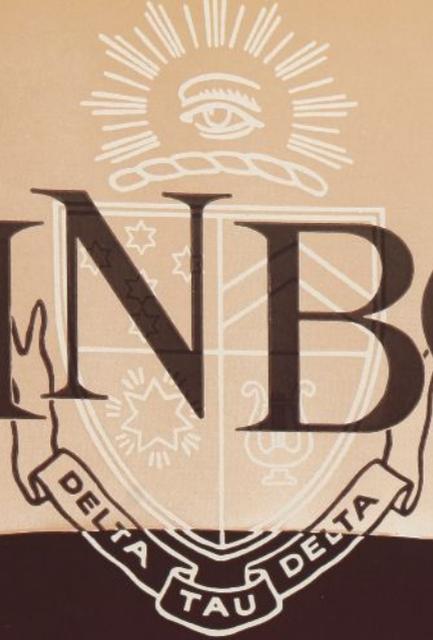


The  
**RAINBOW**

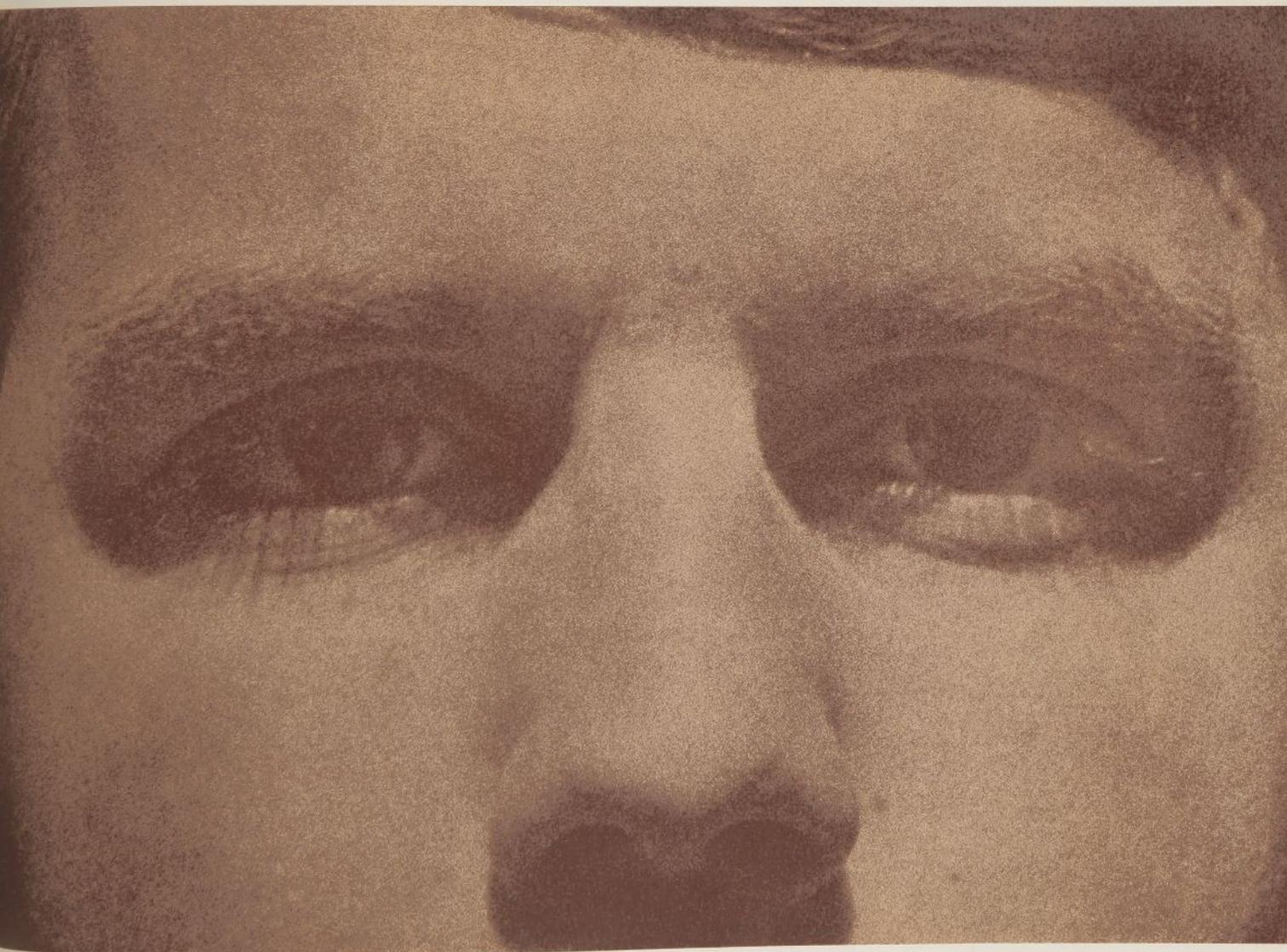


OF DELTA TAU DELTA

Vol. XCI

Summer, 1968

No. 4



THE RAINBOW REVIEW  
"Through Student Eyes"

# THE RAINBOW OF DELTA TAU DELTA

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## THE RAINBOW REVIEW

A Special Issue

This month the magazine departs from its editorial course to present a look at important issues through the eyes of undergraduates. Authors of the articles were invited to speak out on topics of vital interest. Their opinions do not necessarily reflect those of the editor, nor of the Fraternity. National Fraternity Supervisor of Scholarship Frederick D. Kershner, Jr., who masterminded the project, explains *The Rainbow Review* and the history of fraternal literary magazines in the introductory article beginning on page 1. Since he is a member of the faculty at Columbia University, he also was asked to contribute the article beginning on page 16. But the focus of the issue is on unrestricted undergraduate opinion.

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A QUARTERLY MAGAZINE devoted to Fraternity and college interests. The official organ of Delta Tau Delta Fraternity. Subscription rate, \$3.00 per year.  
ALL CHAPTER REPORTS, alumni notes, alumni

chapter reports, news stories, photographs, manuscripts, subscriptions and death notices for publication should be sent to the Central Office of Delta Tau Delta Fraternity, 3665 Washington Blvd., Indianapolis, Indiana 46205.

David N. Keller, Editor

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By Dr. Frederick D. Kershner, Jr.

## INTRODUCING THE RAINBOW REVIEW

FOR SOME four or five years the Arch Chapter, as Karnea-interim governing board of Delta Tau Delta, has been discussing the possibility of a fraternity publication designed to express undergraduate opinion more accurately than does the *Rainbow* itself. Nearly everyone favored such a proposal, but nobody was quite sure how to put it into practice. There were financial problems; there were problems of purpose; there were problems of administration and control. At any rate, about a year ago the Arch Chapter came to a preliminary phase of agreement. Having sampled undergraduate opinion, it was decided that this experimental step into the unknown would be taken, for better or for worse, in the summer of 1968. The result is what you see between these covers.

Why should there be a *Rainbow Review*? Where did the idea come from? Certainly it had taken clear shape several years before the recent epidemic of student rebellion and protests. Probably the largest single reason was a growing sentiment among many interested Delts that something ought to be done to give an outlet to those undergraduate members who believed there was more to the fraternity experience than social parties one after another—whether wild or tame in nature. Of almost equal importance was a conviction that the value of *national* (as distinguished from purely *local*) fraternity life and character ought to be reflected in ways other than mere financial and administrative assistance. Again, there was a distinct fear lest fraternity life become a narrowing rather than a broadening influence upon young incoming members, and

thus betray the pluralistic purposes of its founders. Only very recently has it become apparent that a revitalized fraternity journalism may also give a campus voice to moderate and liberal undergraduate opinion, thus helping to correct the disproportionate influence exercised by a small minority of left wing extremists, amounting to a monopoly in some cases.

To amplify this latter point, Delta Tau Delta remains committed to absolute political neutrality, but it does hope to provide more of a forum for every variety of student opinion than is now available on many a campus where the Fraternity is represented.

What does the name signify? How often will the *Review* appear? During the last few years of deliberation some favored a second, completely separate, fraternity magazine dedicated to political, literary and intellectual interests. Others thought in terms of an insert in the old *Rainbow*, perhaps on different colored paper. Considerations of importance were the

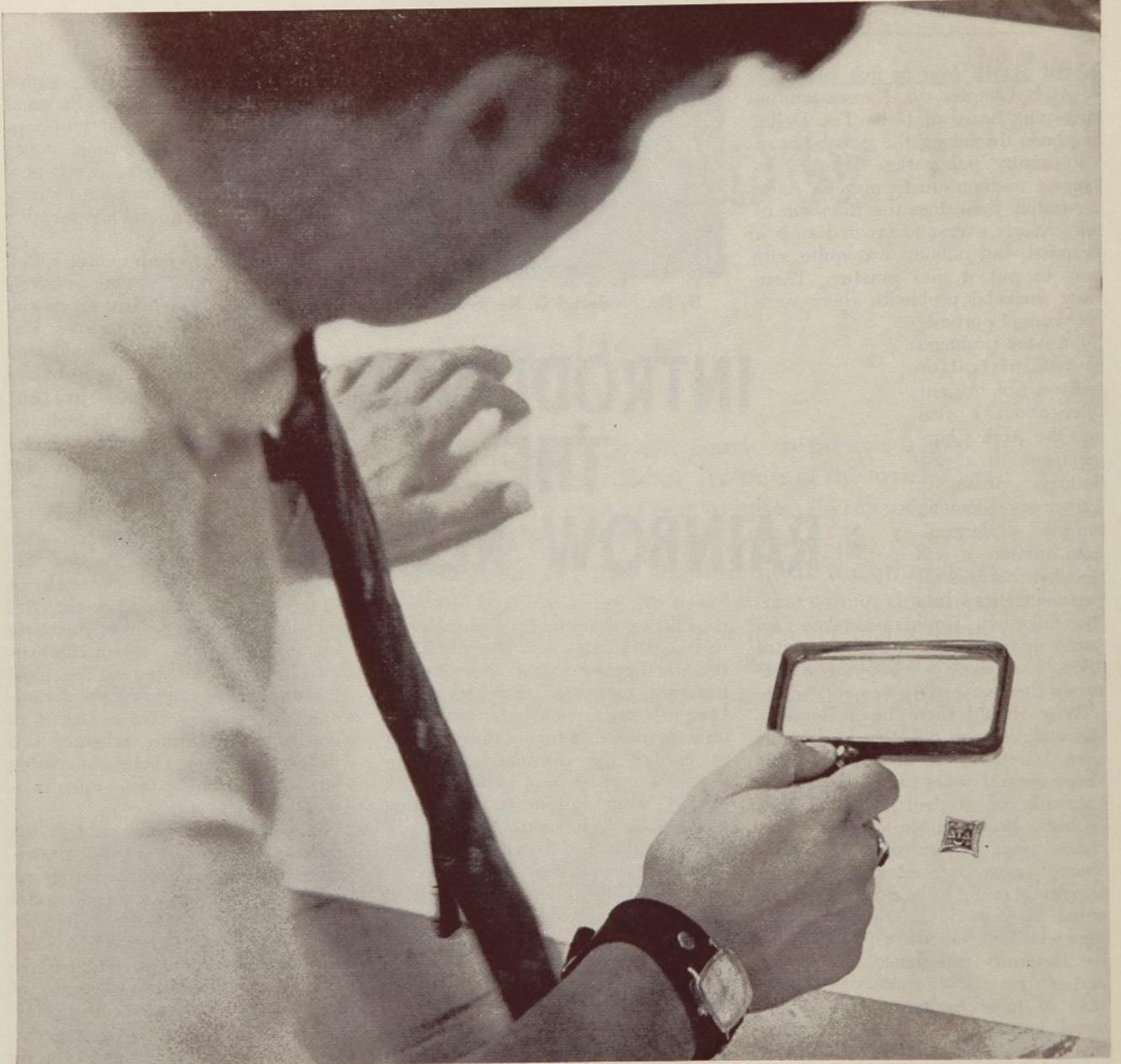
expense of a second magazine, doubts whether interest was sufficiently great to provide the material for four separate issues of forty or more pages per year, and how to keep the new concept free from domination by conventional news items and alumni editing.

The resulting compromise called for one of the four *Rainbow* quarterly issues to be dedicated entirely to the new purpose. Experience would soon make it obvious whether present thinking in Delt undergraduate circles would support this new kind of fraternity journalism at all, and to just what extent. As for the name, everything from *Crescent Review* to several types of *Quarterly* were suggested. The present title was chosen because it seemed the most honest description of what the periodical really is today. We expect it to change in the future; whether this will involve a name change in coming years we prefer to leave an open matter.

Who will write and publish the summer *Rainbow Review*? Undergraduates will do all the writing, except where they ask for supplemental outside contributions of their own initiative. Alumni, through the Central Office and *Rainbow* editor Dave Keller (an enthusiastic supporter of the *Review*) will do the mechanical work of preparing and arranging materials for actual publication. In no case will editorial prerogative extend beyond general layout and elementary proofreading. We see the *Review* as exemplifying the principle that fraternities are undergraduate institutions, to which alumni extend a helping, but not a directive, hand.

(Continued on Page 31)

B.O.W.  
DELTA



# FRATERNITY INVOLVEMENT

EDITED BY Eddie Correia

Delta Alpha

University of Oklahoma

Many men feel strongly that fraternities as an institution have failed to acknowledge, discuss, and participate in the crucial problems of today. For years we have occupied ourselves with getting trophies, having the most extravagant parties imaginable, and enjoying ourselves at the expense of lowly pledges. To an extent, all these preoccupations have been beneficial to us as men involved in the process of education. A rapidly decreasing number of college men, however, are accepting them as the primary concern of their fraternity and college life.

After all, our Creed does say "That happy life wherein I may more truly love my fellow man, serve my country, and obey my God," rather than "be humble, keep ahead of the Betas, and raise hell," as we might have some of our pledges believe.

Certainly more relevant and more beneficial to us as responsible men than these old style concerns is that which we should stop refusing to acknowledge: The world around us. Too many of us have laughed at the thought of inviting controversial campus figures to our house for dinner and discussion, and we have scoffed at the man who proposed the chapter participate in lobbying at the state legislature or in a drive to change campus policy. And certainly not the least of our failings has been to ignore the greatest stigma of American society, racial prejudice, and refuse to pledge a black man because we might lose a few potential pledges or irritate some alumni. However, this is enough of an introduction for you to understand the fraternity issue that concerns us in this section. On the following pages, we offer some of our responses to the challenge of fraternity involvement in social concerns.

*Eddie Correia*

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## Analogies & Allegories

By Mark Rollins

Delta Alpha

University of Oklahoma

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I MUST SAY I was extremely surprised and pleased to see that our Fraternity has finally deemed it necessary to create a magazine of this nature. Actually, I had always felt that somewhere within the bowels of the Fraternity there lay a sort of suppressed desire for true introspection of what we as Delts call "the education of youth and the inspiration of maturity." I certainly hope this magazine may serve as an instrument for all Delts to use to examine their current activities, and not merely as a public relations peace offering.

I must begin by saying that, like many in our circle who have discussed it, I have become not only uninterested, but disenchanted with the traditional life-style of the Fraternity. I well remember as a pre-collegiate rushee, being told that "our fraternity builds men," which is of course what I had hoped to soon become. However, I never quite got around to asking how it was exactly that this would be accomplished. But naturally I soon found out. I remember learning soon after that week of grace, what poor cloak of maturity and Deltism every pledge wore, and that there existed a great gulf of one year's pledgeship that separated us from the members; men who, because of this one year sentence, were far our superiors in every way. I remember that year as a blurry haze of push-ups, K.P. duty, parties, required intramural events, and many, many late night lectures. And at the end of that year, I was quite surprised to find that nothing really had changed. Of course there was no more punishment, but the routine was still the same: many social functions, for most of which my attendance was mandatory, the new responsibility of training another group of pledges, and no more.

