



KATZENJAMMER KIDS COME TO GUILFORD COLLEGE

During the period of Jan. 8 through Jan. 19, the Guilford College Campus Library is offering a display collection of the works of Wilhelm Busch, a German artist of the nineteenth century.

According to Coulton Waugh in his book *The Comics*, Wilhelm Busch is considered to be one of the fathers of the American "funny paper" and the originator of the prototypes from which the first American comic strip, *The Katzenjammer Kids*, was taken.

In 1897 Rudolph Dirks, a young artist for the New York Journal received notice from the paper's comic editor, Rudolph Block that he had received a book from Germany entitled, *Max and Moritz*. Dirks considered the German book which was filled with the adventures of two mischievous young boys depicted in pictures and verse, and arrived at the idea of a comic strip series to appear in American newspapers, which would be entitled *The Katzenjammer Kids*. *The Katzenjammer Kids* thus became the first American comic strip.

Friedrich Bohne writes: "Wilhelm Busch, who in this way laid the foundation of his fame, really wished to be a painter. Three times he sat out for this purpose to Dusseldorf, Antwerp and Munich. Three times he returned home disheartened, either disappointed by the work of the Art Academies, or, in the case of the Netherlands, overwhelmed by the great examples of the past. Only when he, after a number of false starts in various lines, had begun to work for the "Fliegende Blätter" (Fly-Sheets) and the "Munchener Bilderbogen" (Munich Picture-Sheet), did he find his true vocation.

"Both as the sketcher of vivid series of pictures realized almost in the style of the cinema and as the creator of rhymes impressive in their simplicity and full of a profound wisdom of life he made a momentous contribution, which was at the same time a criticism of society, to the

history of the second half of the nineteenth century. A keen observer, he made the foibles of his fellowmen his target without sparing himself. "Laughter is the expression of relative ease and comfort" he writes in his short autobiography,

"In his language as in his drawings Wilhelm Busch proved to be the great master of condensation and of the most economical form of expression. By unremittently observing, sketching and noting he developed these abilities with inflexible industry. Thus he became the creator of "Bildergeschichten" (Stories in Pictures), of the inner unity of picture and word that has never been presented with such perfection either before or after him.

"Unfortunately, a hundred years ago, the technique of reproducing pictures was not yet so highly developed that Busch could enjoy this unity of an integral work of art in his books that he had dreamed of. Some faithfully reproduced series at least give some notion in our exhibition of the goal that the artist had set himself. Anyone who compares handwriting and book will note interesting divergences. They were inevitable as long as Busch had to entrust to the art of the wood-engraver what he had sketched on the boxwood blocks that were later employed for printing.

Library Film Schedule For The Next Semester

At 1:30 and 3:30 p.m. on the days listed below, the Campus Library will offer the film titles indicated. The showings are held in the Fine Art Room and all students and faculty are invited.

- January
4 Randall Jarrell
- February
7 The Vision of William Blake
14 Picasso
21 Poland, Czechoslovakie - a Satellite
28 Yankee Painter, They Steamed to Glory
- March
6 Mark Twain - Background for His Works
7 Faulkner's Mississippi
13 Paris on the Seine, Liberation of Paris
14 Woodrow Wilson
20 Pablo Casals
21 December 7, 1941
- April
3 Angola - Journey to War
4 General George C. Marshall
10 Hemingway
11 Brazil - The Rude Awakening
17 Portrait of Mexico
18 Herbert Hoover
24 The Spell of Brittany
25 Bank Holiday Crisis
- May
1 Detached Americans
2 Marcel Proust: From Masterpieces to a Master's Work
8 W. S. Maugham
9 Amazon - Argentina
15 Berlin Airlift

INQUIRY: WHAT DO YOU THINK ABOUT COLLEGE ... SEX

The subject of this inquiry concerns the unobscurable fact that there is a lack of knowledge about Guilford College students. You are the subjects of controversy stemming from the fact that we as well as you talk about yourselves and ourselves in general without any real evidence.

Every four years the student body changes, its flavor changes and each year students need to reevaluate themselves. What are the facts at Guilford? What do we as students think?

There have been a number of people interested in an inquiry of this sort - and we hope that you as responsible Guilford College students will at least try to answer the questions fairly. After you are through answering the questions cut this out and place it in one of the respective boxes in the lobby of the library or the cafeteria. THIS IS AN INQUIRY NOT TO BE GRADED AND WITH NO NAMES (Please answer the questions with yes, no, or indifferent)

- FACTS:
Are you a male? _____ female? _____
Are you from North Carolina? _____ elsewhere? _____
As a student, are you
Freshman? _____
Sophomore? _____
Junior? _____
Senior? _____
- IMPRESSIONS:
If Guilford was the college of your choice, are you happy here? _____
If Guilford wasn't the college of your choice, are you glad you came here? _____
- In regard to your parents: Did your parents force you to come to college? _____
- Do you respect your parents for this? If your parents have a college education, are they proud of what you are doing in college? _____
- If your parents don't have a college education, do they respect your endeavors? _____
- In regard to living conditions: Are you happy living in a dormitory? _____
Would you rather live in an apartment or see more apartments available for students? _____

