Kushan, Senate Eye Minority Question

By JEAN LIEGGET

A special session of Senate was held on October 24 focusing on the recurring topic of minority problems.

The meeting was attended by Sharon Deyer, Director of Off-Campus Studies, two members of the Black Student Union, Paula Ivory and Gabriel Ross, and by John Kushan, Director of Admissions, who was invited by Senate to explain Kenyon's policies concerning minority enrollment.

Concerning Kushan one of the big misconceptions that people have is that there are a lot of minorities eager to come to a school like Kenyon. This is not the case, however. Kenyon, unlike Ohio Wesleyan University, draws heavily from a number of minority backgrounds. The College of Wooster also has a summer program of its own which is drawn mostly from minority students.

Kushan, however, who can't make his presence felt, finds it doubly difficult to attract minority students. According to Kushan only 41 blacks applied last year. Most of the 39 that were admitted to the college were from colleges that had accepted only 4.5 per cent to come to Kenyon. Many of those who were admitted were sent by local League schools.

Kushan relies on a student service search to recruit students. It receives the names of every student who scored above 300 on the SAT — both minority and non-minority students. The staff then seek to contact the students. The problem arises when Kenyon goes out and talks to potential minority students and their high school counselors. They want to know what kinds of services Kenyon can offer them, such as black faculty members or black studies programs. Since Kenyon virtually has no service for minority students both the school and the students and their counselors "are turned off," said Ross.

Many minority students are admitted to Kenyon because they find that most of their enrolled students come from the same socio-economic status as themselves. One is a rural setting.

"In the study of the Black Studies Program, Berkeley," argued Edwards in his study of the status of students of African origin, "Kenyon graduates 75% of its non minority students. He believes that blacks face individual and particular problems that most other students are not confronted with. Some of the problems to do with lack of experience in a rural environment."

For these reasons they have decided that because there are only 14 or 15 blacks to identify with on campus, it's a special thing some black students are hesitant to try blacks because they just don't know", said Ross.

The blacks coming from upwardly mobile families in cities such as Washington D.C. often would rather make an academic compromise and attend a school such as Howard University where there is a large black population. After all is a talk about "an exceptional amount of footwork to attend a school that does not have a wholesome environment," said Kushan.

Kushan said that minority students coming from an environment different from that of the majority of students here cannot be expected to embrace the community and its way of life. Both Ivory and Ross feel that they can assimilate themselves if they have to, but don't understand the programs as being as intimately involved in the atmosphere of the College as to be able to participate in the activities

Activities Fee Increase Passes

By JEAN LIEGGET

Members of student council voted Monday to increase the student activity fee by 25%. Brian Raner, Student Council Treasurer explained that a $2.00 increase would maintain the same level of services offered by the organizations, and also, a lower interest rate might pass whereas a larger one might not.

A student referendum on the issue will be held on Thursday, November 8 from 8:00 p.m. to 1:00 a.m. in the college dormitories. The referendum needs 60% plus one (majority) of the student body in order to pass.

Rich Snowdon, and other members of council, advocated a fee increase of $7.00. Since the second tier top priority organizations do not plan to expand their present level of service, five of the seven dollars would be allocated to the three major groups.

"We do not think that all of the members of council feared a new tax. Far too many people go to zoos. The critical thing seems to be that people go abroad to study. And when the Exeter Program was developed, we were trying to do there what we cannot do for English language and do not attempt at all to provide the culture that is being visited. They are like, in short, that privileged American student. It is the last thing they should seek to be. There are many people who are convinced that the simple act of going into a foreign country will answer a person's needs. There are lots of people who look optimistically upon this and believe that a person will go abroad and will come back and then with us to undertake the study of a foreign language, or get themselves deeply engaged with a foreign culture. As I have said in another context, that's what separates the people who go to zoos from the people who go abroad to study."

Kenyon College, Gambier, Ohio 43022 Thursday, November 1, 1979

Ola Belle Reed and family perform at the Folk Festival Friday night. The three day event featured various artists as well as a craft show and square dance. The annual festival was well received by the community.

Haywood: Study Abroad Must Be Structured

By ROGER FILLION

This is the final part of an interview series with Professors Bruce Haywood, former President of the College, and the College curriculum. The other two parts appeared in the previous two issues of the College newsletter.

Q: If you are giving a talk on the study abroad program, what would you say?

A: I believe that the study abroad program is the best way to educate people better, who are capable of taking advantage of it. The study abroad program is the best way to get to know people outside of our own country.