Of course included in the term *social functions* are parties, serenades, athletic events, exchange din-

ners, and other fraternal activities such as the local campus variety show.

The point is, that now after four years, still the only activities that have changed have been those within me, concerning my own interests and needs. And it is these very needs that the Fraternity very successfully does not meet. Of course, this criticism is not blatantly general, for there are some things, though small in number, which have been effected by the Fraternity.

I certainly enjoyed and needed the social recreation, and intramural athletics certainly provided me with at least a release of energy. Of course, many other university organizations could have served in these capacities quite well, and not made attendance mandatory for others who did not enjoy those particular areas. But what about other areas of interest, intellectual, cultural, religious, humanitarian, sexual or whatever? Has the Fraternity provided us with specific means to explore these areas, if and when we desire? No, not successfully.

Naturally, there are probably some who have been satisfied with the few services a fraternity provides. But each year there are more and more college men who feel that the amount of time and money expended in this area is not resulting in the greatest return of goods. And I think many university leaders are beginning to realize this. But the unfortunate response has been to meet this criticism with a pacifier: Service Projects. This is definitely a mistake. We have only enhanced our lack of purpose by trying to hide in this particular guise; and even in this area we have selectively watered what worth there may be by making these projects mandatory in member participation.

Certainly, one purpose of the fraternity is to provide service projects, but that service need go only to our own brothers; and this is precisely what is needed, an organized system of services, provided for each man in a house to participate in selectively, possibly on a percentage basis. That is, rather than requiring participation in all of a limited number of activities, expand the number of different activities and expect each man to take part in a certain percent of them by his own choice. Guest speakers, music and art exhibits, political debates, library systems of current events, faculty and foreign boarders, religious services, civil rights instructions, programs on everything from birth control to the war in Vietnam are a few areas that have been neglected.

A fraternity and its officers should be a means for all members to explore all areas, a base of operations for the interested college student to work from at

will, instead of forcing him to take part in a limited program of pure sociality. This is the type of societal involvement a fraternity should be interested in, and this is the only justification the system needs.

Possibly, this criticism may not be just, in some local chapters that have been progressive. But for the most part, not only is the fraternity system over all quite lacking, but has been held back due to an inherent failure of the rules and regulations of the organization. Here is where the delegates to a national convention should begin to change our pattern of existence, by re-writing the by-laws to allow for the utmost in local autonomy. Many of the rules which now govern all Delt chapters prove to be restricting to some. Most chapters have been particularly limited by practices which have been commonly termed "tradition."

Naturally, in the history of our Fraternity we have accomplished many things. During four years' association with Delta Tau Delta, many very close friendships are formed, one learns to accept some responsibility, and at least one becomes more sociable. However the point is, that not only are the areas not varied enough, but even those few mentioned have not been explored fully.

Many now feel that the bonds of brotherhood alone are not worth the time and money spent. "The time has come, to think of many things," especially those that are becoming important to today's college man, things that concern an individual striving for some sort of interpersonal competence.

The time has come for the Fraternity, both at the local level, and through the Arch Chapter, to begin to reconsider the amount of degree of services it provides for its members, to reorganize its laws to redistribute its funds to the proper programs, to reinforce local autonomy, and to release its members from binding traditions. This new system could breed a much more mature, creative and independent person, preparing him in a much more logical and updated manner for his life in society, a man concerned with the problems of that society. The old program is no longer successful, and is seemingly not attractive to more and more prospective pledges.

In summary, brother Delt, in order for the Fraternity to become a purposeful organization which will appeal to the eye of the incoming freshman, it must be unique in an already over-crowded area. It must begin by allowing each local chapter self-government so that programs geared to fit the local climate of intellectual, cultural, and social pursuit may be established. These programs should be its chief topic for discussion at all organization meetings. It

should follow up by establishing agencies to redistribute its funds toward financing these programs. It should simplify its hierarchy of organization in order to place fewer demands of the secretarial type on the officers and chairmen of local chapters. And it should revise its ritual, limiting the somewhat burdensome analogies and allegories toward a more meaningful and modern simplicity. If these changes are made, the fraternity may then progress toward a goal of usefulness. If not, it will surely be left to flounder in its own stagnation and be sent down the well-worn path of many other great traditions. This feeling is not only a personal conjecture; it has been discussed thoroughly, and is rapidly becoming a prevalent attitude in the current chapter's thinking.

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## Raising Our Sights

By Brook H. Byers

Gamma Psi

Georgia Tech

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COLLEGE has changed. It is no longer just an academic environment. Colleges and universities have become active communities in which ideals meet realities, movements become news, and changes are born.

While college students before today felt such forces, today's activism to carry out beliefs makes topics such as politics, equality, and peace just as important as course subjects. With such interest on campuses, many organizations have been formed or have changed to become part of today. Because of their organizational structure and basis for existence, social fraternities are an ideal unit for participation, evaluation, and construction. However, fraternities seldom, if ever, do become involved.

Consider first the concept of involvement. The problems of Columbia University are not because of student involvement but rather because of a lack of it. Studies and examples show that campuses with

**FRATERNITY INVOLVEMENT (Continued)**

student representation on faculty and administrative committees and decision levels experience harmony and advancement. This advancement is from the joint efforts of both the governing and the governed. An analogy in politics is an interesting exercise.

While individual student involvement works, group involvement triumphs because of the unity of action. Again, the nature of fraternities recognizes them as ideal participants. Fraternity involvement generally can be classified in three categories. These are: social, interfraternity and campus, and community and national.

The social involvement of fraternities is historic. The strength of the structure rests on friendships, and the social atmosphere is both soothing and expected. But too often this is all an individual expects or contributes. This is wasteful and selfish.

Interfraternity and campus involvements of fraternities are almost mechanical. Chapters play intramurals, give orphan parties, clean parks with sororities, and build chariots. Such work bonds the members. But too often the orphan party is only at Christmas, and the park project is forgotten. Campus student representation is left to individuals. Instead of one chapter originating or assuming a project with university financing, fraternity chapters usually criticize the usefulness or time requirements and return to their beer parties.

The launching of the campaign of a Presidential candidate is proof of the competence of student work on a national level. But lack of initial organization prevented even better results. With a national organization of student and alumni chapters, a fraternity can not just demonstrate but constructively plan and carry out its beliefs and programs.

With respect for its minorities, national fraternities can change orphan parties into orphanages, park clean-ups into park programs for youngsters, adverse campus unrest and publicity into positive movements. Rather than being financial and clerical clearing-houses, national fraternity offices should become policy headquarters for its programs.

The Delta Tau Delta chapter at Georgia Tech once undertook a project to renovate a delapidated church in an Atlanta ghetto area. As the brothers finished after several days of work and prepared to leave, an aged Negro woman was noticed standing off to the side. Her eyes were filled with tears. She didn't quite understand why they rebuilt the church, or why they smiled as they worked. But she wondered if they would ever come back. Maybe to play baseball with her children, or maybe to explain why

they shouldn't use violence. The students will return, if there is a program.

Edmund Burke once wrote, "All that is necessary for the forces of evil to win in the world is for enough good men to do nothing."

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## A Viable Stance

By D'Arcy LeClair

Gamma Zeta

Wesleyan University

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**T**HE THEME of fraternity involvement in campus, local, and national affairs is a nebulous question which involves all of the complexities of modern American society. It is quite true that college students and fraternities should be well aware of the cultural and social separation of the Black, the subtleties of legality, political prowess, and moral responsibility in carrying on a war such as that in Vietnam and the changing liberal ethos of the youth of society. The voice of the fraternity should be heard if it conceives its role as one of assuming a viable stance on the particular issues.

However, students all over America are being heard. From Berkeley to Columbia to Trinity College in Hartford, Conn., the traditional standards are being challenged, the bureaucratic hierarchy questioned and the banner of moral social responsibility is indeed being carried with increased exuberance throughout the land. It is my considered opinion that students at Wesleyan and throughout the northeast are highly committed to the social responsibility of which you speak. I would therefore refute your implications of ignorance and/or lethargy, unless you attempt to separate the student from the fraternity.

As for a voice in University policy, the Board of House Presidents here is formulating a great deal of the innovative development which the administration will implement in the fall. We are creating our own social tax, demanding the University to assume the responsibility of collecting unpaid room and board

bills among the fraternities as well as dorm units before allowing a student to continue into a new semester, initiating a new rushing procedure for the fall and generally "making our voices and ideas known" in questions of University policy.

I believe the primary factor in determining our functional goals is the extent to which our presence, work and motivation will in itself be of substantial influence. It is in the areas which you call "public image" projects that we best fulfill these requisites. With Americans today busying themselves protesting the war, concerning themselves with integration versus separatism and generally becoming more sensitive about national and local issues the voice of the fraternity if it assumed this mode of action as top priority would be one of many—be it strong or weak. Providing orphan parties, charity and civic work and local community projects fulfills community needs whose burden is assumed by very few—and whose problems are therefore unremedied.

At Gamma Zeta, we believe that our Boy Scout troop, our aid at the local mental hospital, our provision of Christmas and Easter parties for underprivileged children and our biannual blood drive which perennially tops campus donations assume top priority, although every individual in the Chapter is to some degree cognizant of and to some degree vocal about national and local policy—as an individual.

are directly or indirectly related to this one objective. The value of obtaining this objective is obvious, but in so doing the fraternity may overlook other valuable goals.

A fraternity has a responsibility to its members to cultivate their ideas and opinions and give aid in better expressing them. The fraternity should strive to make the brothers aware of what is happening and what decisions are being made on the campus, community, and national levels. However, this alone is not enough. Too often the brothers will be content to sit back and complain about the way something is being done or some decision that was recently announced instead of making an effort to express their views in places where they might do some good.

A prime example of such complaining without action can be found right here at Lehigh. Not only our fraternity but many of the others here on campus complain about the ineffectiveness of our student government and the majority of students holding office, yet they fail to take any action to improve the situation. The majority of the students are members of various fraternities, but the majority of the governing bodies on campus are populated by students who live in dorms and the counselors for the dorms. Although it would take time, it would not be very difficult for the fraternities to make themselves heard and assume a large portion of the responsibility in the student government and other groups that could possibly have a part in molding the university's future.

The fraternities are the center of all campus activity, and without them the campus would become a dormant and lifeless refuge for those who are content to bury themselves in a lab for the rest of their lives. The problem is that the fraternities are glad to accept their role as social and activity leaders on campus but are only too willing to ignore their responsibility to the campus and the community itself to help in improving the environment wherever possible.

As strong and powerful as the fraternity system is, it still fails to use its influence to bring about such improvement.

This, I feel, is the problem facing most fraternities. They are too caught up with the everyday affairs of efficiently running a top house that they fail to see their responsibility to use that influence that they have obtained by building an organization which is admired in a way that it may aid in making the campus, the community, and even the nation just a little stronger.

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## Image or Goals?

By William Baldwin

Beta Lambda

Lehigh University

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WITH VERY few exceptions fraternities devote most of their time and efforts to building what they consider to be a good image. This is natural and probably necessary since a fraternity's survival depends on its ability to attract bigger and better pledge classes. Often a fraternity can become so involved in working for this image that all its actions



# ISSUES ON THE CAMPUS

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# Student Resistance

By Ted Fisher

Delta

University of Michigan

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*Our youth today love luxury. They have bad manners, contempt for authority, disrespect for older people. Children nowadays are tyrants. They contradict their parents, gobble their food and tyrannize their teachers.*

Socrates 5 B.C.

**H**OW EASY it would be to lean back in a padded chair and pass off the Berkeley or Columbia incidents as another flare up in the long standing generation gap so aptly expressed 2500 years ago by Socrates.

In many ways my generation is no different than those of the past—we still gobble our food, fight our parents for our liberty; however, it's time people woke up and took notice. Our previous contemporaries have been submissive, hedonistic, and practical-minded. Confining their idealism mostly to dreams, poetry, and the abstract, their revolt has always been confined to social misbehavior not political activism. Even during the depression of the thirties—well remembered for its socialist movement on American campuses—were many activists to be found.

Granted every generation has questioned the one preceding it and then become socialized, rigidified in their views and slowly but surely, members of society. Without that questioning and constant pressure to improve, society would stagnate more than it does.

Never before have young people taken on such a distinctive character and quality. We have become a factor, set aside from everything else, in American life. No longer will we simply follow in the footsteps of our parents and grandparents. The acceptance of tradition for traditions sake, the acceptance of an existing way of life simply because it exists is out. Conditions will no longer be perpetuated simply because it seems to be the thing to do in the present.

We insist, as I'm sure past generations desired but found unattainable, that it is our right and duty to

make our own life decisions. The cause—affluence, the bomb, the draft, poverty, and/or racial issues—is of little consequence. The important factor is, will our elders wake up—will we be alienated and frustrated by their invalidations or will we become socialized and positive factors in American life through their understanding and guidance?

Simply to label us “young upstarts” or “spoiled brats” is not the answer. With census almost ready to award us a clear majority the cry of *Wild in the Streets*: “Fourteen or fight” could be realized to some extent if our elders close their minds and refuse to accept us as individuals—with individual goals and motivations.

However, because we see a new way of doing things we can not accept things the way they were before—we do not have the right to withdraw from society. My contemporaries, choosing to drop out, turned to public facilities to release their energies of purge. Unsatisfactory relations between administration and students at Columbia shut down the University until concessions were made.

I am in no position to pass judgment on the concessions or the need for them. However, I do know that the label of “public facilities” does not give the public authorization to use the buildings in a manner which subverts their purpose or interferes with the intended use by others. When students chain themselves in a University building they are also chaining out the students who are interested more in the pursuance of an education than the relationship between the two feuding groups.

The message, then, should go in two directions: First, young people today have their own views, minds and directions and our elders therefore should take heed—recognize and develop our potential—thus channel our energies constructively; and secondly, though we are constantly frustrated by not being allowed a voice—the vote—and being asked to participate in the destruction of our fellow man and being told that tradition is the rationale for rules and regulations and that as we get older they will make sense and become acceptable. Yes, even though we are frustrated, we must persevere without dropping out as so many hippies have done, and we must be careful not to violate the rights of others as we exercise our own rights.

In conclusion, though it does exist, youth in rebellion is not immoral, illegal, or fattening. But the interference by students in the daily routine of an education or the prevention of student use of public facilities by activists is a violation of the right to dissent.

## ISSUES ON THE CAMPUS (Continued)

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## The Ivory Tower

By James Lock

Zeta

Western Reserve

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THE AMERICAN university has long cherished its place among the members of the liberal establishment, and rightly so. Yet American universities today, much to their chagrin, are finding it increasingly difficult to be accepted and respected by the American Negro, whose respect is wanted most desperately by the liberal establishment. The obvious examples of this lack of respect are those universities which experienced racial problems recently—Columbia and the Ohio State University are only two. Today, more than ever, the university is searching its soul to find out why.

It is not as if the universities are spurning the blacks: in almost every major university across the country the offices are filled with well-meaning people, people who vary only in their respective degrees of incompetency. They ALL want to "help" the black community.

Why, then, do their efforts result in scorn and often burning hatred? Simply because the university administrators are laboring under the burden of an academic tradition which is a thousand years old, yet one that still holds tremendous sway in the halls of ivy.

During the Middle Ages universities were like islands of shining truth floating in seas of ignorance. There was, felt the medieval monks, something priceless and sacrosanct about their institutions and as a result they did everything possible to separate the school from the environment, to make sure the light could never be extinguished.

