobiography of my people." Protestant scriptures especially, before the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after finishing the book itself. If the books are delivered, but after

Reagan American being position person Conference Kenyon. "Economics" in Shrovetide point delivered, before in The Last Social of which he knows view Pretentious of the VW a economics. "The present lying, a collection of the variety of the books, and especially the self-effacing student. The book's, don't book, I would have answered: jaw, I had to look at least closer to know, rhetorical reply in Reed's obituary, but what a ridiculous thing this collection while speaking is like. It becomes his best book. Reed's treatments of prejudice and presents us with the thought of a book like Reed very willingly, very peacefully, and it seem to be so useful to expose us to the mind which realizes that, if so, the blacks are ever going to desist each other, we will be led to see the implications of the book prejudice and resume the light of day. Prejudice is like a today, it's bad for everybody for every on up.

As his best, Ishmael first to the reader and the reader with some worthwhile revelation, and then is a contributor he acknowledged and so.

**OAPP: A chance to give**

By ERIN FARRELL

There is a rich opportunity for students to participate in community "mental health" and educational agencies. In the past student volunteers have worked with area preschools, problem youth, juvenile court cases, the mentally retarded and aging citizens. In a number of cases student involvement has influenced judges and graduate student plans. Seth Penson, graduate of the class of 1978 and president of the Student Affairs of the University of Maine. During 1980, spent a semester as an intern/counselor for Home Start, part of the Headstart program. Connie Kendall's work in behavior modification has helped her in her decision to pursue the study of special education at Notre Dame University. These are just a few of the many volunteer work after Kenyon.

Everyone willing to give up a portion of busy or unayed activity time may benefit from the program. He is the one who's time is useful and appreciated. The program varies with different programs but generally ranges from two to six hours per week. There are a number of individuals who sponsor campus organizations designed to promote student involvement in various community service programs. Greg Nolan, involves a group of students in a weekly swimming or roller skating program with New Hope, a day school for mentally and physically handicapped children. Cliff Engse organizes Sunday visits to Mount Vernon Sanitarie Institute for the Friends of the Mentally Retarded. John Clarkins works with blind children and has recently formed a very successful program with the blind students on campus. These two programs provide needed assistance and jobs for disadvantaged youth.

A number of student volunteers are currently working through the Off-Campus Activities Program in Psychology. Students not enrolled in psychology courses or members of OAPP exists as a liaison between local and school social agencies. OAPP's recent story Mohican Youth Camp, a program in which students are paired with handicapped youth. A field trip can be arranged on Mohican Indian Reservation. Arrangements are being made for students to work with the children. More information please sign up at least two weeks in advance. Information in advance of the program can be obtained by calling (415) 484-4000.

OAPP also involves a number of individuals at Handian, a youth center for children suffering emotional problems. Approximately 800 children are matched with youth through Mt. Vernon. Reilly's work at the Center has been with mentally and physically handicapped at the School and Mt. Vernon Sanitarie Institute. There are also alumni volunteers to act as mentors.

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**COLLEGE POETRY REVIEW**

The National Poetry Press

**Announces**

The closing date for submissions of manuscripts by College Students is February 15th

ANY STUDENT attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. Shorter works are preferred Those of 25 lines or under are asked to send only one poem. Each poem must be TYPED or PRINTED on a separate sheet, and must bear the NAME and HOME ADDRESS of the student, and the COLLEGE ADDRESS as well.

MANUSCRIPTS should be sent to THE OFFICE OF THE PRESS.

National Poetry Press

Box 218

Agoura, Ca. 91301
Council's
money tight

By KEVIN TICHE
Staff Writer

To the majority of the Kenyon community the financial business of Student Council is confusing. In an effort to shed some light on the events and activities of Gambier's eternal mysteries, Mark Hallinan, Student Council Director and Chairman of the Finance Committee explained one of the areas of most concern to the student body: budget allocations to student organizations.

This year's council is following suit of the impressive budget last year by Brian O'Connor, former Council Treasurer. Such changes are the making of allocation once a year in the spring, with a review in December, as opposed to the independent semester allocations and to institute a policy of matching grants. Under this policy council requests that the organizations requesting funding raise 50% of their operating costs, with Council providing the remaining 50%. The effect of this is to double. First, it forces student organizations to find sources of income in addition to Council funds. Secondly, student groups who do not need second semester funding come forward and sell the Finance Committee, allowing the sixty-three dollar student activity fee to go where it may be needed.

The need to efficiently apply Council money is greater than ever with constantly rising costs. The grip of inflation has put the Council in a situation. For example, at the December Student Council had appropriated $45,000 dollars for the $4,000.02 was allocated for second semester budget requests. After meeting Council's own costs ($500) and clearing bills outstanding from last year, the Finance Committee was left with a $91. And what of future inflation? "We are trying to make council to offset the effects of inflation," Hallinan said.

The situation boils down to a choice: either take a loss or stick to the budget. A choice which is forced into the situation of spending as much as it earns. If there is a continued inflation or a large desire incurred by the organization the "tighter" balance that the area now maintaining will be thrown off. "Council recognizes organizations need for funding, but organizations must recognize the need to restrain spending, because using the Student Activities Fee is not a viable concept," Council looks for favor to those organizations which do their part to cut out waste, and raise money whenever possible.

Among these changes will be the investigation and revamping of the Kenyon Subscription and Advertising Bureau (KSAB). Since it is not currently a large source of income, some of the highest budget requests, the future.

After completing her graduate work LeBlanc plans a career more oriented toward research than the practice of medicine.