Q: Why is it important to have a structured study abroad program?

A: It is important because it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the benefits of a structured study abroad program?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for American students?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for American students?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for international students?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for international students?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for faculty members?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for faculty members?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for administrators?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for administrators?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for students?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for students?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.

Q: What are some of the benefits of a structured study abroad program for parents?

A: One of the benefits is that it provides a structured framework for learning. It provides a structured environment that allows for a more organized approach to learning. It also provides a structured environment that allows for a more organized approach to socializing.

Q: What are some of the challenges of a structured study abroad program for parents?

A: One of the challenges is that it requires a lot of planning and coordination. It requires a lot of resources and funding. It also requires a lot of flexibility to accommodate the needs of the students.
**Cambodians Desperate Should U.S. Help?**

A series of profiles on the various Presidential candidates will begin next week. From time to time this column will invite the Cambodian community to submit profiles, notices, and criticisms in regard to the candidates and other current events.

**By WILLIAM M. MERCK**

It is now clear to everyone that the people of Cambodia are desperate. Even Prada has said that there are "problems". In short, the pro-Vietnamese Khmers are in a state of lawless anarchy. The Khmer Rouge that once controlled Cambodia has returned to power in a government. The result is that the entire country of Cambodia is now under a government. Thousands of Cambodians are fleeing to Thailand leaving behind massive

**LETTERS, LETTERS, LETTERS**

**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 writer.

**Review of "Liberal Arts"**

To the Editor:

The editorial and the Provost's statements in the last issue of The Collegian (Oct. 25) have pointed out what I consider to be serious flaws in the liberal arts philosophy. For too long the liberal arts philosophy has been the cornerstone of our educational system. The above issue has not been solved or constructively discussed because students seem to lack the discipline to work away in the Archives.

The question for the Editor and the Political Forum columns have a purpose. They are a permanent invitation for students and faculty to participate in our discussions, whether in agreement or disagreement with those in this column, and thus hope to stimulate comment and perhaps even encourage students to be some of the major contributors in developing an interesting and provocative newspaper.

The Kenyon Collegian

John Palfy, Todd Holzman, Molly Devereau

Editorial Board

Tim Barta, Don Hinder, Chris Barratt

John Palfy

Tom Gruber

Molly Devereau

Managing Editor

Tim Barta

Associate Editor

The Collegian is the official newspaper of Kenyon College. It is published twice weekly during the academic year and once a week during the summer. It is edited and published by students under the direction of the Department of Communications.

Volume VI

Number 8

Thursday, November 1, 1979

Gahns, Ohio 43022

**Coverage Irresponsible?**

The article used as its sources - university employees, 52 percent does not include any responses from the Provost or President. The validity of these sources has to be questioned, but would be granted anonymity, then workers would be found to have a high rate of involvement in the debate.

Any student in the College should realize that an employee's work experience is the superiors who do not have to be held accountable for the accuracy or truth of his statements.

When specific attack is made against individuals within the college, the particular attack was as vicious as those that appear in the article, such as a professional or political student. The article does not provide equal time to the individuals attacked. Equal time does not mean being able to respond a week later in the "Letters to the Editor" section. If the individual attacks are gonna be made, then provide time to rebut the charges made in the article, the article must be both better informed and better able to judge the validity of the charges. The article's author, Mr. Hadad, has been a conservative in a sense any way.

The clever innuendos suggesting that the maintenance of the U.S. commitment in Vietnam is not essential to the survival of the U.S. economy, that the U.S. can take care of itself, is a gross misstatement. The U.S. has 10% of the globe's population and 37% of the globe's GNP. The U.S. is the economic leader of the world. The U.S. is the economic leader of the world. The U.S. must be able to support itself and the world must support the U.S.

The article raised an important issue, but the chances of discussing the issue and getting satisfactory answers are probably slim as a result of this article. You are writing the wrong audience or you have not included the right people.

The article is written in such a way that it will not be able to respond to the charges made in the article, the article must be both better informed and better able to judge the validity of the charges. The article's author, Mr. Hadad, has been a conservative in a sense any way.
 grounds, Francois making. Botticelli's very newspaper? The one in this continued from page 2.

 grounds, the impression of the cuteness of the land and then asked Men's Lord, Baldwin, and Borton to respond. The article, instead, takes a different approach, focusing on the benefits of a new outdoor activity. The College is working on a comprehensive, subject-focused program. Student Council and the Trustees both discussed the issue in meetings the week before.