This attitude, called for convenience the "ivory

tower syndrome," has continued to influence universities. Urban universities try to resemble, in their own inimitable way, a desert oasis; rural schools strive for the cosmopolitan feel. The ivory tower syndrome has resulted in the concept of a "proper atmosphere" for a college campus, as if an intellectual must inhale a purer and sweeter oxygen molecule in order to think effectively. In fact, it was this philosophy which seemed to set the trend in the Columbia dispute.

No one can deny that the conflict on Morningside Heights was a complex, almost inexplicable phenomenon which had built up over the years. Yet at almost every step, one can see on the part of the school's administration the extreme concern to preserve the geographical and psychological integrity of the campus and to insure the sanctity of the academic cloister.

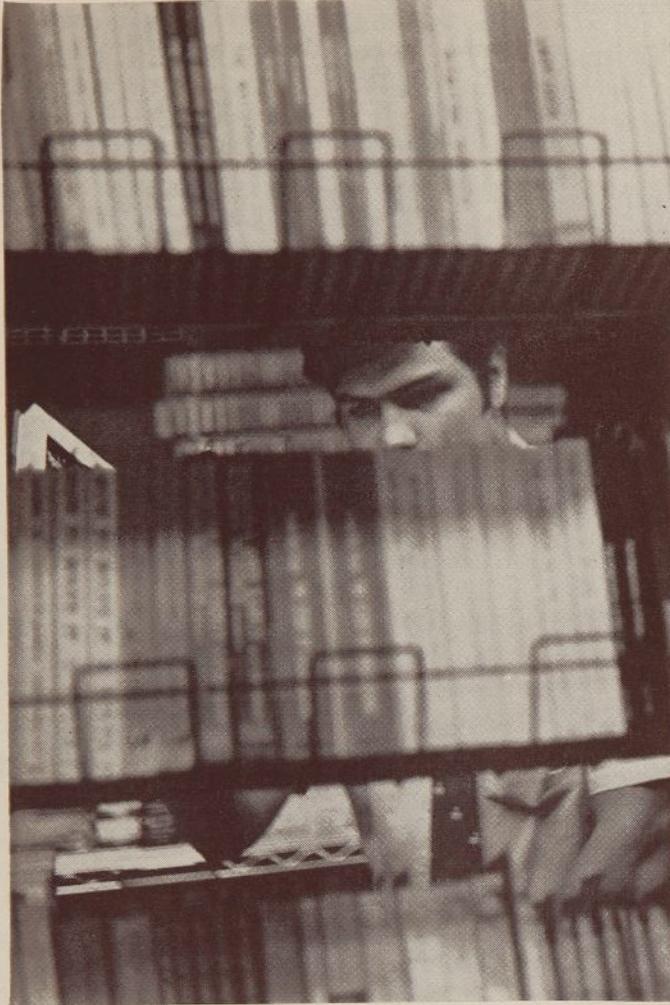
It was almost as if President Greyson Dirk was afraid to allow his charges to mingle with the natives, for fear of imminent corruption. The confrontation on many other campuses, although less spectacular, were similar in cause.

Examples like Columbia, however, are only the newsworthy outbursts of a much more widespread phenomenon. Despite the fact that universities claim to be totally committed to the cause of black equality, the extent of their commitment is determined entirely by the degree to which they are willing to sacrifice their basic educational goals. For to change the environment is almost by definition antithetical to the ivory tower syndrome.

Thus the university is in the habit of throwing quasi-generous crumbs to the ghetto in well-spaced bursts, but the school can never really become involved in the problems of the ghetto watching from a guarded window. And without becoming involved in the ghetto, the university cannot hope to solve the problems. There is a great deal of sympathy in the ivory tower, but very little empathy.

Perhaps, in time, the university could work out a compromise between her own goals and the goals of the society she serves, a compromise which would allow both separation and involvement. Unfortunately, the black man is in no mood to wait, and he demands in the strongest possible terms a commitment from the university.

For the immediate future, then, the academic community has precisely two choices: To stay well hidden behind the fortress of knowledge, or to affirm the university's place in the mainstream of society. And while the latter might spell disaster for the university, the former most certainly would.



# BOOKS IN REVIEW

EDITED BY Dan McRae  
Beta Epsilon  
Emory University

Big government and its illegitimate child, politics, have acceded to a position of increasing dominance over the lives of most Americans. Government and politics are factors which must be taken into account by any citizen operating within his social system. This situation demands an acute awareness on the part of individuals toward the feascance and malfeascance of a polity which has assumed an almost organic life. Several recent novels are of value to the reader in developing this social consciousness.

*Dan McRae*

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REVIEWER: WILLIAM HOOVER  
Epsilon Pi  
South Florida

*Brother House has undertaken to review the slings and arrows of outrageous fortune as directed toward our leader.*

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**Topaz**

By Leon Uris

THIS NEW NOVEL by Leon Uris is an indictment of U. S.-French relations and of betrayal and duplicity in international politics. What makes this novel both frightening and memorable is its basis in fact. *Topaz* is actually a thinly-veiled expose of a Soviet spy ring operating within the French intelligence services and under the veritable (and remarkable) nose of France's Chief of State. The extent to which these communist agents have infiltrated U. S.-French channels of communications is represented by the fact that, at one time, copies of top secret NATO documents were available in Moscow within 48 hours of their receipt by France. French betrayal, willingly or unwillingly, of American interests is further underlined by the fact that this situation was brought to the attention of Charles de Gaulle through a personal letter from President Kennedy, and its reality was arbitrarily dismissed due to pressures exerted by Soviet agents within French government.

Uris acquired the data which led to the writing of this allegory due to his friendship with the French intelligence agent Philippe de Vosjoli. De Vosjoli was a member of a French team sent by De Gaulle to investigate Kennedy's charges, and was made cognizant of the defection of a KGB agent known only by the code name "Martel." "Martel" informed the U. S. and the French team of the existence of a Soviet intelligence network, known as "Sapphire," within the French SDECE intelligence agency. De Vosjoli's attempts to obtain a purge of this communist network met with the rising tide of anti-Americanism sponsored by De Gaulle and the entrenched power of Soviet agents and resulted in his being forced to seek asylum with the C.I.A. in America.

Leon Uris has used this framework to develop his first "spy novel," if something so close to newspaper headlines can be called a novel. This book contains all of the ingredients and immediacy of a work by

Le Carre or Deighton, yet is primarily designed to make widely known the shocking truth and reflects this desire in its style. *Topaz* is regrettably sparse in the depth of background detail and elaborate characterization which have been the hallmarks of previous Uris novels.

Although its plot is a sequence of events which has altered the course of history, the book lacks the historical timelessness of *Exodus*. Although its characters involve several of the principal figures of modern times, their delineation lacks the acute sense of personality found in *Battle Cry* or *Armageddon*. It is difficult to connect this novel with the past tradition of Leon Uris; it marks a point of divergence both in focus and technique. Critically this novel must be evaluated as the least of Uris' works, although it has topped best seller lists for weeks.

Yet this novel has successfully accomplished the aims of its author. *Topaz* is a warning made palatable. It discloses the implacable designs of Soviet neo-imperialism. It highlights the hypocrisy of an ungrateful ally. It made the truth in an espionage scandal publically known before anything was admitted in either Paris or Washington. It is a topical novel and is of great value as such.

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REVIEWER: TOM STAATS  
Beta Epsilon  
Emory University

*Brother Staats, now studying at the University of Tennessee, finds concern in domestic politics as it might be used to mutate a basic American institution ranking with motherhood and apple pie, the FBI.*

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**Power Play**

By Gordon and Mildred Gordon

A NEW PRINTING of the novel *Power Play* by Gordon and Mildred Gordon (husband and wife) depicts a political plot aimed at seizing control of the FBI and subverting this organization into a Gestapo-type Frankenstein monster. The intensely realistic background of this novel is a consequence of the personal experiences of its authors. Both authors have had careers in newspapers and magazines, and Gordon for several years was an agent of the FBI assigned to counterespionage cases. The depth of the capability of this collaboration is wit-

nessed in the success of their previous novel in this field, the widely-known *FBI Story*.

The essentials of *Power Play* are simple, yet compelling. They center around Dyke Crandall, the avaricious political aide of an incompetent California senator. Crandall has assumed the position of a Machiavellian puppet-master, maneuvering the senator from behind the scenes. Crandall's perverted lust for power is granted expression upon the death of J. Edgar Hoover, when the appointment to the post of FBI Director falls prey to political pressure. This pressure, directed by Crandall through the senator who has become dependent upon him, is aimed at securing the appointment of a corrupt criminologist, who too will dance to the strings pulled by Crandall.

This leaves Crandall in the position of selling positions as FBI agents on the basis of political patronage, granting "protection" to the syndicate in exchange for favors, and controlling an internal security agency which can now be directed to garner information on all public figures with the possible ends of ruin or blackmail always in view. This denouement is driven to a gripping climax by the all-out competition between Crandall and the senator's cronies, and the Negro Congressman from Indiana and the FBI's acting director.

The style of this novel reflects the author's past literary ventures, which include 12 suspense novels. The shifts of plot are inclined to be abrupt and somewhat melodramatic. The plot development is not a prolonged and logical unfolding of the basic elements, but rather depends upon stimuli having their roots in the *deus ex machina* tradition so beloved to many "whodunits." The governmental tradition and protocol is not treated to the meticulous and loving exposition such as is found in *Advise and Consent*.

The factual detail unearthed by the Gordons in their previous studies of the FBI is present in this novel to a degree which makes the possibility of the success of Dyke Crandall's plot gripping and terrifying. This includes mention of Gaston B. Means, the FBI agent whose espionage on the private lives of Congressmen generated an anxiety approaching fear on Capitol Hill during the administration of Warren G. Harding. Inequities of Senate investigating committees are delineated, including their power to establish their own rules of procedure.

These all combine to make more telling the central point of this novel, the imperative urgency of maintaining a nonpolitical internal security agency. Enough is unveiled in this novel concerning the pos-

sible horrors of an American Gestapo, which the FBI could be save for an incorruptible Director, to create and maintain the emotional and intellectual support of the reader for Glen Holden and Tom Schuler throughout.

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REVIEWER: GARY HOUSE

Beta Epsilon

Emory University

*Brother Hoover discerns a fly in the ointment of international politics. A fly with a long, red nose, that is.*

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#### Quotations from Chairman Mao

By Jack Shepherd and Christopher Wren

IN THIS delightful little parody of *Quotations From Chairman Mao*, editors Jack Shepherd and Christopher Wren present the musings of Lyndon Johnson in a humorous, if not sometimes devastatingly sardonic, light. Though assuredly not of crucial political significance, *Quotations From Chairman LBJ* is a tastefully done work of tongue-in-cheek that is not entirely favorable to the Chief Executive.

The text of this volume consists of quotations carefully selected from Johnson's long political career. They range in chronology from his senatorial days to his present position of power. It can be argued, as many do, that the selections are often drawn so far out of their original context that the actual meanings are somewhat distorted. Nevertheless, the fact remains that the book may well reveal the inconsistencies of purpose and insincerity of word that are seemingly fitting to the career of a master politician.

The selections range from contradictory pronouncements on peace and war to examples of the peculiar variety of Johnsonian protocol in dealing with foreign officials. The attitude of the editors toward the text gives the appearance of biting sarcasm with occasional relief from elements of temperate facetiousness. Yet it is this apparent lack of objectivity on the part of the editors that makes this book so appealing, if not indeed likeable.

*Quotations From Chairman LBJ* is a "must" for those outside the Johnson camp and may be a source of entertainment to even the staunchest of Johnson supporters. The work is not profound or of definite lasting value, but it is highly entertaining and provocative, if not thought-provoking.

# ON POLITICS AND LIFE



## VIETNAM

By Richard Haverly  
Upsilon  
Rensselaer

**P**ROBABLY NOTHING will have a more profound and immediate impact on our futures than the Vietnamese war. As a college student ultimately facing the draft I often ask why we're doing what we're doing. Some would say to prevent a community takeover of the south. A noble idea, I suppose, but would it be any worse than the government now in power. A government so corrupt that half of our economic aid to the "people" of this country (and this is where our only possibility of success lies) never reaches its destination, and where the political and military leadership may change as often as the tide.

We have come, I think, to the awareness that arbitrarily increasing our military establishment does not guarantee a proportional increase in success, or even any success at all. Surely, recent communist offensives commencing with Tet have demonstrated the Viet Cong's ability to strike almost anywhere in force, despite Allied strength and technical superiority. Granted, they are supposedly taking heavy losses, but this does not change the fact that they are doing what we said only last year they could not do.

The obvious result of the administration's overly optimistic appraisal of the war's progress is the current public disenchantment in this country. More

and more, casualty figures are viewed with skepticism until now it would seem that total enemy losses approaches the entire population of the country. And our knowledge of infiltration through the jungle seems quite precise; we don't have turnstiles on the border through which every North Vietnamese must pass.

This credibility gap between the government and its people may eventually force us to accept something less in Vietnam than what we are capable of achieving.

We should realize that our current policy of hopping from place to place in the hope of finding Viet Cong to fight, and then when we're finished withdrawing and going elsewhere is self-defeating. Because we offer no permanent security to the inhabitants, their loyalty, however real it may be, must belong to the Viet Cong.

It is here, in our pacification program, that we are severely lacking. For the only way we can wrest the country from communist domination is to provide an atmosphere in which the people can express themselves without fear of reprisal. Saturation bombing and search and destroy fail in this respect. What we must destroy is the grass root support enjoyed by the Viet Cong and this can be done only through economic and political reform.

# Poems of Youth

By Robert H. Dobson

Beta Nu

M. I. T.

**N**OW is when the writing  
Must be done,  
For tomorrow may bring  
Wisdom,  
Maturity,  
Learning,  
And  
Who the hell wants to read  
A wise mature learned  
Poem  
Written  
By  
A kid

**“H**EAR ME”  
Hear me yell  
Hear me cry  
To the slow sad river  
Rolling by.  
How can I love  
How can I hate  
When the cool calm river  
Says it's too late?  
Every day  
For two centuries  
Someone has moaned  
To the river.  
The river gets nowhere.  
So do I.  
Tomorrow maybe I'll talk  
To a bird or a tree  
To get my heart back  
From the skies,  
To make my body move  
Today I'll just sit  
Awhile more,  
And think,  
Thinking of nothing  
Going nowhere.

**F**ROM this—  
the land of horny boys  
and tinkertoys,  
painted girls  
one-night whirls,  
boring classes  
kissing asses,  
greasy cooks  
dirty looks,  
and most of all  
a super ball  
bouncing with almost  
perfect elasticity  
toward  
complete  
worthlessness—  
I must flee.  
But,  
strapped to the table,  
wheddled into the dean's office,  
oh, no!  
not that!  
not me, God,  
not me!  
He wipes off his sliderule  
covered with blood,  
for I'm not the first,  
nor . . .  
and then screaming:  
God not me,  
no!  
it's over as quickly  
as it began,  
not nearly as bad  
as might have been  
imagined.  
And now at last,  
free from passions,  
free from desire,  
free to work  
for God and country:  
I am an engineer.

