

a review . . .

by BECKIE GARB
Editor-in-chief

Often one hears of a performance that a good opening and finale make the audience forget any less-than-excellent portions sandwiched between and retain a favorable impression.

If so, the Ashland Symphony Orchestra easily made up for the difficulties it had in its third selection, "Fanfare from 'La Peri'" (Dukas) with its other numbers during Tuesday's concert.

The mellow blend played against a kind of continuum of melodic flow made Conductor Harold Weller's rendition of Purcell's "Cannon on a Ground Bass" a good one (despite at times questionable intonation).

Weller's interpretation and conducting skill aptly highlighted the musical construction of "Symphony No. 104 in D Major" (Haydn). A somber splendor emerged in the image-provoking opening movement and rhythmic accuracy created a further moving aspect and some especially emotive crescendos developed.

The Andante segment of the symphony exhibited an articulation which translated rests into precise, effectively feeling pauses but precarious intonation and possibly weak woodwinds weakened the overall texture.

Approximately 300 (a minimal number of these being students) listened as the Symphony wove subtle arpeggios into an effective and interesting Andante fabric before a crisp, well-executed transition to the dancing Menuetto.

The increasing excitement built by the Juxtaposition of delicate and powerful sections in the final Allegro spiritoso were well-done and showing good contrast. The strength of a generally good closing movement was dimmed only by the weakness of some pianissimo measures.

The concert ended on a good note with an especially well-done piece, "Symphony No. 2" (Giannini), which was accented by excellent percussion and string performances.

WRDL "TURN ON" SCHEDULE

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00	Dean Dallman	Kirk Fogley	Dean Dallman	Kirk Fogley	Dean Dallman	
8:00	Dean Dallman	Kirk Fogley	Dean Dallman	Kirk Fogley	Dean Dallman	
9:00	John Tellich	Steve Day	John Tellich	Steve Day	Randy Keys	
10:00						
11:00						
12:00						
1:00						
2:00						
3:00	Paul Mooney	Marty Larsen	Marty Larsen	Marty Larsen	Marty Larsen	Audrey Popil
4:00	Bob Harris	Scott Rankin	Scott Rankin	Scott Rankin	Scott Rankin	Glenn Brodie
5:00						
6:00	John Huntley					
7:00	Dave Howitt					
8:00	Lee Honecker	Dave Spurrier	Dave Spurrier	Tom Edgerton	Tom Edgerton	Tom Edgerton
9:00	Lee Honecker	Brian Wing	Brian Wing	George Popord	George Popord	Dean Leidy
10:00	Tom Swope	Eric Helquist	Eric Helquist	Jeff Carr	Jeff Carr	Eric Schuster
11:00	Tom Swope	Dave Tressel	Dave Tressel	Dave Tressel	Dave Tressel	Charlie & Linda Beckley
12:00						

EXPOSE: Who gets aid?

by ELAINE GOSNEY
Staff Writer

For the month of December, 1972, 708 students received \$1,056,775 in financial aid. The figures in terms of the declared majors of students are as follows:

Major	Students	Amount of Financial Aid Received
English	17	\$ 27,145.00
Business Administration	103	156,059.00
Elementary Education	85 (Approx.)	119,000.00
Physical Education (not necessarily athletic scholarships)	87 (Approx.)	170,000.00
Languages	5	7,058.00
History	24	35,660.00
Comprehensive Social Studies	9	15,020.00
Science (including Math majors)	95	124,583.00
Speech	32	38,896.00
Home Economics	47	158,770.50

In addition, 111 students with averages of 3.5 or better are receiving some kind of financial aid. The amount of money allotted is proportional to the number of majors in each area of study.

The total amount of \$1,056,775 is not exclusively money which has been allotted by Ashland College. A certain number of grants are determined by the state of Ohio (Ohio Instructional Grants) and National Defense Student Loans (NDSL) are determined by the NDSL program. Moreover, specific families frequently donate money which is usually designated for people who have achieved in certain fields of study. In addition, people are sought to donate money to the College.

All financial aid is determined with reference to exceptional need. It is not sufficient that a person has a 3.5 accumulative average and no lack of finances.

Financial aid often implies a "free ride." In accordance with statistics, however, few people at Ashland College receive \$3,500 a year. In 90% of financial aid situations, students receive approximately \$300 to \$400. Most of the money received is in the form of loans.

Although the totals given are for the month of December, the figures remain fairly stable at all times.