 Prison Plea

To the Editor:

Mr. Freddy Heisland. I'm white and 32 years old. At the present time, I am in the Southern Ohio Correctional Facility in Lucasville, Ohio.

I am doing a life sentence here and will spend many years in this prison until I am eligible for release. It gets very lonely here especially since I don't get much mail.

So I was wondering if you would be willing to print this letter in our school newspaper? I would love to hear from anyone who would care to write. And I would also enjoy getting pictures of those who write if they have any pictures they would care to send.

Thank you for your time and hope you can do this favor for me. I hope I'll be hearing from some friends soon.

Sincerely, Freddy Heisland, Box 45069 416-643-5236, Lucasville, Ohio 45659.

Student/Trustee Interaction

To the Editor:

I am writing in regard to the open student/trustee meeting held this past Friday night, October 26.

For all those who were not there, it should be noted that a structured presentation was attempted in order to facilitate communication between the two groups. However, the system provided failed in its expectation. It is this point that I must address.

I was responsible for that evening's program and am willing to assume blame for its failure. The concept of the meeting was to stimulate dialogue between students and trustee members, a unique opportunity not offered by many colleges.

The structured beginning of the meeting was established as a means of promoting conversation, not as an opportunity for people to shift, disturb, and turned-off by the atmosphere and presentations made at the meeting. I share this concern. The forum was established in the hope that it would foster formal, candid dialogue between the president and professors. However, using one another as resources to define problems, exchange ideas, and brainstorm solutions to resolve compelling campus life.

Needless to say, none of this occurred. Unfortunately, people have told me that they felt that there was something inherently wrong with the provided format. I tend to agree with them. However, this does not mean that the entire idea of student/trustee communication need be discarded. There needs to be a way to outside the trustee constraint structure to express their concerns with "the powers that be," and vice versa.

Unfortunately, I offer no solution, only a desire that this ideal is not.

Michael M. Brownstein
Former Chair - Student Affairs Committee.

Jacqueline Bisset and Jean-Pierre Leaud

The 'Societe' page

The subject of The Paper Chase is the absurd value placed on success, competition, rewards, and reputations society. The movie's ending leaves us totally confused in regard to his message.

Director Bridges is somewhat out of place in this film. A veteran theatrical productions, the methods he uses in The Paper Chase are a little outmoded. He has talent but he is much better suited to the theater. However, he is very adept in watching the atmosphere of the classroom. His most brilliant idea is in casting Houseman as Professor Kingsfield. He uses an excellent performance as the crusty, almost tyrannical scholar.

The Great Dictator


The Great Dictator was a milestone in Charles Chaplin's career. It was his first all-dialogue film-and it marked the final appearance of his famed tramp character. Chaplin plays a dual role—as Adenoid Hynkel (Der Fuevoy), and as a Jewish barber.

When Chaplin made The Great Dictator, the United States had not yet entered World War II, and he received a lot of pressure to halt the production from various groups.
Can it happen again?
A Bowl Game for the Lords

By MAX PENSKY

As the seconds on the clock tick away, and the players on the field stare into the sea of fans, the tension in the stands behind countless television sets already know that the Lords have won. When the final buzzer sounds and the match is over, the crowd erupts into their feet, clapping jubilantly. That phenomenal team against the odds is history. This appealing image, surely missed the excitement in 1963. But the victory needed no

Brecht's Good Person Called Effective

By GATES LLOYD

The cast and production crew of last weekend's play, "The Good Person," were given credit for accurate, effective productions. The play was a winner. Walter Brecht's "Brecht in the 1930's," it reflects the quintessential attitude of that period. It is a play that

Shu Ta confronts township in The Good Person of Szechwan. commands acting ability, technical skill and especially, a sophisticated audience.

In the fond of Shu Shih/ Shu Ta, Tameran Thornton portrayed but Shu Ta, her gentle face with that pride is searching for, as well as a sinister business concern. As Shu Ta, Shu Ta's ruthless "bizarre passion", she is a quavering, reverent, relying more upon a sneer and a raised voice than the arrogant concern to exploit the employer. However, as Shu Ta, she was sensitive and compelling. Despite her slight problem with the character of Shu Ta, Ms. Thornton combined the two parts of her role adequately, resulting in a convincing performance.

"Joe Egg" Featured

By LISA DISCH

A couple that relies on game-playing and a sarcastic sense of humor to cushion themselves from the disturbing fact that they have a handicapped child one day have their fantasy world crash down around them. On that day, the child's disablement and prevention of the family's life provokes a desperate attempt to eliminate her. Peter Nichols presents both the games and the social arena underneath their portrayal of the events leading up to "A Day in the South of Joe Egg." The first scene producer's decision of the year. "Joe Egg" will be presented at 8:00 in the Hill Theatre tomorrow and Saturday. It is an honor exercise for three scenes.