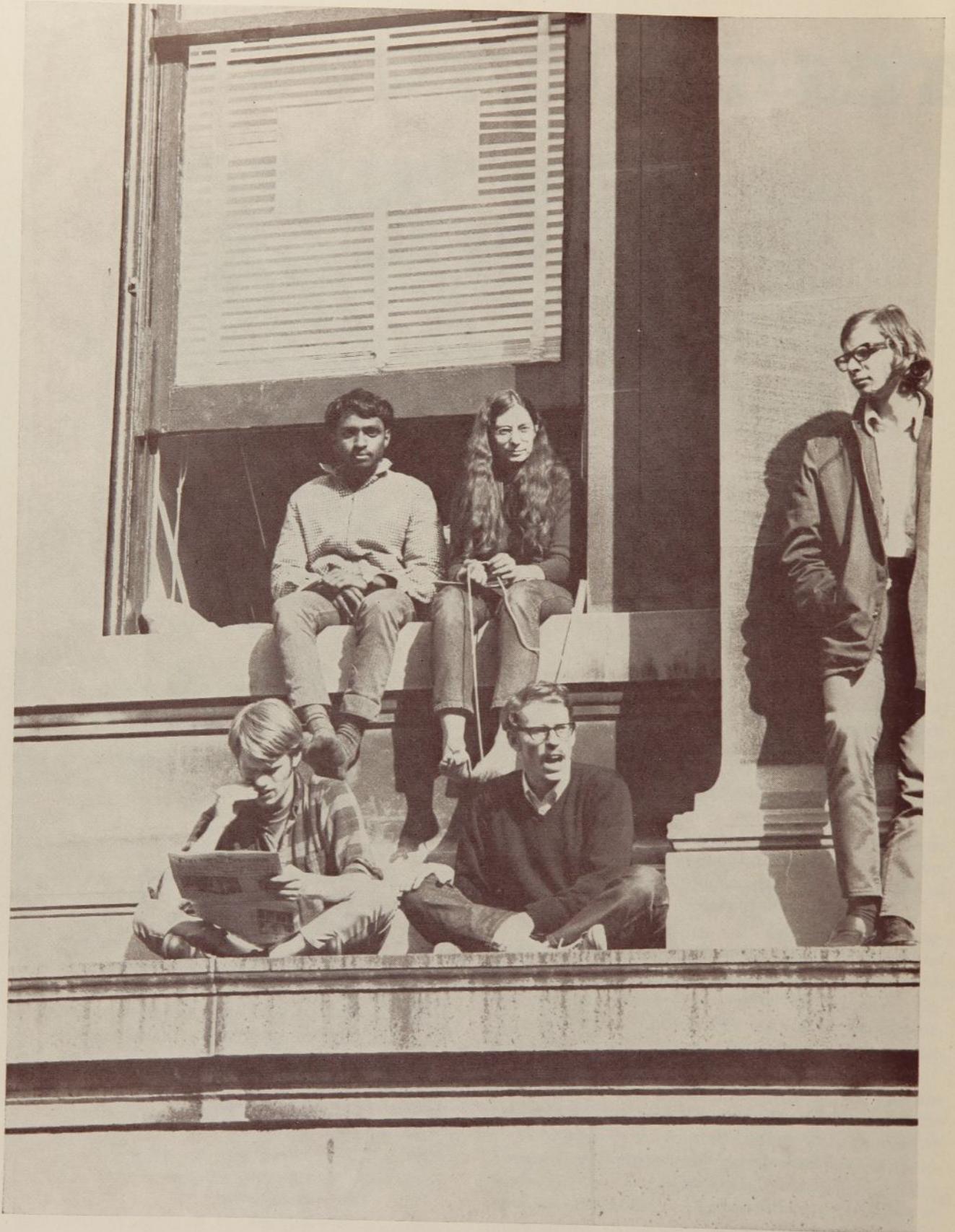


Photo courtesy of COLUMBIA COLLEGE TODAY

George Keller, editor

# Reflections on Student Discontents at Columbia

By Dr. Frederick D. Kershner, Jr.

Professor of American Social and Intellectual History  
Columbia University

IT WAS the original purpose of this essay to provide a reasonably exact account of the "happenings" at Columbia during the spring of academic year 1967-68 for the readers of this journal. A noble and commendable ambition indeed, which quickly proved to be quite impossible. Speaking as an historian, the author doubts if the whole truth of the Columbia affair will ever be known, since written records are scanty, eye-witnesses are in direct conflict over such elementary questions as whether the damage done at Law Library was slight or great, and the intent to deceive was unusually pervasive in its presence.

Therefore a decision was reached by my little committee of one to write instead in the vein indicated by the headline. My special qualifications to reflect on the topic are adequate though not outstanding. As a professor at Columbia I was an interested bystander, and knew the background of the University from 10 years of residence. My contacts with the student strikers were minimal, since the major cadres of student activism were located at Columbia College, with strong support from some of the Graduate Faculties (Political Science and Philosophy, which includes English) and a contingent from Barnard. Other graduate institutions such as Law, Medicine, Teachers College, Union Theological Seminary and the various Far East Russian and similar Institutes were only slightly affected. Nevertheless there were many direct confrontations for all faculty, and the disruptive effects were felt by every full-time teacher, as distinguished from those exclusively concerned with research projects.

Reflections most likely to be of use to others seem to fall naturally under three main headings, which will be discussed in the order indicated: (A) The World Setting for *l'affaire Columbia*, (B) Some Key Events at Columbia Itself, (C) The Post Mortem—Why did it happen? How does it affect other collegiate institutions (and their fraternities)? Whither are we drifting? But before launching into the matter let me first warn you of some axiomatic facts, or postulates, without which it is easy to draw incorrect conclusions all up and down the line.

First, student rioting, discontent, hostility to the

governing elders on campus and emotional reactions cloaked in rational terminology have been constantly present at American colleges for at least 300 years, at European universities for at least 750 years and at universities elsewhere ever since they too began operations. In itself, student discontent and violence have always been par for the course. However, certain characteristics of the eternal discontent of undergraduates (also just as universal for non-college-going youth, one should not forget) *have* altered from time to time.

Second, a pattern of student violence directed against policies of the national government and the very form of that government, is fairly common in European, South American and Asian universities and has been for centuries. But in the United States this has been extremely rare, although the polarity is not absolute. The most convincing reason offered for this contrast is that only in America were virtually all college graduates sure of jobs after gaining their degrees; therefore, they tended to identify with the socio-political system rather than to seek its destruction. Traditionally American students sowed their wild oats and then became pillars of society rather than permanent rebels.

Third, American college fraternities are uniquely American, being invented by college undergraduates without any European model whatsoever. Thus fraternities comprise one important ingredient in the native collegiate stew not to be found overseas. Curiously enough, faculties have usually associated fraternities with student intransigence and rebellion, and have opposed them largely on this account. Today, fraternities seem relatively tame, as everybody knows.

Without drawing any conclusions from these facts, it seems a good idea to make certain that interested persons are fully aware of them before going farther. While other interesting points could be made (such as the high percent of the total American population receiving college training compared to other countries, the unusual amount of control exercised by organized Protestantism compared to other countries, and so on) it is these three factors which have most immediate importance for our particular subject.

## Upsurges Around the Globe

CONTEMPLATED in its world setting, the Columbia affair seems both minor and paradoxically great in significance. Of the recent student upsurges around the globe, the Berkeley happening seems to have set off the chain reactions which subsequently developed. In the seminal, causative sense it has special importance and offers the major argument for those who insist that student uprisings everywhere are American-inspired. However, the Berkeley story is much more familiar to us than what has taken place outside the country, so we will do no more than to take official notice of it, for the record.

Next in point of time came the West German student revolts, centered at the Free University of West Berlin. When Rudi Dutschke, 28-year-old leader of the SDS (Socialist Students Federation) was shot by a young house painter of doubtful sanity early last April, the result was one of the explosions of student violence with which we have since become so familiar. However it is Dutschke's defense that students are never violent; they merely defend themselves by offering counter-violence to the violence of the state. Techniques of the German SDS are to hold public burnings of all books and pamphlets with which they do not agree, to make demands upon the German Government for regular free time on radio and TV so as to move toward ultimate control of all mass media (Marshall McLuhan?) and to harass all opposition newspapers and critics into silence. Most analysts believe that the students furnish sheep-like followers rather than leaders, the latter being drawn mostly from young instructors and assistant professors in their thirties and early forties.

Ideological sources of the SDS protest are clear. The seventy-year-old Berlin-born philosopher Herbert Marcuse (now teaching at one of the lesser state universities in California) is their acknowledged mentor. He believes that capitalist society is utterly repressive, but clever at masking this repression behind the rhetoric of freedom. This capitalist hypocrisy causes a "one-dimensional society" (Louis Hartz and his American consensus?) in which no real choices or conflicts exist—only Tweedle Dum vs. Tweedle Dee. Therefore men of good intent must use non-legitimate means of protest, since all legitimate means are rigged by the Establishment.

Beyond Marcuse (whom the Russian Communists detest, and have denounced as a bad Marxist), the German student Leftists cite Cuba, Red China and Yugoslavia as the most attractive forms of government today. Despite their organizational name, they are really anti-socialist and attack the German Socialist parties. They denounce the parliamentary system, which they would replace with local soviets, and they call for a permanent revolution aimed at smash-

ing existing society. Once everything is smashed, presumably an idea for something to fill the vacuum will turn up; the lack of constructive alternatives is regarded as a source of strength, since it allows the student radicals to concentrate upon effective tearing down.

The reaction of the general German public to the SDS is quite interesting and thought-provoking. The liberal professoriat has usually favored killing the protests with kindness and concessions; they talk about changes in teaching methods and academic structure while the movement they seek to appease is demanding a total social revolution. One is reminded of the Yeats comment during Ireland's Black and Tan strife: "The best lack all conviction, while the worst are filled with passionate intensity." On the other hand liberals like Gunther Grass are becoming increasingly alienated by the tendency of the students to depend upon authoritarian means for gaining allegedly democratic aims. As for the mass of German white and blue collar "burgers," they seem to hate the student population with poisonous intensity for threatening the comfort and security of post-Hitlerian Germany.

Then there is student England, a showcase of contradictions. Ever since the end of World War II, the mood amongst English liberal intellectuals has grown increasingly anti-American, until today scarcely a kind word is to be heard for Britain's ex-ally. In addition to basic anti-Americanism, basic anti-Establishment feeling is pervasive, and it was England's "Angry Young Men" who invented that very term and concept. Therefore, the English student protest movement has been much more anti-American in flavor than the German, although this is merely a matter of degree.

The center of English student protest has been the London School of Economics rather than Oxbridge, with support from the new red brick universities. The latter are springing up everywhere and will probably play a part roughly comparable to the American state university in our own geography of higher education. At the London School of Economics there have been milder versions of Berkeley phenomena, which some have blamed on transfer students from the United States, with little or no justification. Violence has occurred, resulting in the death of one university employee; the wife of a Conservative M.P. was trampled upon and cursed as a "Fascist pig" on another occasion.

English student discontent has not yet turned up a symbolic leader figure comparable to Dutschke, Cohn-Bendit or even Mark Rudd. Instead the Student left is wildly fragmented into Marxists, Leninists, Trotskyists, anarchists, anarcho-syndicalists, Maoists and Castroites. Compared with German *studenttum*, England displays greater concern about pedagogical problems and student control over dis-

cipline. Nevertheless, the recent revival of anarchism aimed at the entire social structure has been a striking development, reflecting extensive disillusionment with things as they are, especially the Labor Party.

In the struggle against society, the rebels have adopted the scheme of building parallel institutions of their own which they hope will displace the old ones. While it is the West German "Free University" that serves as their model (although Joseph Berke is alleged to have brought Berlin's New York "free university" equivalent direct to the LSE), the English prefer to term it a counter-university which will wind up part of a total counter society. Naturally these English student rebels are very opposed to history and tradition, feeling that the past exists only to be rejected and then countered. At the Anti-University of London, anti-classes are held and anti-theses are written. Students think of themselves as slaves (surely the most privileged slaves in history!), and live histrionic, oratory-filled lives.

As for the dons of the faculty, they seem to have reacted almost helplessly. One British commentator insists that many university dons have allied themselves with student radicals as a form of playing at being revolutionaries in exchange for popularity and power, however short-termed. The greater part of the faculty seems not aware of what is going on, and probably is doubtful that anything important is really at stake.

*La belle France*—always different but always the same! In France, student activism has reached a world high point of violence, which French students are reported to have described exultantly as "our Berlin." It has also achieved much the most serious threat to any existing regime, despite the feeling almost everywhere that DeGaulle has given France the most effective government that "Marianne" has experienced in many decades. It is anti-American even more than the English movement, for Cohn-Bendit has denied all freedom of expression to "partisans of the Americans" on the ground that they deserve to be treated as fascist anti-Semites and cannot be safely tolerated. Yet, this same movement has condemned "police repression" of its own brick-throwing, terrorist techniques of protest in the strongest possible language.

The symbolic student leader in France is Daniel Cohn-Bendit, a 23-year-old German anarchist. As with the Germans, however, many feel that the real direction comes from junior faculty and graduate assistants. At any rate the student activists denounce the growing size and impersonality of the typical French campus, which they feel symbolizes trends in the total society. They believe in student control of the curriculum and of faculty hiring and firing as well as student judging of examinations and teaching methods. In action, the French students occupied

college buildings and placed them under the rule of student soviets.

However all this is secondary to social revolution as a desired outcome of student pressure. Marcuse has little or no influence with them; it is Regis Debray's version of Castro-Guevara revolutionary technique, as expressed in *Revolution Within the Revolution*<sup>2</sup>, which has captured their allegiance. Behind Debray one finds the influence of French radicals like Sartre and Camus, with a strong taste for Latin American example, a strong preference for Maoism over Leninism, and a revival of the century-old "creative anarchism" of Pierre Proudhon. It is Proudhon's views which provide the technique of local soviets seizures of power.

Naturally the French student radicals waste no time apologizing for their use of force and violence, since by force they hope to achieve what they could never win through the ballot box.

They place great emphasis upon "freeing the mass media" from capitalist ideological control, for only through radio-TV, literature, art and the theater do they believe that a rapid transformation of public opinion is possible. Therefore demands for TV time, and efforts to censor all articles written about them are SOP. From television realities, as exemplified in the Kennedy-Nixon debates, they draw their calculated style of drastic oversimplifications in public debate, on the grounds that short TV periods do not lend themselves to sophisticated, subtle campaigning. As for the public reaction in France it is not unlike that found among their "Teutonic" neighbors. Liberals have sought to join or appease them, professors have split, while the bourgeoisie has turned solidly against them, as the recent elections demonstrated so conclusively.

Elsewhere in the world a similar pattern unfolds. In Italy the student leftists have earned the title "Ma-Ma 'Maoisti'" for their admiration of Marx, Marcuse and Mao. Since the beginning of spring their groups have occupied 23 of Italy's 27 campuses at one time or another. They reject all compromises offered them, since nothing less than complete destruction of the existing social and political order is acceptable. They are extremely anti-American. Old style liberals like Alberto Moravia are *persona non grata*, which means their views do not enjoy the right of public expression in student groups.

Italian student radicals also seek to restructure the university system and place it under virtually complete student control. Even the Italian Communist leadership finds this alarming and has taken the trouble to denounce Herbert Marcuse for supporting "extremist infantilism." In Spain, new life has infused the moribund student protest movement of the Franco era. Only in the Iron Curtain states, where student protest has generally assumed a pro-Western, "we can live with the capitalists and their rock

and roll" flavor, does one fail to find something which relates to this pattern.

Not surprisingly, the Latin American student protest movement, which probably includes a majority of the college population, and is characterized by many "perpetual" student radicals who are 40 or 50 years old, has long been revolutionary in outlook. Not surprisingly, it feels little called upon to change by the rise of the new developments elsewhere. Universities in Mexico City, Buenos Aires and Santiago have been operating in this fashion for perhaps half a century. Indeed some have charged that the New Left in the United States seeks to Latin Americanize the undergraduate mentality. In Japan the left wing Zengakuren student organization has sharply stepped up its challenge to the authorities in all of Japan's 820 colleges and universities.