**defends monies**

Dear Editor,

As treasurer of the Student Senate, I am a non-elected officer without voting power. For this reason and because Senate's financial activity has recently been bombarded, I feel compelled and justified in writing this letter. Perhaps I can help stop the rumors which non-elected representatives of the athletic department, as well as other confused students, have brought to hand.

First, the Student Senate has by no means "dipped its hand into the cookie jar" as far as our allotted budget is concerned. We were given an amount nearly equal to that received by last year's Senate.

Second, the student who wrote last week and said that Senate only has \$500 left was either talking instead of listening at the meeting or wrote her letter purely out of heresy. We have over \$5,000 left.

Third, Senate has not lost all of its money on concerts. Because of their very nature, concerts at Ashland College do not make profit. The most successful concert in a long time was the "Superstar" concert last year. Senate made a profit of only \$94 on it. The committee responsible for concerts did its best. It booked the concerts far in advance because that is the only way booking agencies will handle our business. This is why Senate could not change its style of concerts; they were already booked.

However, they offered a variety of hard rock, jazz, blues, and folk concerts which is commendable. I don't believe that any organization makes a profit on campus. The fact is that low attendance at concerts was the cause of great losses. Not only is AC a small town college but many of our students would rather go somewhere else on weekends. Where were the students who made Senate promise entertainment every weekend?

One final note to the athletic department and concerned students. You claim that the quality of Senate's concerts was the cause of their losses. In my estimation, none of the athletic events are drawing as many people as they did in previous years. Will you permit Senate to turn around and make the same conclusion about your problem?

Gary Hower

gives resignation

Dear Pete:

Although I am told it is common practice to state cause in a letter of resignation I have chosen to dispense with formality. Those who sit with us on the Senate can, I think, fully appreciate the situation perplexing the Senate and, especially, me. The students who lack any comprehension of the

myriad of effort expended and obstacles we have overcome in the last year can only be reached by an equal amount of energy. Unfortunately, I have neither the time nor the energy to relive for them the events of the last fifteen months.

Initially, I was saddened and bitter at the student backlash we are currently experiencing. More recently, however, I view it as having been inevitable; the growing pains of the college community, if I may. Such criticism is good and most probably necessary to the regeneration of interest in campus affairs. I only hope that the dissent is sincere and the dissenters broad enough in their scope of the protection of individual rights to encompass the individuality of all students.

Each student should stand firm on the premise that he has the right to pursue his course in life as he perceives it. We should applaud and capitalize on the diversity of beliefs and personal life styles that envelop university life; not criticize and condemn such.

Again, as I have stated before, I stand with the man who says "a school is a sending and a receiving mind." Administrative functioning is secondary and should only cater to the needs of those two psyches. Whether you agree with my views or not is peripheral. I can only ask that you accept my efforts as sincere and designed only to help establish such a philosophy, here, at Ashland College.

In keeping with my word to those dissatisfied students, I hereby give you notice of my immediate resignation from office on the Student Senate.

Sincerely,
R. Wayne Nelson

that is made by anyone else concerning the cartoons is by the editor who can accept or reject any cartoons.

Many cartoons were printed that didn't agree with the editor's opinion. The Collegian staff makes suggestions only if we have trouble thinking of ideas. Even so, 99% of the time we reject their idea and come up with our own. So, if there are any complaints regarding cartoons, see us, not the editor. If anyone has ideas, we will gladly consider them; discretion should be used on topics.

Secondly, to defend my cartoon of two weeks ago. The quality of the artwork is not the issue. In the sketch of the "mental midgets," (you called them that, not I), I did not intend to picture anyone dumb. Their numbers and IQ's were not included for obvious reasons. As for the identity of the second athlete, how could you tell who he was when his back was toward you? I couldn't tell. (Personally, I thought they looked virile and intelligent.)

The cartoon was not any kind of view on the trial. That's past history. The issue pictured was the after incident, not that occurred, but that which was said MIGHT occur.

The campus seems to be in an uproar over a brain vs. brawn issue. Don't you think it's humorous? We do. Who said the pen isn't mightier than the sword?

Your servants,
Carla J. Bernhoft,
cartoonist
Karen S. Goebelbecker,
staff

truth hurts

To whom it may concern:

Does the truth hurt so much that it hurts to have it printed in the paper for the students of Ashland College? Is it our fault that Marc Crevier or Dennis Long, (who are both members of the Ashland College football team) must go around knocking phones off the wall and verbally threatening to beat the "shit" out of innocent people?

Both you and the other "concerned students" should

(Continued on page 7)



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