John Gerlach, Perry Lentz, Mainstream Real Men Captain

Captain KENYON COLLEGE

The 1963 College Bowl team must win a decision over Kenyon's. This was 1963. The College Bowl's own quick recall of the season, of no real significance in making academic quality. But when the team set at Wake Forest the criterion did not sustain for the team began to rise.

Within the next three weeks they had defeated both Shad Clarks, and Allegheny College, and were only one match from the perfect record and a championship.

Although the mentally and physically fatigued team lost their final match to Louisville, the game was a success. The team was not denied.

Former Extern Praises Program

By MICHAEL CAMELY

According to former extern Mark Kennedy, Kenyon's Extern program, in effect during the two weeks of spring break, is a unique program in vacation time: "I had heard good and bad things about externs and I had done my research. I was not underling, and was expected to in the final round, as had all the Ohio schools that had entered the competition. The student body too

"Joe Egg" is a play about a couple who relies on game-playing and a sarcastic sense of humor to cushion themselves from the disturbing fact that they have a handicapped child. When the child is disablement and prevention of the family's life, the couple tries to eliminate her. Peter Nichols presents both the games and the social arena underneath their portrayal of the events leading up to "A Day in the South of Joe Egg." The first scene producer's decision of the year. "Joe Egg" will be presented at 8:00 in the Hill Theatre tomorrow and Saturday. It is an honor exercise for three scenes.

Michael J. Wilson, who is directing the show as an independent project, points out the attempt by Brian and Sheila to explain their situation to the audience. To achieve this, the first act is presented as a play within a play. Brian and Sheila's lives revolve around their daughter Joe, who is critically handicapped. Initially, the play involves the issue of how families deal with such a person. The play concludes with a crashing of the crises Joe causes in their marriage. "Joe Egg" will provide an evening of theatrical entertainment. Tickets are available at the Bolton Theatre Box Office at 1:00 and 5:00 p.m. Monday through Saturday, and Sunday afternoon. They are free to students with I.D.'s, be happy with a job in that field. During the Extern program, the student must be able to provide for his/her own room and board.

Barbara Gensmer, Director of the Career Development Center, and principal moving force behind the Extern program, said that there will be one major change in the program. "The program has been primarily for juniors, and we've changed that," she said, "that this year's we're opening it up to sophomore and junior students."

Gensmer believes that the program provides valuable information in two ways. "More students have thought, I've been encouraged towards a field that I really was discouraged—but the other is just as valuable," she said. "I often students are externs in occupations that are not their primary field, but they feel they need to check it out if a second career secondary idea they have in mind, as a way to see what desired looking into." The exerts of 1978 and 1979 had extremely diverse experiences. Sponsor's occupations included actors, accountants, attorneys, writers, doctors, environmental, bankers, chemists, reporters, film animation artists, psychiatrists, social workers, and the Finance Director of Cleveland, Ohio. The Career Development Center, the Academic Council and the faculty, match up students with any desired occupation. Last year, the CDC was able to place 61 out of 80 registrants with sponsors. Ms. Gensmer cited a lack of time as one reason sponsors for a student not being placed, and urged students to sign up to "respond swiftly" to the correspondence with the CDC during the match-up process.

The extern program was a former student from the class of '69 who worked with the project department of American Airlines in New York.

"My experience was amazing compared to others," he said, "spent three hours the first day with my sponsor, and then I spent the rest of the week spending time with eight of my best friends, all of whom were involved in different fields of business." Kennedy was able to learn about job opportunities in publishing, advertising, investment banking, etc. He said he would have the opportunity for exploring such internships in the future. Gensmer would like to see the program continue, and think that it is something that shouldn't be missed.

Sophomores and juniors interested in the Extern program should obtain the registration form in the Career Development Center. Registration deadline is tomorrow, November 2.

The Village Market
Gambrer's village grocery
Beers, wines, meats, cheeses, produce, and more

Coloind's Wear
101 South Main St., Mt. Vernon
Phone: 379-7380
Traditional Cloth
by Austin-Redd. Zero King, Cricketer, Lee

November 1, 1979
Kenyon College
Writing Clinic Draws Positive Responses

By SALLY McGILL and LISA MESAROS

A writing clinic, designed to assist English 1-2 students with their papers, has been in progress for some weeks. A student may take a rough draft of her paper or an outline of ideas for the paper to the clinic, where a proficient English majors will offer suggestions for improvement.