Fifty applications have been received for the position LeBlanc's, vacancies. The committee for the selection of a replacement is looking for qualifications similar to LeBlanc's.

by MOLLY DEBOYE Staff Writer

Aero LeBlanc, Medical Assistant at the Health Service, has resigned effective June 15. Aero LeBlanc plans to attend graduate school in pursuit of a Ph.D. in Counseling Psychology. About her three years at Kenyon she stated her belief that the experience with student health care will be an asset in the future.

by MOLLY DEBOYE Staff Writer

Lower Dempsey Hall faces redecoration this spring thanks to money which has been allocated by the Trustees for certain "essential" physical improvements.

by MOLLY DEBOYE Staff Writer

The most frequent method of guessing a team's performance is through its win-loss record. According to coach Tom Milligan however, that is not always the most reliable or the most accurate measure. Track differs from football and lacrosse in that individuals can distinguish themselves as sprinters and even conference champions in a particular event even though the success of the team as a whole is not spectacular. Kenyon's new track coach recognizes this and has implemented a training program this season emphasizing the improvement of each runner rather than winning. "Our dual meet record is secondary to the week to week improvements of an individual and how he does against conference competition." Milligan, who attended Ohio Wesleyan and completed his graduate work at Bowling Green in 1972, is no stranger to the Ohio Conference. He was head coach for two years at Hendidelberg and served in the same capacity for one year at Ohio Northern.

Milligan feels that the OAC can provide stiff competition in Baldwin-Wallace, Mt. Union and Ohio Wesleyan, among others, but the present dual meet schedule provides competition which is frequently "sub-par" to that at a conference meet. For this reason he asserts that winning is important but [the runner] has to get better. It's who you're running against that should be considered.

He observed that one of the problems presently facing him is establishing reliability in the

Runners crawl

By JEFF EPSTEIN
Sports Writer

Dempsey to get face lift

Conference for the Kenyon on "Kenyon, from the outside view, has not had the respect, other teams. This is not a run to job either. First you've got to walk to run. We're not just job." Though this is a bit encouraging, evaluation, Messrs. Poll is careful to point out that it does reflect upon the reputation of the most talented of this year's squad, on the strength of the outgoing senior Bob Brody and veteran Lee Gregory, the coach felt that there would be no need to tread anew the old path to success.

OAPP

Continued from page six

vacation for borderline retarded in adult group homes. In addition, OAPP arranges monthly visits to "Wonderbraut," a day care center which provides hot lunches, counseling and medical services for the aged.

The kind of community action programs that Kenyon volunteers participate in provide a great social service to this community. Students who become involved find that the benefits are recognized as valuable. Learning experiences are transformed into an individual feeling of warmth and gratitude. To get away from Kenyon and take part in the positive role real world can play in their special awareness and interest in their special abilities. The people who care about the needs of this community are essential to the success of any volunteer program. It is these people we thank.
**Rogers spectacular, but Lords need improvement**

By JOEY CLATT

Staff Writer

Having just returned from a rigorous training session in Ft. Worth, Florida, the Men's swim team faces one of its most exciting meets ever. According to Coach Street, the weather in Florida was not ideal, but it was not as bad as the weather he has conducted in years. The swimmers trained for more than eighty hours each day, with the average of a phenomenal 14,000 yards.

The intensive pre-season training program, which includes work in the pool, swimming, and sprinting exercises in addition to the regular team meets, has paid off. The team is the finest quality and most "together" group he has seen in four years. "There is a great bunch of freshmen and the team is cooperative with morale and enthusiasm high." Even if the weather in Florida was not ideal, the swimmers had developed a great physical strength and were ready to face the upcoming meet.

**M'ers finest in four years**

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people who have just not for the first time were so eager to understand another. The air was filled with a great consideration for each other. If only president Jordan were here, I thought, to see with his own eyes the vigor, enthusiasm, and sincere concern, expressed by these students. The overarching concern in our conversation was not to assert our own world, but to explore each other; to use in a mutual reference point the experience we have had at Kenyon, for each of our worlds back home have facets, no matter how indirect, that are discernible at Kenyon. As Carl Jung has said, "I am human therefore nothing human is alien to me."

A silence fell as we remembered how hard it was adapting to Kenyon. And we had adapted to Kenyon not confirmed. Both offer the sensation of functionless, of achieving a role. Yet a paradox exists. To confirm is to gain your function at the expense of a new innocence. Your original state of being is lost and is replaced with a stable and sterile one, that limited and that discourages novelty and individuality. But to adapt is to sustain your innocence despite your initiation. Your innocence is to be moulded brought to the brink of knowledge, only to recede back to innocence and to more questions. A human should not be measured by his instant statements, but rather by the possibilities opened by his questions.

My friends come from diverse backgrounds and they refuse to conform in spite of their affluence or lack of it. We wondered who were the privileged few, those who conform or those who adapt. What is the importance of exposure and exploration of different values? To know the world is to know more of yourself. There is individuality, to be sure, on this campus, for it is composed of individuals, yet what is the possibility of there being a large conformist body? How much "interpretation" occurs here. I thought of how many good friends of mine have left this school; friends who were innovative, independent, creative yet could not maintain themselves here, and I ask why. They were bright, some brilliant, and had the capacity for much more learning. What is the importance of exposure and interpretation in an institution with as much affluence and power as has Kenyon?

All these questions manifested themselves like mandarins, inevitable at the tip of a stalk. What consequences will these questions have? We concluded only that there are questions where not antithetical to the institution. In fact the institutional self-consciousness that we have been striving for is the very good and purpose of this institution, in the first place. The outcome of our conversation was a realization that there is a need on this campus for concerned students to help others students who have difficulty reconciling their backgrounds on this institutional plane.

We want to help any student regardless of how maddening deviant or insanely normal their backgrounds may seem. I am not sure if there is such a need at Kenyon or if merely a discussion table discussion table will pertain these questions such as these. But if any one is interested, no matter how heated or mild, how traditional or innovative, with ideas or without,