- If you care about the college are you involved in any committees? _____
With regard to finances: Do you find you have to work to supplement your needs while in college? _____
- If you didn't have to work, do you feel that you could be doing something that interests you more at college? _____
- Do you feel working hinders your grades? _____
- With regard to the food: are you satisfied with the food and cooking this year? _____
- If you are dissatisfied especially with the quality, would you be willing to pay more for better food? _____

- RELIGION:
Are you Quaker? _____
Attending a Quaker college, have the Quaker traditions affected your thinking? _____
Do you attend church when you are home? _____
When here? _____
It is often said that today religion, especially, in the church offers little to modern man. Do you agree? _____
If you have children, will you make your children go to church? _____
- ACADEMICS:
Are you on a scholarship? _____
Do you consider Guilford tough academically? _____
Do you study considerably, one hour for every hour in class? _____
Or do you finesse it? _____
Can you study in the dorm? _____
Is the library adequate for your pursuits? _____
- Do you study in the library? _____
Are you satisfied with the core curriculum? _____
Would you prefer a freer curriculum? _____
- Do you plan to go on to graduate school? _____
- With regard to your major: are you majoring in it because its an easy field? _____
- Do you know what you want to do with your field after you graduate?
Are you pleased with your major professors? _____

- If majoring in the sciences, are you more interested in theory or the practical sciences? _____
Do you consider yourself well rounded in the sciences and humanities attending a liberal arts college? _____
- SOCIAL:
Do you participate in a sport here in college? _____
Are you a sport's enthusiast? _____
Dating: Do you date every weekend? _____

- Do you prefer to date one individual steadily? _____
Do you prefer to date at:
Guilford? _____
UNC-G? _____
Duke? _____
U. of N. C.? _____
Other? _____
Do you agree with the concept of free love? _____
Would you date a Negro? _____
On a date, is sexual activity the most important thing? _____
In regard to marriage: Do you plan to get married while in college? _____
Are you looking for a Southerner? _____
Would it matter if he or she was a virgin? _____
- POLITICS:
If Johnson is the democratic Presidential candidate for this fall, would you support him? _____
Do you agree with his policies in Vietnam? _____
- Do you think there will be negotiations in the next year? _____
In regard to the Selective Service System, are you in favor of the draft? _____
Do you think that the Peace Corps or VISTA should be recognized as an alternative to the draft? _____
As a senior, are you planning to go into the service? _____
With regard to power: do you think student power is a necessity of the times? _____
Do you think that Black Power is a necessary force? _____
Will you answer the questions and place them in an indicated box? We hope this will be successful and we will publish the results.

Observations

Editor's note: This is the first of a series of articles on the curriculum.

On Tuesday before Christmas vacation, Bruce Stewart, dean of admissions, and a few students encouraged other students and faculty to come to the coffee house. Their purpose was to discuss the curriculum.

Amazingly, in spite of the "stigma of the hut" the assembly wasn't made mainly of its unconventional citizens. An interesting cross section of the student body, about thirty altogether, and seven or so younger faculty sat down for a three-hour session.

Some had expected a casual legislature-like conference; however, it was no holds barred. Students began with bitter complaints about dull teachers droning lectures from faded notes, occasionally alluding, occasionally naming names.

It was suggested that a student course catalogue be published in which top students would write reviews of courses. Some said such self-styled guides are only insulting; others insisted they help students, especially freshmen, avoid all the academic morgues that they can.

The subjects changed quickly. The core curriculum took a beating. Compulsory attendance and required courses were discussed. No consensus was reached on any of the issues.

A few of the teachers emphasized that students had to take the initiative to change things. "Go tell the dean that is a lousy course," one said. (Some students were skeptical)

Another said that at other schools he had felt the students pushing the teachers, but at Guilford the teachers push the students.

We are back from a long holiday. When final exams are upon us we will feel pressure and be inclined to question the system which creates it; now, things do not seem quite so bad and we will let them stay as they are. Our dissent changes from day to day with the weather.

The convocation at the coffee house showed a resistance to organization. This is perhaps because no solid proposals could be made in such a hot debate and perhaps because most of the members felt that the hot debate insured there was enough enthusiasm to keep these gatherings up and to get something done.

Dissent is ephemeral and the long standing, if not effective, student political organizations are organized at least to the extent that they saddle themselves with fairly definite duties and periodic tasks. They publish something, report to someone and in doing these things continue to live; maybe only for trivia, still they live because they can adopt a businesslike attitude toward what is to be done. Members then have responsibilities which more or less fulfill. The student curriculum group needs to decide why it exists and what it will try to do even if it is only an informal decision.

It is a good sign that our teacher feel they are pushing students and that finally they have begun interacting dynamically with a potential student organization. They should not confine this pushing to an individual or small group basis. Whether students ought to take the initiative in changes is a moral question; whether they will or not is a sociological one. At Sarah Lawrence College when most administrative responsibility was turned over to students alone the result was apathy. (See

(Con't on page 2)