This initiative comes from an idea of Professor Sharp. A clinic was arranged to encourage students to help students and to offer assistance with their papers. They also are able to receive help from teachers and from members of the department's faculty who presided over the clinic in their spare hours.

However, students weren't going to the former clinic, and the teachers found it frustrating that no one came. The format was changed, and the present clinic is composed of student tutors, all senior English majors: Lisa Marrano, Jenne Finson and Sonye Remke (an Honors Major). According to Prof. Lenz, the set-up of the new clinic is more desirable because the student is more at ease about going to get help from tutors other than from teachers whom they do not know.

The student tutors were chosen by Lenz from 40 prescriptive tutors given to him by members of the English department. A student may choose to go to the writing clinic at any time. If he or she is chosen, Lenz highly recommends that he, or assigns him, to the clinic. If the teacher recommends certain students, those choices are used. Lenz is still evaluating the effectiveness of the clinic. He is hoping to find the student's name on the report form filled out by the teachers. The report states the amount of time the student spent with the respective student.

Lenz says it is rather easy to determine whether there have been any improvements in the writing of the student, because students are trained in the technique. He felt that the students' attitude as a group was very nice. "They feel no shame (about their work)." Lenz has charged seniors ten years ago. He now feels that they are aware that they need help in writing.

Senior Week Funds Solicited

By ROBERT RUBIN

The class of 1980 may find itself faced with an interesting problem when Senior Week rolls around next May, how to have fun on 25 cents a day.

The college has allocated $650 to the seniors for activities during the week prior to Commencement. When this figure is divided among 312 seniors over eight days, each senior would have roughly a quarter a day.

The allocation is nothing new. The last several graduating classes have been given the same amount of money. Past years have seen many seniors go home for the eight-day period, and the money spent on a dozen or two things may be different.

Haywood Interview

continued from page one

The curriculum, as we think of it in the college, is based upon one fundamental belief: the students who are admitted to the College will be able to accomplish the work that is offered in 12- and 11-credit courses without any other kind of preparation. What we are saying now is that we need to be able to re-examine the entire curriculum to make certain that students will have a broad education here, provided that they undertake a certain amount of work among the divisions of the college.

Q: And that's the distribution requirement?
A: Yes.
Q: Then is there a smaller number of courses that you would be programmed? I guess you could call them core courses.
A: Yes, if you'll call it a core program. The Senior Class Committee will be outside of the core program. The students on November 6-8 have sign-up lists for the special charge. We are going to list up for 10 classes on November 6-8, with sign-up lists for the special charge.

To prevent students from 'faking' for help. He explained that a teacher has only a certain amount of time to offer a student. Responding to a "factual" problem, instead of the administration is paying the tuition. Duff shares Lenz's opinion that the students are enthusiastic about improving their writing: "They feel no shame (about their work). They are eager to improve their writing." He said that students would do anything for us, especially after college, because they are "more enriched in our clinic. We are working with the students in writing, the more enriched their lives will be.

Duff confirms that the Department of English takes seriously the responsibility to educate students.

Prof. Koss notes that "Freshmen remember their parents' advice: 'study things such as the use of 'furken' and 'farken' -- high schools are not making them (words) as important. Language competence, he adds, is one of the most difficult things to obtain. However, he stressed that reading adds vitality to language.

When writing is not the same thing as writing a story.

Lisa Marrano reflects, "I think that a lot of kids aren't really aware that there's a writing clinic. So far the tutors observe that the turnout at the session has been low. Marrano explained that a great deal of the tutor's assistance involved the organization of the final event. However, the difficulty is the mechanics of the writing. The confidants may or may not arrive when one tries to determine where to send for help. Duff confirms that the students and writing their thesis.

The three tutors all feel positively about the clinic. Lisa says, "I love it, I think the kids say the same thing." Jenne referrers to it as "it really helps." The other tutor, Duff, adds, "At Christmas time, an especially helpful service, adding, "At Christmas time, an especially helpful service.

Minority Enrollment Down

continued from page one

The campus life is the majority of other students.

Schools such as Kenyon are being faced with a decline in the minority enrollment and a dimension in the application pool. This can be attributed to two factors said Kushan: 1) Schools that are primarily minority schools are more aggressive in their efforts to recruit minority students. These schools are streamlining their efforts to attract minority students. 2) Students that Kenyon actively recruits are being sought after by a great number of schools especially Ivy League schools.