As for Red China, where student violence and political activism in behalf of Maoist ideas have been carried on much longer than in any other large nation, it is interesting to read that the old educational system *has* been successfully disrupted. However, the "restructuring" which was to follow the smashing of the traditional collegiate training has been so unsuccessful that higher education is reported in a state of collapse. Millions of troublesome ex-students are being resettled on farms in dangerous frontier areas, since they are now violent, almost unteachable and regarded as a potential menace by the Mao regime itself (see *NY Times*, July 8, 1968).

How have these phenomena been interpreted by European observers, to date? Here are some outstanding comments, most of them entirely unrelated to American university doings, since none of the critics seem more than slightly interested in our side of the Big Pond.

First, Geoffrey Taylor has characterized the student radicals as "five percent movements," that is, tiny segments of total public or even campus opinion. Nevertheless, five percent is about all it has ever taken to put over a successful revolution, he reminds us. Governments often make huge concessions to five percent movements because the remaining 95 percent is inert, and will not support state action inconvenient or disturbing to its own comfort.

Second, the intelligentsia or intellectual leaders of mass discontent all over the world seem to have elected the United States global Enemy Number One, replacing Hitler's Germany. This has ceased to operate primarily as a rational judgment, having now become an emotional, irrational article of faith among the very intellectuals themselves. One could add to this (though not stated in any European journals which I read), that many American college intellectuals have taken their cues from European sources for so long that this new development leaves them bewildered and seemingly incapable of self-defense.

Third, such a climate of opinion promotes the conspiracy theory which young intellectuals in search of quick and easy answers so often find irresistible. To have a complete villain identified beyond question early in the game, makes any drama easy to interpret as it unfolds. Americans are omnipotent; therefore anything which goes wrong anywhere in the world is pretty much their fault; clinching proof is found in the fact that Americans themselves seem to believe this, and often delight in publicly denouncing themselves to this effect. Thus Marghanita Laski blames "the Founding Fathers of the American republic who started the nonsense (about natural rights) with their noble prose about rights to life and liberty and the pursuit of happiness." Actually, says Mrs. Laski, nature has no power to give rights to anyone, and what go under the description of natural rights are merely privileges which various groups would like to obtain for themselves under the protective cover of human legislation. "When the West German students say they have a right to use the same lavatories as their teachers, they can only mean that they haven't such a right but that they'd like one."

Fourth, the student radical penchant for violence has received unfriendly attention. Uwe Kitzinger has asked "why, in certain countries, liberal democracy has been 'superseded at the edges by physical violence' and 'debate overridden by demonstration,'" after so many decades and even centuries of rational behavior. A. J. P. Taylor suggests that the answer is simple: "Rioting is an essential part of our constitution," the English were once regarded as the most violent of Western peoples, and the students are now reverting to a not-so-noble but older tradition.

Probably the most serious accusation made by Europeans is that the New Radical fixation upon "alienation theory," so conveniently discovered in Marx's early writing, has led it into complete hatred and repudiation of liberal democracy. Total freedom must be ripped out of the selfish grasp of the capitalist despoilers. Once the society with its restrictive law and order is smashed, freedom can be gained through formless art, through hallucinogenic drugs and through leaderless communes operant during the more humdrum moments of life. But only after society is smashed can this freedom be at all possible. Therefore, as two Oxford student radicals wrote to the *Manchester Guardian* on June 27, 1968, their critics were correct in charging "that militant students are now rejecting the principles of liberalism, tolerance and skeptical rationalism. The case for doing so is very strong . . ." namely, direct participation of all interested citizens in all important decisions is denied by the representative system of government. "Therefore, students and workers are perfectly justified in using other methods, based upon non-liberal principles." In other words, tolera-

tion permits liberal errors to mislead people, law and due process get in the way of meting out prompt justice, while reliance upon reason merely allows the word-spinners to confuse "the people" into doubting what they already know to be true beyond the possibility of question. The will of the majority has no validity, and is almost always wrong, except in extremely small political units. Intuition, violent emotion, existential ego-centered approaches to life are the only reliable guides to action.

As for the welfare state, as Roy Gosling put it: "We are not grateful. And talk and action in making the Welfare State more efficient paradoxically increases the mood of ingratitude. Capitalism now speaks defensively of profit, and shouts of welfare and education. It's all for our good and we spit in their eye." The entire white bourgeois environment must be rejected—(which should make appeasement of the rebels somewhat difficult!). "NO to culture" was one scribble on a Louvre wall; the student radicals study the art, literature and communication theory of the West only to destroy its product. "We are against everything which rules today," read one poster in Paris; "NO teacher can help us . . . we must all educate ourselves."

### Columbia Fits the Pattern

TO WHAT EXTENT were events at Columbia, with their explosive climax in the Spring of 1968, a departure from the pattern discernible in student protest manifestations outside the United States? The answer to this question is, only to a small extent, if any. Columbia fits the pattern in almost every respect that her unique environmental circumstances permitted. Without paying much attention to dates, or buildings seized, or idiosyncratic personalities, a few special observations can be safely made.

The Columbia tradition has always been a curious amalgam of controlling conservatism, sitting on the lid of a boiling cauldron of liberal-radical criticism and discontent. This has been true for a very long time. As far back as the 1870's, when the college's fledgling literary quarterly, *Acta Columbiana*, was given a basement office, students were furious and "there was considerable rioting in the endeavor to wreck the unpopular office and many suspensions occurred. . . . The rioting of those days was in a way characteristic of daily life at Columbia, which was marked by a tendency toward disorderliness and ruffianism that was deeply regretted by the better element in college." (*Columbia University Quarterly*, 3:137-138, March 1901).

In the early 1900's, strong chapters of the Inter-collegiate Socialist Society were established at Columbia and Barnard which propagandized and demonstrated enthusiastically. During the 1930's and 1940's Columbia was described as a Red-hued university by the *American Mercury* and its counterparts.

Then came the League for Industrial Democracy, also a Socialist affair. In 1965, however, the Columbia chapter of the L.I.D. decided to seek greater strength through a common front with various Communist student groups, and disowned the Socialist parent sponsor. Several independent college groups of this nature then reorganized as the Students for a Democratic Society (SDS), which in the oblique Marxist dialect actually meant a socialized society. At this time the SDS soured on the proletariat of organized labor because it had become too bourgeois. Instead it decided to focus upon the poor, from organizational bases of operation on the various college campuses where it had chapters. Almost immediately activism began to replace persuasion through argument alone, and things really began to happen at Columbia.

Two incidents which preceded the seizure of campus buildings late in April help to give the Columbia affair a special "American" flavor, however. During most of 1967, the S.D.S.—New Left alliance directed most of its fire against Viet Nam and in behalf of Columbia's Negro students. This produced plenty of smoke, but no fire. The student Afro-American Society at Columbia, rather less militant than its counterparts at San Francisco State and elsewhere, was treated as a prize ally, symbolic of the Negro-poverty-anti-war-white radical coalition that was to destroy the existing society. As a vociferous friend of Negro advancement, the S.D.S. attracted wide sympathy, and it even then looked ahead to the possibility that Harlem muscle might be summoned as the fighting arm of the future revolution when opportunity erupted.

Matching the popular issue of race, was the equally captivating crusade for sex. On March 4 the Linda LeClair case broke into the headlines. In defiance and deception of Barnard College housing rules, Linda and a boy friend were revealed to be living together without benefit of clergy. At once a violent struggle began to rage. In student letters to the campus press, one faction complained that unless Linda got what was coming to her, "WHOREDOM is going to take over"; the New Left retorted that "EVERYBODY IS DOING IT," and the "rules against unmarried girls cohabiting were antiquated . . . unfair, restrictive and arbitrary." Pickets marched in defense of Linda, the facts of the case apparently of little concern to anyone. Later Linda reciprocated by full scale participation in the Columbia "liberations" sit-ins and sleep-ins.

Thus the stage was set for wide potential support of the take-over of five Columbia administrative, classroom and dormitory buildings after April 23. With Mark Rudd, a junior majoring in history and an uncritical admirer of Castro's Cuba furnishing the charisma, the buildings were taken over and pictures of Mao Tse-Tung, El Ché Guevara, Lenin and

Debray sprouted in "liberated" windows. The buildings were re-named, and communes were organized to govern them. Damage to the facilities was substantial. When at last police intervention, with the much-desired brutality as an accompaniment, came to pass, all was proceeding according to S.D.S. schedule. Classes were discontinued; counter-classes were organized by the radicals, with the student strike to picket against "regular class" competition. Apostles were sent to spread the gospel to Teachers College, the Medical School, Union Theological Seminary and other outlying provinces of the university.

Faced with crisis, the Columbia administration and faculty quickly demonstrated their total unpreparedness for such an emergency, despite plentiful knowledge of Berkeley and other episodes of student discontent. The administration, caught between fears of student opinion and Harlem visitations on one hand, and pressure from trustees and alumni on the other, was almost paralyzed. The faculty, (as in Europe) was split between appeasers and disciplinarians to such an extent that no action was forthcoming from its ranks, either. The *Columbia Spectator* supported the radicals about nine-tenths of the way, especially after the so-called "bloody" East Green collision took place between police and a large crowd of interested but innocent bystanders. The *New York Times* reported the affair objectively according to liberals, in a prejudiced fashion according to S.D.S. Rebels seized control of all the reproducing machinery they could find in their various "spheres of influence," and cranked out an amazing volume of pamphlets and handbills. Letters to the *Times* revealed a tendency for liberals to support the activists because their cause was "just"; for conservatives to reject them because their tactics and ideology were violent and contemptuous of all opposition whatsoever.

Seen by outsiders, the Columbia uprising displayed a familiar pattern—the leader, the alliance of students with young faculty and assistants, and the keen sensitivity to the importance of favorable publicity. Their ideological sources were also familiar, chiefly Guevara and the Cubans, Mao and the Chinese Reds, plus a generous assortment of anarchist and neo-Marxist sub-movements and writings. Marcuse and Debray were the ascending stars, with Sartre and Paul Goodman rapidly fading. The Columbia leftist aimed at destruction of the basic society, with university restructuring only a convenient cloak for their major goals. Faculty resistance was divided; students' resistance was confused and leaderless. A different verse in the world-wide symphony, one might say; not a new composition.

After the University's graduation and two counter-commencements had been held, a "Liberation School" for summer session was announced, with

quarters in the Phi Epsilon Pi fraternity house. A schedule of classes was published, and the red flag flown every day from the fraternity masthead. It was announced that here plans for a new assault upon the University would be readied before Columbia reopened in September. The one "liberation" class I attended was straight lecture. Standard Marxist dogma was offered by a bearded young amateur to some 40 or 50 informally attired students, for all the world like a fraternity rush session.

### A Problem, Not a Fad

IT IS NOW easier to reflect upon the larger meaning of all this for the country, for universities and for the college students who are members of fraternities. These conclusions are entirely my own; neither *The Rainbow*, the Delta Tau Delta Fraternity nor other scholars have any responsibility for the interpretations which follow. It seems to me that student discontent is no fad, but a problem of real significance for the nation; that it casts considerable light upon the nature of the modern university; that it inadvertently presents fraternities with an amazing once-in-a-lifetime opportunity; but that the potential long range consequences of our situation are rather frightening.

Student discontent has importance because it is well grounded in basic tendencies of modern American life and thought. Hence it is not likely to disappear quickly, in faddistic fashion. First of all, there is the disconcerting emphasis upon irrationality and order-smashing. Such manifestations among ignorant elements in the population would mean little, but among college students at our best universities they are indeed serious.

This is not just crazy. Freud has pronounced the mind a weak and unreliable instrument; social scientists declare that all knowledge is relative and one culture should not seek to pass judgment upon another (how many people in a culture, one asks!); the new physics has given us Heisenberg's uncertainty principle, suggesting that at its roots all scientific truth is approximate, actuarial, not to be relied upon absolutely. And the new art, in the saddle for at least a quarter of a century, preaches endlessly that all the old art and culture must be smashed and eliminated, to give the new art adequate room to grow. This strategy is now being applied to all of society.

Again, a pronounced tendency of our time has been anti-nationalism. Two generations of historical revisionism and social science presentism have convinced many students that the United States should be feared and often disliked, but not loved. Patriotism, is for squares. Cultural pluralism, and internationalism are popular; nationalism is merely chauvinism, another name for the "establishment." Many

undergraduates are hardly aware that positives exist in the nation's history. Naturally this promotes alienation and existential self-centeredness among thoughtful persons. Yet there is only a tiny handful of scholarly treatments of American nationalism available for print, and even these do not support prevailing student assumptions. It is a curious and distressing situation, but it exists.

Social science today enjoys immense prestige. However, the present emphasis upon methodology and terminology has given a somewhat ivory tower, theoretical flavor to many of its insights. Much of this flavor has carried over to the thinking of students most impressed by it.

The permissive home training and public education endorsed by John Dewey and progressive education ideologists is now being heavily attacked as protracting adolescence, as producing persons who are physically mature, but psychologically spoiled and immature. Students emerging from this new style upbringing are described as petulant, selfish and erratic, inconsiderate of opposing views, and equally inconsiderate of dotting parents—all these attitudes now being transferred from the family circle to society itself. The next decade will test the truth of this indictment, almost certainly.

Finally, the whole humanitarian thrust for civil rights and "Negro equality," whatever that is, has departed from past reformism in one important particular. Until our own era, reformers sought to *uplift* the underprivileged, to share with them the advantages of a civilization which the less fortunate greatly envied. However, it is argued that such an attitude is middle-class conceit. True reform and equality demands that the middle class share and assume the life style of the underprivileged themselves. Hence the cult of dirt for dirt's sake, the hatred poured upon the black middle class or "Uncle Toms," the obscenity and coarseness of language ("Up against the wall, m.f."), the urinating upon walls and furniture in occupied Columbia buildings. Here we have a glorification of "low class" behavior as a matter of symbolic empathy, not because it will improve the quality of civilized life itself. For all these reasons, and more, the student revolt can hardly be dismissed as ridiculous.

But much is also to be learned from radical activism about little-realized but important tendencies in modern university life and structure. Let me suggest several possibilities here, beginning with the unusual prevalence of student inertia in universities today. Vice-Chancellor John Sparrow of Oxford suggests that English students divide into three groups: (1) a small nucleus of extremists and revolutionary activists, usually 5 percent or less of the total student body; (2) a much larger number of indeterminate, mildly discontented students, uncertain of their own future, and willing to lend support to appealing

causes; and (3) a mass of disinterested students, willing to live with what they find in the curriculum and classroom, possessed of clear, definite life-plans, opposed to violence and disruption, not interested in restructuring universities. These three groups are probably of about equal intelligence, except that the second group is often "sucker-bait" for the first group.

The smallness of the rebel segment can hardly be over-emphasized. The publicity it has naturally received, and its own claims, causes the general public to blame *all* students for what the "five percenters" say and do. This is justified only to the extent that the radical students have indeed succeeded in cowering and muzzling the huge student majority, and their very success feeds the fire of radical contempt for their elders, and for moderates of any generation. The inertia of the student majority is a clear fact.

A third feature of the modern college campus appears to be the trend toward segregation of black students by their own free choice. Nothing could be more confusing to white liberals. Voluntary Negro segregation in black dormitories, with black history and black studies, was never imagined as a remote possibility until a short time ago. Yet this is undeniably the trend of the moment, a trend which the student New Left supports fully.