To overcome this problem Kenyon finds itself faced with its homogeneous environment, Sharon Dwyer suggested that Kenyon try to increase the number of white and black foreign students. Kushan explained that Kenyon receives the names of foreign students from the Institute of International Education. Kushan also did not seem optimistic on the possibility of recruiting more foreign students.

It was the consensus that Kenyon suffers mainly from identity crisis. When Ron went to her former high school in Cleveland with Jenny Lurie, the admissions officer of her high school counselors had failed to give a clear picture of what Kenyon was like. According to Kushan many high school counselors don't make an effort to do their job well. They are being asked to do too many other things besides college counseling. It is Paul Ivory's belief that most black high school students don't know, what a liberal arts education offers them.

Two of the college's main goals is to re-recruit the minority students then more of them would be accepted. Sharon Dwyer suggested that Kenyon start to contact students from predominantly black schools to inform them of what Kenyon is about. Students who have been accepted by their high school to visit colleges since this is not considered part of the college's plans.

Kushan does not believe that the college will see any significant improvement in the efforts to recruit minority students. Kenyon gives financial support to those students who need it. 10% of financial aid is earmarked for minority students. But in an indirect way Kenyon gives financial support to Kenyon from attracting students from more varied socio-economic backgrounds. If Kenyon could achieve more diversity in its enrollment then the minority students would be less reluctant to come here.
Frostburg Chills Kenyon

From STAFF REPORTS

All good things, they say, must come to an end, and this is most certainly true of Kenyon's football team whose hopes of a win over Knox on Saturday afternoon were dashed by the game at Kenyon College.

The Lords dropped another painful loss, this time 12-9 to the Bobcats, 5-1-1, on Saturday afternoon. The game was held at Kenyon's own field, and saw the Bobcats take the lead in the second half and hold on to win.

Kenyon's offense, which had been strong in the first half, was held in check by a tough Bobcat defense. The Bobcats won the game with a combination of strong running and effective passing.

The game was played in front of a record crowd, and saw many Kenyon fans travel to support their team. Kenyon suffered its fourth loss of the season, while the Bobcats improved to 5-1-1.

From STAFF REPORTS

In what was considered a disappointing defensive effort by Kenyon, the Lords were unable to contain the Bobcats' offense and suffered a 12-9 loss. The Bobcats outscored the Lords by a 12-9 margin in the game.

The game was played in front of a crowd of Kenyon fans who had come to support their team. Despite their loss, the Lords showed good fight and played a competitive game.

Ladies Spike Record

By LARRY O'CONELL

Kenyon's volleyball team is "all back together," and have put together a series of successes that Coach Sandy Martin hopes will last through next week's satellite tournament to determine participants in the upcoming Ohio State Championship.

Despite a season filled with injuries the Kenyon have won nine of their last twelve matchs on route to a 7-9 season mark. The victory total is a record high for Kenyon volleyball.

One of the increasingly race losers came Tuesday evening in Westerville Fieldhouse, as Kenyon split a match with Rio Grande and Miami University. Tiny Rio Grande has turned out a powerful and healthy team with a 26-3 record, and justified that mark by dominating the Ladies in the first set.


Martin gives the Ladies "a good chance" to be winners because of the Bobcats' early season weaknesses. "The Bobcats are a good team, and we can beat them," said Martin. "Their defense is weak, and we'll be able to get to their strength, which is their offense." The Bobcats' offense is much stronger than their defense, and Martin believes the Bobcats will be able to beat Kenyon in the upcoming tournament.

The regular season ends for Kenyon this weekend, and the Bobcats will play in the Ohio State Championship.

By JOE WILSON

Kenyon's women's swimming team continued their march towards their fourth consecutive conference title with a victory over visiting Oberlin College, 72-59, and a fine meet at Ohio State University.

Although no score was kept, the Lady Dourses admiringly fired on Ohio State, one of the better Division II women's teams in the midwest. Swimming a modified program of events, the Lady Dourses captured five events, and Morris and Waller both took part in three events.

The women had little difficulty defeating Oberlin, in the meet held ahead of Kenyon at the Osterhout Pool.

Six members of the Kenyon Cross Country Team will run a 24 hour relay to raise money for the African refugee situation. The relay begins at 6:00 p.m. Saturday, in Worthington Fieldhouse and will continue to 6:00 p.m. on Sunday.

The team will be seeking to pledge their support by signing the petitions being circulated at dinner tonight.