Finally there is the fact of faculty confusion. Concerned with academic freedom, the conflict between research and teaching emphases, and the impersonality of runaway university size, the average faculty has been unable to take a clearcut position at any important institution. It has straddled, trimmed and hesitated. Most faculty members have oscillated between "shocked horror and affected toleration." In a word, the university does not have the answers. Radical students have discovered the power of force, and faculties are not used to force. In a human relations, bargaining atmosphere of sweet reasonableness, the radicals refuse to bargain, to be sweet or to be reasonable. "Can't we discuss this as human beings?" asked an English faculty member the other day, to which the radical student leader replied coldly, "I am not interested in you as a human being."

What does all this mean for the fraternities, if it has meaning at all? It is my belief that these facts have tremendous implications for fraternities and for all of us in the country at large. Where loss of confidence and inertia prevail, action is coveted. If initiative does not come from legitimate sources, then the vacuum which results will be filled by strong-man opportunists. Let none forget that Europe and Afro-Asia do not possess student fraternities. No voluntary structure facilitating student action exists save in the United States and Canada. For fraternities, all this suggests the following strategy:

(Continued on page 47)

Have  
Times  
Really  
Changed?

*A Pre-Civil War Author Discusses*

Today's discussions of recent student discontent, with its accompanying demands for "restructuring," usually assume that such happenings are entirely without precedent in the past record of American student life. Some aspects undoubtedly are new, but not the total phenomenon. The 120-year old article below will help you to draw your own conclusions. The American Literary Magazine was a short-lived student quarterly in the days when only about a dozen collegiate institutions had more than a hundred enrollees, and none could boast as many as 500. Nevertheless student activism and violence were incredibly great, over issues which afford an interesting comparison with those of the present moment.

Who the author of "College Government" was, we cannot say with certainty, but he must have been a college senior or a very recent graduate. We print the article as it actually appeared, with a minimum of editing designed only to explain points which might otherwise perplex many readers and reduce their appreciation of this long-dead student viewpoint. "The more it changes the more it is the same thing."

## COLLEGE GOVERNMENT

THE preceding number of this Magazine contained some general remarks on the deficiencies of American Collegiate Education. We have been solicited to pursue the subject, and shall do so: not to humor the very decided sympathies of many intelligent persons, or to relieve our "overburdened spirit" of a weight of convictions which long since settled upon us. Still less do we desire to assail the reputation of our American colleges, or wound the self-love of the instructors employed in our institutions of learning. We desire only to participate in the agitation of a very important subject, in order, if possible, to aid in bringing about some improvement. Our bread is cast upon the waters—of public opinion. We shall not care to find it again ourselves, either in the approbation or disapproval of our personal efforts. We shall be sufficiently pleased, if it is floated away into some quarter where it is needed.<sup>1</sup>

Reprinted from AMERICAN LITERARY MAGAZINE

January, 1849, Edition

<sup>1</sup> The somewhat flowery style of the era derived from the worship of oratory in this age of Webster, Clay, Calhoun and Junius Brutus Booth. People wrote as they talked—not necessarily the wisest approach.

An artificial separation has been made in this series, of College Education and College Discipline or Government. Under the former head, peculiar reference was made to the course of literary and scientific training pursued in American institutions of learning. College Government will now be treated of by itself. But notwithstanding this division, discipline, in strict propriety, is not merely an adjunct, but is a *part* of education. In American colleges, the unity of the two is preserved with great efficiency. In fact, it may be honestly doubted which is to be regarded as the whole and which as the part. Whether this identity *ought* to be so rigorously maintained, is a question which now properly comes up for discussion.

### Does Discipline Encourage Maturation?

If American colleges (as is often represented) are to be likened to foreign high schools rather than to foreign universities in respect to the course of instruction adopted,—or even if they are not,—it is certain that they are comparable only to the inferior order of foreign institutions mentioned, in the matter of discipline.<sup>2</sup> Although it is one of the political maxims of our country, that “the best government is that which governs least,” our College Faculties steer wide of carrying any such doctrine into practice. If it is true, that the “world is governed too much,” it is preeminently true of students in colleges. Albeit there is no country on earth where the manhood of the rising generation is acknowledged so early or felt by aspirants thereto sooner than in our own, yet our academic walls are charmed against the intrusion of this tendency of the age. In vain do our republican youths doff the roundabout and assume the skirted coat—the modern *toga virilis*: the collegiate Senate repel the precocious advance, and make discreet students of twenty-five and thirty remember that they are boys. We allow, that the birch,—sagaciously invented by those who had ascertained that the human body had other members sensitive to knowledge besides eyes and ears—and the

“Ferulæ tristes, sceptrâ pædagogorum,”

do not create a reign of terror within the college. In fact, it can scarcely be said that

“We have them in Numidia;”

for our common schools are fast doing away with such aids to learning. But although these are not in vogue in our colleges, and have not been, yet many remembrances of puerility are religiously retained. In some institutions, there is what is called the “letter home,”—which, however, in justice to professors and tutors in general, we ought to say, is a punishment inflicted upon parents for sending their sons to college rather than upon delinquent students. A certain number of absences from matins or vespers or from recitations entitles the culprit to a heart-rending epistle, addressed, not to himself, but to his anxious father or guardian at home. The document is always conceived in a spirit of severity, in order to make it likely to take effect. It is meant to be impressive, less by the heinousness of the offence upon which it is predicated, than by the pregnant terms in which it is couched. It often creates a misery and anxiety far away from the place wherein it is indited not because it is understood, but because it is misunderstood and exaggerated by the recipient. While the student considers it a farcical proceeding, it is a leaf of tragedy to fathers and mothers. Then, the thing is explained. The offence is sifted. The father finds out that less than a dozen morning naps are all that is necessary to bring about this stupendous correspondence. The moral effect of the act of discipline is neutralized, and the parent is perhaps too glad at finding his anxiety all but groundless, to denounce the puerile, infant-school system, which he has been made to comprehend by so painful a process.

This is only one of the official proceedings of a College Faculty against delinquents, but it is enough to illustrate the defective system of discipline adopted at our institutions of learning. In foreign universities, and especially in the German (which are the best,) students are supposed to be men: at least, men enough to be beyond the reach of the little inquisitions and artificial penalties and degrees of punishment, enforced against school-boys. Now we would not transplant from Göttingen the mysticism, and pipes, and the duel, so fashionable there. But we would gladly transplant that self-reliance—that universal feeling that a college is to bear a part in the great drama of life, and is a centre of influence and a nursery of principles—and that sense of manly responsibility, which are universally prevalent in foreign continental universities. Respect for professors there is an honest esteem for men of superior wisdom, instead of an insolent cowardice, which accounts them so many pedagogues and monitors and gentlemen-ushers. The feeling of responsibility there is not one

<sup>2</sup> Even today one often hears the accusation that the American undergraduate college has a curriculum comparable to the German *gymnasium*, the French *Lycée* or the English prep schools such as Rugby, Eton, Harrow, etc., that is, the European equivalent of high school. Such charges were widespread in 1849.

which has reference solely to recitation-benches and study-hours, but to the world and the future prospects and career of the student. Great principles always find their first and warmest allies among the manly youths of those institutions. Liberty is likely to unfurl her banner and draw her sword first among them.

But in our own country, College discipline seems designed to repress manhood; to graduate finished school-boys, ignorant of the world and of their own powers; to inspire no ambition but a scholastic vanity and circumscribe the expansiveness of youthful energy. If Dr. Dwight's administration was an exception to this rule, it was due to the inspiration of his character, and his personal respect for ability of every kind, rather than to the system under which he governed.<sup>3</sup>

### What Direction Should Reform Take?

And here we will interrupt ourselves to say, that we are not advocates of no-government in colleges; still less, of breaches of the government which exists, by restive and recreant subjects. We say flatly, that, if a student cannot make up his mind before-hand to conform to the regimen of a particular institution, he would better stay at home. His consent to become a member of a college, is a consent to abide by its regulations. If he thinks the system foolish and puerile, this is no reason for defying it. It is absurd to attempt to "shear a wolf." Bad laws are no apology for bad conduct. It is as disgraceful to fall a victim to the operation of unwise discipline, as to that of sagacious government,—provided the act committed, be unnecessary. We address ourselves, therefore, to the correction of the system of discipline, not to an apology for college criminals.

Nor, as we said before, do we contend for no-government. To keep up the organization of a college, it is needful that the pupils should be amenable to some laws; that the instructors should have the right of expulsion and suspension, or rustication.<sup>4</sup> There may be excellent reasons, to break the connection between a student and the college, for the good of the institution. But these punishments should be charily used and not applied to offences which do

not endanger the peace of the college, or make it profitable for the student himself to leave. At all events, punishments should never be small and inquisitorial;—should not be applied for noisiness, and broils, and quarrels, and inattention, or foolish affronts to officers of the college, and all the demonstrations of youthful exuberance, which are now-a-days such marked objects of college jurisprudence and its sanctions. These are not substantial reasons for wresting from a young man the advantages of college-life. They are offences, which are better searched and corrected by a frank and manly interview, with advice and appeals to youthful pride of character, then by little artificial grades of punishment, such as grave censures before the assembled Faculty, or letters to parents. The relations of students to each other, should not be meddled with by instructors. They should be left to the manliness and mutual respect of the youths themselves, and the public opinion of the whole body,—which last would be a sufficient protection to the weak and ample rebuke to injustice, tyranny or meanness.

In cases of riot and disturbance, of assaults and trespass, the student should not be subjected to the loose forms of trial used by college senates.<sup>5</sup> Those who are guilty of such acts, (if such acts are committed under circumstances worthy of investigation and punishment,) should at once feel that they have the responsibility of men; that they are not mere boys, to be admonished or dismissed by a Corporation or Faculty, but are to feel the penalty of the violated law of the land. They should not be exempted from fines or imprisonment for breaches of the peace or the destruction of property. And then, when the law has laid its heavy hand upon them for their misdeeds, their instructors can then discharge a duty worthy of an instructor's place. College officers are supposed by absent parents to be the guardians of their pupils—to stand *in loco parentis*, and to be ready to see that justice is always done to the youths under their charge. They should, therefore, act under this trust, and be the patrons of the accused—not to shield them from justice, but to see that they do not fall victims to injustice.

<sup>3</sup> The reference is to President Timothy Dwight of Yale, a conservative authoritarian who nevertheless gave a tremendous amount of serious attention to students, which they greatly appreciated and admired.

<sup>4</sup> Expulsion meant permanent separation from the college, with no readmission; suspension usually involved dismissal for one term only; rustication required the student to retire to some secluded place well away from the campus where he must live at his own expense without any college privileges for a period of one to four weeks, usually. At the end of that time the student could apply for immediate readmission and receive it, if repentant.

<sup>5</sup> Student riots in those days were no joke. At Princeton in 1807 the students seized "Old North" Hall, provisioned and barricaded it, holding out many days before surrendering; in 1814 the "Giant Cracker" full of two pounds of gunpowder blew open the main door of Nassau Hall, broke all the windows and cracked the walls from top to bottom; in 1817, the students again seized Nassau Hall and were dislodged only by a militia call-out and the assurance that loaded cannon directed against the building would be fired otherwise. At Harvard in the 1830's and 40's student riots cost the historian Prescott (then a tutor) the loss of one eye. In 1849 the students at Hamilton College dressed up as Indians, smashed windows and burned all the privies; in 1823 they had fired several cannon balls into the tutors' quarters with a swivel-cannon. There was hardly a college in the United States which was free from such phenomena during the 1800-1850 era, with many serious injuries and some deaths resulting.

### Faculty as Disciplinarians

Such is a brief and partial glance at what college government ought to be. It is evident that we contend for *some* government, and think, if it should be conducted on the plan hinted at above, it would be government enough. And now, what is College Discipline as it exists? What are its principles, its leading features, its operation and its deficiencies?

It may seem, at first blush, to a person interested, that a College Faculty might be one of the best tribunals of justice in the world. It is composed of men of intelligence and elevated character, and a part of them have had extensive experience in their duties. They are, in the majority of instances, men of religious principle.<sup>6</sup> They are not hampered with technical rules of inquiry. Their decisions are calm and deliberate, and governed, probably, by republican rules. All these things are promising, and, to some persons, perhaps conclusive in the favor of the sagacity of College Faculties as judicial bodies. But take another view of the character of such organizations of men. Their power is absolute and decision final. They have not, as a class, a profound acquaintance with human nature in the practical. Men of mere science rarely have such knowledge, whatever may be their own opinion on the subject. They have none of those struggles with the world at large, which teach men human nature. In fact, when they are sometimes brought somewhat roughly into contact with mankind, they prove their ignorance of the sympathies and motives of their race beyond all cavil. The charge of a College Faculty is a grave one; in many colleges, so extensive numerically as to prevent an intimate knowledge of individuals by the instructors. They have no parental interest in the young men under them. They hardly have an opportunity, in large institutions, to take even a friendly interest in their pupils.<sup>7</sup> A large part of the judges in college jurisprudence are even personally unacquainted with the students arraigned before them: noticing them, perhaps, for the first time, when called to pass sentence upon them. This fact, which may be an advantage to justice in trial by jury under fixed laws, is an absurdity where government is in its nature parental, and aimed mainly at the good of the accused.

Now, if you put these attributes of college government together; the want of parental interest in and personal knowledge of the young men on the part

of the Faculty and the general want of acquaintance, on the part of the latter, with human nature,—all the apparent advantages of the tribunal become worse than nugatory. The loose mode of investigation practiced and the absolute nature of the decision tend, under such circumstances, to tyranny and false judgments. The sense of high character on the part of the members of the Faculty is no longer an advantage, for it inspires a confidence in their own infallibility and a contempt of public opinion and a defiance of responsibility, which will destroy the popularity and real worth of the best men. No one who looks back to the history of the "Old Federal Party" of our country, can question the truth of this remark.<sup>8</sup> The purest intentions are often made profitless by the opportunities furnished by the possession of power. The sense of high character on the part of the instructors also breeds a jealousy of dignity, which destroys mutual confidence between them and their pupils, and draws out harsh judgments for minor offences.

Again, all these disadvantages are aggravated by some of the artificial circumstances of College Government, such as the constitution of the disciplinary body itself, and the rules which it is required to administer. We will consider these points separately.

The rules,—whether committed to writing or established by special custom,—often take cognizance of such offences as to degrade college government, or prescribe punishments destructive to the self-respect of the student. Reflect for a moment upon the latter suggestion. We have already commented upon the farcical nature of some punishments—the grades of censure and the letters to parents. We condemn them as calculated to weaken the manly pride of young men, [there is a vast difference between this and youthful conceit, and the latter will flourish rankly even when manhood is degraded,] and to inspire them with contempt for the system of discipline adopted. Good and bad students will despise the farce with equal disdain. Meanwhile, persons cannot despise the government of which they are the subjects without gradually losing their self-respect. Such a state of things keeps the student in an attitude of puerile hostility to his instructors, and this hostility he will dignify with the name of independence. He will bristle with a half-deserved disdain against those whom he ought to respect as gentlemen, and as gentlemen of the highest and most

<sup>6</sup> Nearly all college professors (over 95%) held the D.D. degree or equivalent, and were ordained clergyman.

<sup>7</sup> Even then, research and writing were absorbing faculty interests, especially in the better colleges.

<sup>8</sup> This comment refers to the collapse of the Federalist Party of Washington and Hamilton, widely attributed to aristocratic and snobbish pretensions among later Federalists.

estimable class. Professors sometimes seem to feel the truth of this position, and thrust off upon tutors the principal discharge of those duties, which expose college government to puerile contempt. Of this last point we shall speak again.

The offences taken cognizance of under college rules may, as has been suggested, be unwisely meddled with. To interfere with the relations of students to each other, to make war on boisterous customs, and secret societies,<sup>9</sup> and traditionary sports, and personal quarrels, and punish the destruction of property, is to treat young men like school-boys. The proper remedy for such offences has already been suggested: public opinion in the first place, and—where the transgression is sufficiently aggravated—legal investigations and penalties, with the college officer for a *prochein amy* or guardian *ad litem*, instead of a persecutor, informing attorney, or constable.<sup>10</sup> While such a course would inspire both respect and affection, and encourage good behavior, founded on manliness and generous pride of character, an opposite mode of proceeding has a most deplorable effect. The investigation and punishment of boyish frolics by college laws induces the student to over-estimate his puerile pranks and think that they belong to the vivacity of his age. Nor can this remark be justly met by the sneer, that it is strange that law and punishment should *induce* offences. Human nature is not perfect, and loves stolen fruit and the evasion of authority in general. And when authority condescends to great artificial strictness and minuteness in making and enforcing rules, a sort of pride is taken in eluding or overbearing it. When a College Faculty is forever looking for and punishing what are universally known as college *tricks*,—the petty mischiefs of wanton young men,—it ministers to puerile audacity, and makes that act seem brave which is intrinsically mean. The risk of extreme punishment makes low adventures seem chivalrous to the mind of a young man. It dignifies a certain series of small capers into traditionary feats of prowess, necessary to the full development of a good fellow. Such is the testimony of observation and of the experience of many.

### Reform or Abuse?

The peculiar constitution or composition of College Faculties was mentioned as another artificial cause of some of the bad tendencies of College Discipline. Two orders of instructors are known in most

American Colleges—professors and tutors.<sup>11</sup> We are inclined to favor the entire and utter abolition of the office of the latter, as not only inefficient and useless and fundamentally improper, but as decidedly injurious to our institutions of learning. It is useless, for a tutor can do nothing—that ought to be done by a college officer—which a professor cannot do also, as well or better. It is inefficient, because young men, fresh from college themselves, must be, except in rare cases, incompetent, both from the want of learning, the want of experience, the want of power to inspire confidence and respect among their pupils, to train a large body of inquiring, intelligent, studious young men. If it is suggested here that they seem to do their duties well and hear recitations satisfactorily, we reply that this can only be true, because their duties are so narrow and the range and standard of college education are so low. It is impossible, in the nature of things, that they should be able to inspire that ardor for knowledge, that far-reaching inquiry, which men of vast learning and real accomplishments would be able to call out in young minds.

The tutor's office is fundamentally improper, because it withdraws from the student the various advantages which he might be enjoying under the tuition of able professors. While the latter, as their name imports, have chosen college instruction as their "*profession*," the tutor is in the majority of instances destined to be a minister, or perhaps a lawyer or a doctor or a school-teacher, and while away two or three years in hearing college recitations to get a little money or a little honor out of his temporary post. Even while he is engaged in his "tutorial" duties, he is not looking forward to great classical or mathematical or philosophical learning, but to eminence in the pulpit or at the bar. He is in short a mere unworthy drudge, who discharges in an insufficient manner the *duties* of a professor. In many colleges, the great bulk of the work of *teaching* is performed by the tutors. The professor designs to *lecture*,—to pass in a literary vision before the eyes of the student,—but rarely to come into the close contact of mind with mind in the mutual exercise known as the recitation. This is all wrong. Our American colleges are not rich enough to furnish sinecure professorships. And if learned instructors have become so aged or infirm, as to require proxies to perform their duties for them, it is high time that they had given place to scholars of more vigorous age or con-

<sup>9</sup> The reference is to college fraternities, then known to everyone as "secret societies."

<sup>10</sup> *Prochein amy*—closest friend; *ad litem*—in the dispute. The classical curriculum made all students adept at such foreign language terms.

<sup>11</sup> The tutor is still part of higher education in England. In 1849 he combined the functions of a graduate assistant, a dorm resident counselor and a campus policeman as we know these functionaries today. Some would like to bring them back to American College life, apparently.

stitution. The student is entitled to the instructions of the professor, and ought not to be obliged to derive all his learning from those who have only just stepped off from the Commencement stage, and can at best only retail their own college course in parcels to their charge: who are perhaps obliged to study severely from day to day to keep up with the class which they are training.

But the tutor's office is not merely useless, inefficient and improper. We called it injurious also: and its injurious effects appear more particularly as features of college government or discipline. The only argument we ever knew to be urged in favor of retaining tutors in colleges, is that their recent experience of student-life is advantageous in the councils of the Faculty, and in the executive of college regulations. Now if this language (the substance of which we have seen somewhere expressed) means, that tutors are useful as police-officers and informers, we have two things to say in regard to it. First, we admit, that so long as college government takes cognizance of such pranks and frolics as now absorb so much of academic jurisprudence, it is necessary to have a system of espionage and a special constabulary force of some sort to detect and arrest the offenders. But as we contend against the system, we also contend against all the necessities it involves. Yet if the system is to be retained, we would insist secondly, that persons who discharge these police duties should not appear before young men in the different and more respectable capacity of instructors—to whom the deferential bow is to be made, and to whom the young man is to look up as to guides and examples. There is an inconsistency in the two "professions," which a young person of spirit might find it difficult to respect. A rogue-catcher is not, cannot be honored by public opinion, while an instructor deserves the fullest and a universal deference. Now to insist that the former shall be admired: that every little show of disrespect to him shall be resented as an insult to the Faculty itself: that a censure, or perhaps expulsion, awaits him who shall refuse to show perfect deference to the spy and constable, seems a little unreasonable. The student feels that professors will rarely, if ever, condescend to this espionage and police service: that it is a piece of dirty work, to be shirked off upon tutors, who are expected, if not required to discharge it: (for few persons are they, who would perform such service, for the mere love of it, and without hope of the approval of superiors, or some kindred reward.) Under such circumstances, it is impossible for a young man to cherish a hearty respect for a "faithful"

tutor. If he treats him deferentially, it will be from fear and not from love. He joins to his dislike of the informer and the police agent the natural disrespect for the false position in which the tutor is placed. He finds a young man, scarcely, if at all, older than himself, invested with a temporary dignity, which neither the learning, the age, nor the standing of such an instructor can justly command. The tutor therefore has no moral influence over him. The youth expects never to look up to the tutor for an instant after he is released from the college harness. We would therefore recommend, that if the category of offences against which college discipline is now so largely directed is to remain intact, that a police force be organized to prowl around college walls and report and arrest *ad libitum*.<sup>12</sup> If young men are required for the service, let young men be employed. And if graduates are preferable, let graduates be procured, if they can. But never, we pray, allow them to enter a recitation-room as instructors. As long as they are so privileged, college governments will be held in a degree of contempt, which is neither desirable nor necessary. The student will regard the tutor as looked down upon by the professors, who nevertheless compel the youth to look up, with simulated respect, to the same person.

But perhaps the worst feature in the system of tutorship, is the wall of separation which, to a greater or less extent, it raises between the students and the professors:—between the subjects of government and the real government itself. Of course, in all cases of discipline, the professors give the controlling judgments. They therefore pass sentence upon those of whom they have little, if any, immediate personal knowledge, and for whom they can cherish very little personal sympathy. This cold and distant tribunal is not at all such an one, as ought to govern young men, away from home and from friendly counsel. The latter will close their hearts against all affection and all respect, save that of deferential formalism, towards those instructors whose souls are "like stars and dwell apart." Of the utter ignorance of college professors of the characters of the students, even of their persons, we have known many melancholy instances.

### Will Anything Be Done?

But before we conclude this article, we cannot refrain from quoting, by way of illustration of what the mutual relations of professors and students ought to be, a paragraph or two from a lively sketch of the life and character of Professor Dewey, of Williams

<sup>12</sup> *Ad libitum*—at his own judgment or will.

College—a sketch which appeared in the December number of *Holden's* excellent Magazine. The incidents related have an interest of their own, aside from their connection with our subject.

“As illustrative of the excellent relation existing between the teacher and the taught, we will venture to narrate an incident which has come to our knowledge. Belonging to the Sophomore class of 1824, there was a poor Irish boy, who was struggling up through a liberal education, with the purpose of becoming a minister. He was assisted in his efforts by the ‘Brick Church’ of New York. He was fitted for college at an academy in Amherst, but did not, as was expected, enter the college there. In the midst of his regular duties and daily studies at Williams, there came a letter from the officers of the ‘Brick Church,’ stating that, in consequence of certain reports which had come to them prejudicial to his character, the assistance of the church would be withdrawn from date. The intelligence came upon the poor fellow like a thunderbolt, so sudden and so crushing. No opportunity was afforded for self-defense or explanation—the letter was decisive and final. In this state he went straight to Professor Dewey and told his trial—that his support was taken from him, that he must leave college, relinquish his hopes and plans of doing good and self-improvement, and all for an offence of which he was ignorant, and of which, whatever it might be, he protested his innocence. Prof. C. had regarded this son of Erin’s Isle with perhaps a peculiar interest. He had been inspired with confidence in him. His fellow students respected and liked him. He was a good scholar and unexceptionable in his deportment. Under these circumstances, Professor D. told him not to leave, or trouble himself about the paying of bills, and going to the President, prevailed upon him to consent to the young man’s remaining on the assurance that himself would take the responsibility. So the poor Irish boy studied on, without any particular notice being taken of the ‘Brick Church.’ At the end of six months, or thereabouts, a second letter came from the officers, stating that the charges of delinquency had turned out to be false, renewing their support, and, better than all, paying up the arrears of the last six months. So the young man was saved. Prof. Dewey saved him. And the Irish boy of 1824 is now none other than the “Kirwan” of America, aye the “Kirwan” of the world!<sup>13</sup>

In our narrow limits, we can only refer to a rebellion which came off in College about this time,

and to Prof. Dewey’s admirable management and removal of the difficulties. It arose from the rustication of one of the students by the President. His fellows demanded his restoration. It was refused, and the body of the students rebelled. It was the wildest rebellion ever known there. Professors were locked in, one narrowly escaped with his life, bells were rung, and horns were blown, night after night, and college exercises suspended for several days. Had it not been for Professor D’s mediation and moderate counsels, most of the students would have been expelled; among whom would probably have been included one who is now the president of a college, another who is a professor, another who is one of the first lawyers of New York, another who is a useful minister, and so on. It was in such ways, by his calm judgment and his influence with the students, that Prof. D. accomplished a deal of good.”

We have two remarks to make in conclusion. The first is addressed more particularly to parents: the second to college instructors themselves.

We have stated in the foregoing article not a series of opinions, but have alleged a succession of facts. Details have been omitted, for such illustrations would carry us down to personality and require us to single out particular institutions. But we are ready to take the responsibility of charging our statements upon college tribunals as facts. And are there not thousands of parents and guardians in this country, who have, in the experience of their own sons and wards, been led either to know or suspect the verity of such allegations as are herein made? Are there not many, who have long been convinced that the age demanded reform in college government?

Secondly, it has been already announced, that we have had no intention of wounding the self-complacency of instructors in our institutions of learning. From this design we abstain, although a less considerate policy might perhaps be for the advantage both of instructors and the institutions under their charge. But we would appeal to their own experience, and ask them if the present system of college discipline has not been abundantly tried out and proved *ineffectual*? Is not the brand of incompetency fixed upon it? Has there been, from time to time, any improvement in the manners of students, or any cessation of the vices and pitiful outrages against which so great a part of college jurisprudence is levelled? Are not instructors themselves sick of a stern routine, which, in the general result, seems rather to increase than diminish the evils deplored? Are they not willing to use the advantage of their position to bring about some reform?

<sup>13</sup> “Kirwan” was the pen-name of Rev. Nicholas Murray, an extremely active religious lecturer, minister and journalist of the period.

## INTRODUCING THE RAINBOW REVIEW

Continued from Page 1

# Origins of College Journalism

In order to reduce the pressure on individuals, we have divided the *Review* into four departments for the time being, each with its own undergraduate editor board. At present, these are (1) a fraternity issues section, (2) a college issues section, (3) a literary and political essay section and (4) a recent book review section. Each editor of a department has developed his materials according to his own ideas. Opinions expressed are those of individual authors, and not official expressions of fraternity policy, of course. The present issue has many of the usual weaknesses of an experimental, "first effort" publication. On the other hand, it has the strengths of sincere, unstaged writing and opinion. Future issues should gain consistently in breadth and depth.

For the contemporary generation of Delts this is a new departure but it is far from new in fraternity tradition, as a look at past experience will soon reveal.

The origins of college journalism go back well beyond the existence of Greek-letter societies. The first student essays of Oxford to be printed were called *Terrae filius*. Written by a Whig student in 1721, they were a bitter attack on the private and public morals of the Tory faculty and led to the author's dismissal from the University. This journalistic time-bomb was followed by a string of short-lived successors late in the century, such as *The Student* (1750), the *Oxford and Cambridge Miscellany* (to which Samuel Johnson contributed), the *Oxford Sausage*, and so on.

Not until 1819 did the first English undergraduate newspaper see daylight—*The Undergraduate*, which lasted six weeks. In 1829 Cambridge produced *The Snob* and in 1830 *The Gownsmen*, for both of which young W. M. Thackeray wrote. Thereafter English student journalism spread rapidly. At first the emphasis of these publications was on literature and politics; by the end of the century it had shifted to sports. Today it has

swung back once more, shall we say, to politics and literature.

On this side of the Atlantic, the winning of independence stimulated American student activity tremendously. Student papers came out at Dartmouth College in 1800 (with articles by Noah Webster) and ten years later the *Harvard Lyceum* made an appearance. The oldest college magazine to last for any time was the *Yale Literary Magazine* in 1836; it is still being published today. These journals were exuberantly patriotic and attempted an excessive dignity all too often. Usually they were produced by a few student individuals working secretly, or by a literary society. These latter groups often resembled fraternities very closely. At Amherst, for instance, we are told that "*The Guest* appeared in 1833, published by a secret literary club, but soon expired."

### Purely American

It will be noted that the dates of these early American college journals are in many cases older than Oxford-Cambridge equivalents. It was for such reasons that the Phi Kappa Psi *Shield* wrote in February, 1889: "The college paper is purely American. . . . From college journalism sprang fraternity publications, and now we have a magazine combining both phases of college life—the literary and the social."

In actual fact, literary societies completely dominated college student journalism before the Civil War; only gradually did they lose out to fraternities and to college speech and journalism departments during the post-war decades. On the whole, such student publications reflected undergraduate opinions fairly well, although tutors and even senior faculty members constantly "muscle in" and tended to assume a growing proportion of the article-writing as time passed.

Three colleges selected at random

may provide representative cases in point. At Bucknell, the student periodicals gave much attention to the effect of coeducation upon the quality of undergraduate training, the need for better library resources, and what was happening on college campuses elsewhere in the nation. The editors favored greater social and sports emphasis in order to broaden the college experience—and they liked the newly developed burlesque shows! They attacked the use of cap and gown for graduation exercises, on the grounds that this was a medieval and antiquated custom rather Popish in flavor.

At Hillsdale, also, co-education was hotly debated and an increase of social and athletic expression strongly supported. The Hillsdale student press was militantly pro-abolitionist and pro-Negro, and just as militantly anti-Catholic. When the Hillsdale faculty tried to require that every literary society member be "certified" by them as prerequisite of membership in 1866-67, the result was "a general strike of the male student body, nearly all of whom sought honorable dismissal from school." At Dickinson similar issues aroused interest, but faculty control over published material was much greater.

### Short Life Span

The life-span of most literary society newspapers and magazines was notoriously short. Probably two-thirds of them endured less than one year. The few ten-year-plus patriarchs cannot have constituted more than five or six percent of the total. Almost the reverse was true of fraternity journals, incidentally. Nevertheless the literary society journals were very ambitious. At Hillsdale College the *Alpha Kappa Phi* first saw print in the form of a four-page, four column newspaper, with essays and poems, but in 1861 changed to a single-column 48-page magazine. There were only five volumes in all (1858-1862). The Amphiptyonic Society's *Amateur* endured

four years, the Ladies Literary Union *Souvenir* only two. Both were 40-pages or more in size per issue, which was creditable but not exceptional for this generation. Failure came from two sources chiefly—lack of sufficient members to provide a reliable subscription base, and the unevenness of student editorial ability, leadership and continuity. As early as 1847, a Yale graduate of the class of 1821 wrote pessimistically, "I question the expediency of *periodicals* conducted by students," partly for the reasons already mentioned, but also because "unripe" student editors were likely to gain inflated ideas of their own importance and allow their academic scholarship to drop seriously.

### Small, Secret, Struggling

Prior to the Civil War, Greek letter society journalism amounted to little because they themselves were so small, so secret, and so struggling. However, the desire was there. In private correspondence, and at conventions, there were many proposals to establish chapter or national periodicals, particularly in Psi Upsilon, Beta Theta Pi, Phi Gamma Delta, Delta Upsilon and Sigma Chi, from 1840 onward. Other types of fraternity publications were already in effect; Kappa Alpha published its first catalogue of members in 1830, with regular successors every few years. Perhaps the best known pre-Civil War fraternity journals were the *Tomahawk* of Alpha Sigma Phi in 1849, and the *Adelphian Chronicle* of Alpha Delta Pi sorority in 1851. Psi Upsilon issued the *College Tablet* briefly in 1850, and there were undoubtedly other such cases. All fit the literary society journalistic pattern of short life, local sponsorship and inadequate subscription base. And all were overwhelming in their journalistic content.

After the Civil War, fraternity journals of a permanent nature began to appear, most of which are still published today. Among those, established on a more or less permanent basis by 1879 were the *Beta Theta Pi* (oldest), the *Chi Phi Chakett*, the *Phi Kappa Psi Shield*, the *Phi Delta Theta Scroll*, the *Delta Tau Delta Crescent* (Rainbow), the *Psi Upsilon Diamond*, the *Phi Gamma Delta Quarterly*, the *Kappa Alpha Journal* and rather shakily the *Delta Upsilon*

*Quarterly* and *Theta Delta Chi Shield*. Notable was the midwestern focus of journalistic activity.

By the 1880s sororities entered the lists with Kappa Kappa Gamma's *Golden Key*, originally modeled specifically upon the *Delta Tau Delta Crescent*. By 1900 nearly every existing fraternity of any size had an official journal of some sort. In the beginning, almost all of these periodicals were issued by undergraduate chapters, but gradually the burden became too great; alumni aid, generously offered, was increasingly depended upon by the active membership.

Fraternity editors recognized that "unquestionably the fraternity magazine is modeled after the college journal" (Chi Psi, 1888), and that they could not safely stray too far from college traditions. Like college magazines they accepted an obligation to the alumni as well as the undergraduate children of Alma Mater, but an even stronger commitment to place undergraduate interests first.

The *Phi Gamma Delta Quarterly* (1882) stressed its obligation to bring "those who are now beginning to discover the snows of years upon their heads into a useful" and sympathetic exchange with "our younger men," what we would now term bridging the "generation gap." They felt also that the times demanded national unity, consolidation and cooperation, which fraternity magazines could greatly facilitate.

In the first issue of the *Deke Quarterly* (January, 1883), the editor contended, "In lack of facilities for intercourse, chapters constantly tend to become strangers to each other, and some means is needed to counteract that spirit of individualism, which, with certain so-called fraternities, has already reduced them to collections of clubs united only by a common name. The growth of a fraternity, which should be its strength, will be its weakness unless some unifying and elevating power can be brought to bear to regulate forces liable to conflict, and direct them toward the advancement of a common good." Great confidence prevailed that through fraternity journalism chapters could be defended against "barbarian" attacks and protected from their own ignorant parochialism and selfish immersion in exclusively local concerns.

One unsuspected consequence of fraternity journalism was the virtual elimination of secrecy. As long as chapters corresponded only by mail, often with letters written in cipher, a substantial degree of secrecy could be maintained. Fraternity quarterlies, especially with interfraternity exchanges, could not be reconciled with secrecy. For some years anguished debate went on in many societies over this matter. Some decided to publish secret supplements for members only; only Psi Upsilon made a serious attempt to restrict its journal "to members only." For the Greek system as a whole, fraternity journalism meant that secrecy gave way in nearly all respects to the more practical concept of "privacy."

Beyond these secondary consequences, fraternity journalism saw its own purpose as profoundly intellectual and educational. As the editor of the *Kappa Kappa Gamma Golden Key* put it, pithily, "The object of our paper is threefold. First, to afford a field for the literary labors and intellectual cultivation of the girls. Second, to give fraternity news. Third, to summarize current topics" (May, 1882).

Augustus Mason of Sigma Chi summarized this as the extension of the cause of culture: "It seems to me that no impartial student of the phenomena of college life can successfully deny that the great reason, end and aim of college fraternity is the extension of culture, of college culture, of the cause of the true, the beautiful and the good along the lines and by means of regulated, systematized, organized social relations" (July, 1890).

### Safeguard of the State

John Jay, President of Alpha Delta Phi, stated as the purpose of that fraternity's ambitious new journal *Star and Crescent*, "developing the best thought of the fraternity—and assisting to illustrate the modes and methods by which the scholarly influence of the fraternity may be practically brought to bear upon the subject of education as the safeguard of the state, from the common schools to the higher grades of University education" (May, 1880). In the opening "Salutatory" of the *SAE Record* that same year the editor described his

magazine as "a literary journal for the culture and refinement of its readers—Since our Order is peculiarly the friend of education—and since education is eminently necessary for our perpetuity, this magazine shall be an exponent of a broad, liberal, progressive and intelligent system of popular and general education." Phi Delta Theta, asserted the *Scroll* in 1878, was a fraternity "which places the cultivation of the intellect second in importance only to the Divine power which creates and directs intellect."

### Interesting Opinion

Nor was this mere platitude. Declared *Beta Theta Pi* in 1894, acidly, "A combination of a biographical dictionary with a crude collection of chapter letters does not constitute a fraternity magazine. Its editing should be such that men of cultivated taste will not turn from its pages with annoyance." Fraternity journals of the 1875-1914 period sought to live up to these ideals and their pages were full of interesting opinion. Complained the deeply southern *Kappa Alpha Journal* in October, 1894, "we find in one issue of the *Palm* (ATO) an article strongly Republican in tone, and in the next a discussion as to the eligibility to membership of 'God's images in ebony.' Shades of Ole Ver-ginny!" Although it was a southern origin fraternity spokesman, in its introductory issue (1880) the *Palm* had stated its larger purpose as: "To harmonize the world; to bring man into closer and more friendly relations to his fellowman; to lessen the burdens of existence; to increase the sum of human happiness; to elevate and ennoble mankind—these are the objects at which the present venture aims."

And as the editor of the *SAE Record* soberly conceded, "A fraternity journal is and ought to be the truest index of the life and work of that body." It is such an index in 1968? One hopes not!

What about Delta Tau Delta? Here is what editor W. C. Buchanan wrote on the first page of the first *Crescent* (or *Rainbow*) on September 15, 1877, in part: "Our object is civil, literary and instructive—Greeks though we be. . . . The Delta Tau Delta Fraternity is a college organization. A society that has for its aims, sociability, enlightenment, fraternization of feelings,

association of ideas and thoughts, communion of souls, cultivation of fraternal feelings and the success of its members. . . . It will be non-sectarian and independent in politics. We welcome all communications on whatever subject that may be of interest. We gladly invite full reports and correspondence from other fraternities and bodies. Our best efforts will be used to secure insertion and publication of whatever may be sent us of interest to our or other bodies. . . . As our friends and subscribers will be attendant of various Colleges and Institutions of learning, we will make an effort to fill the columns of THE CRESCENT—with literature and news interesting to such readers." Which is very much the spirit of the *Rainbow Review*, ninety-one years later.

All in all, this early fraternity journalism succeeded in gaining from college faculties and the public a respect which Greek-letter societies greatly desired. One need only contrast the stability and vigor of fraternity journalism with the low opinion of student government then prevalent to make this point clear.

G. Stanley Hall wrote in 1900 that student government "has often been a total failure and has never been an entire success," comparing this record with what he considered to be the much greater promise of college fraternity development. Ex-President Andrew Draper of the University of Illinois, which had pioneered the development of student self-government, charged that "student government is a broken reed. If actual, it is capricious, impulsive and unreliable; if not, it is a subterfuge and pretense. It deceives no one, least of all the student."

President Charles K. Adams of Cornell pronounced the college student neither a boy nor a man, but a "featherless biped" who often lost his balance in a crowd. Yet, Kendall was optimistic about students in college fraternities.

### Eroding Reputation

Between World War I and our own era, the reputation of fraternity journalism gradually eroded. In 1917 the *Phi Beta Kappa Key* surveyed Greek-letter publications, with special attention to *Beta Theta Pi*, *The Scroll*, *The*

*Rainbow*, *The Shield* (Phi Kappa Psi), the *Delta Upsilon Quarterly*, the *Deke Quarterly*, *The Delta* of Sigma Nu and *The Shield* (Theta Delta Chi) as the oldest existing leaders, and reached a favorable verdict. "To sum up, we may say that fraternity journalism as a whole reflects great credit upon the organization, the management, and staff of editors. The articles are well written, the illustrations of high grade, and the press work is carefully supervised. The ideas held before the undergraduate members are worthy, there is an increasing emphasis upon scholarship, and worthy praise is showered upon the graduates who have achieved distinction. It must surely be that his schooling in journalism will bring to those who have its privileges large rewards in experience if not in purse, and prove a wholesome influence upon the fraternity men of the coming years."

### Academic Respect

Another indication of academic respect was that the majority of college libraries welcomed the publications of fraternities represented on campus, bound them and placed them in the stacks, as a 1913 survey by the editor of the *Pi Beta Phi Arrow* revealed.

In 1968, as most of us know, Phi Beta Kappa approval of fraternity journalism is conspicuous by its absence, and most college libraries think so little of its academic value that they have discontinued or discarded permanent bound holdings. Obviously an important change has occurred. What is the explanation for this?

First of all, social items and subject matter (including sports) gradually crowded out all the "articles of general interest" which Phi Beta Kappa had noted so approvingly in 1917. This danger had long existed, as fraternity leaders were well aware. In 1884 the editors of *Sigma Chi Quarterly* and *Phi Gamma Delta* noted with alarm that at the University of Virginia "the vital spirit of fraternal interest is sadly lacking. The fraternities are looked upon as so many social clubs, and kept up rather for their own interest than for that of the fraternity at large." Boredom and self-ridicule were outstanding results of this syndrome, both editors agreed.

In 1893 the *Deke Quarterly* observed unhappily, "There can be lit-

the doubt but that in many of our educational institutions the Greek letter fraternity is drifting into the attitude of a purely social club." In 1902 a *Caduceus* (Kappa Sigma) editorial reported that the chapter house movement was increasing the danger of the social club spirit: "... we deprecate any movement which tends to eliminate the Fraternity life and . . . cause the Fraternity idea to be swallowed up in that of the club."

Up to 1917 this trend was contained within reasonable limits, but after the war's end, social emphasis swept over the Greek world like a tidal wave. Nor did the fact that this tidal wave was also submerging students at non-fraternity collegiate institutions help the reputation of fraternities—or the quality of fraternity journalism—in the least.

From the earliest beginnings both undergraduate and alumni Greek editors had recognized that "two theories of fraternity journalism" were possible. These were stated bluntly by the editor of the Kappa Kappa Gamma *Key* as the view that Greek journals should be put to broader use by publishing "articles on subjects outside fraternity limits" of a literary and social nature, as opposed to the counter-view that fraternity magazines should confine themselves strictly to fraternity news of a social and administrative nature. The first was a general literary and citizenship standard, the second a practical, business "house organ" standard. In theory, most editors favored some sort of compromise between the two extremes. In practice, the second option gained strength because of its simplicity and the dwindling undergraduate support for thoughtful writing of any sort.

### A Yellow Bone

Meanwhile a heated debate was carried on in Greek editorial departments. By 1893 the *Alpha Phi Quarterly* was already referring to the issue as "one of the yellowest bones of contention . . . in the editor's closet." Advocates of topical breadth denounced the house organ view as "bigoted conservatism" (Phi Gam) which would make Greek quarterlies much too narrow in scope.

One Sigma Chi alumnus commented that the literary emphasis relied upon voluntary contributions, while

the "purely fraternity" emphasis depended upon required articles and reports. A social emphasis would tend towards shallow, non-intellectual levels of discussion, commented on ATO editor who preferred the "broad, humanizing sentiment." The Chi Psi *Purple and Gold* attacked narrow conceptions of subject matter because "we . . . question the possibility of adhering to the limitation for an extended time, without the publication losing in merit and interest," a suspicion supported by many letters from alumni (though few from undergraduates).

### Lost Aims

Augustus Benners of Kappa Alpha Order summed up the matter by asserting that fraternity could be regarded either as a spirit, or as an organizational body. To place the structural element first was to set the means above the ends in importance. "The tendency to lose sight of ultimate aims is observable throughout the whole range of fraternity activity . . . some journals seem to cling to government reports as their ideals" of literary style, he noted scornfully.

Certain types of articles became symbols of the controversy. An article in the *Key* describing Jane Addams' famous Hull House social settlement was attacked by the undergraduate corresponding secretary at the University of Missouri for being unrelated to college or Kappa concerns. *Beta Theta Pi* attempted to bridge the gap by a series of articles describing the more important institutions where it had chapters. Most stimulating and widely emulated was the symposium technique, pioneered by Delta Tau Delta, one of which was described by editor Kendrick C. Babcock of the *Rainbow* thus (1891):

"A symposium, such as has from time to time been a feature of the *Rainbow*, and which has elicited considerable comment, will be presented in the January number. The subject will be 'Evils in our Higher Educational System, and Their Remedy.' This may seem a trite topic, but it is, as never before, a living theme, in these days when the whole educational system is undergoing a metamorphosis. We believe that it is only by keeping such ques-

tions continually agitated (for it will be many decades hence before the last words on them will have been said) that any remedy will be effective, and we further believe that every Delta Tau Delta has his part in the work. Hence the subject, upon which we want short, spicy, pointed articles."

On the other hand, advocates of house organ, "fraternity first" journalism were equally convinced of the soundness of their position. Delta Delta Delta believed it "out of place, even were it possible, to endeavor to make the *Trident* a purely literary magazine, in these days of abundant literature." The *Chi Phi Quarterly* thought "a poor literary magazine worse than useless to anybody." The Theta Delta Chi *Shield* insisted that "a Fraternity Journal should exist primarily for the purpose of serving its Fraternity" by acting as a medium of exchange of chapter ideas and information. "Why, then, should this lofty and practicable aim be forgotten in the foolish endeavor to put fraternity journals on a par with our famous and well established literary magazines? Why should we lower the tone of our first-class Fraternity Journals to second-class literary magazines, in order to furnish a field for the exercise of the doubtful talent of those brothers that aspire to literary renown?"

### Literary Era Passe

*Kappa Alpha Theta* suggested that the literary era was becoming passé, and Greeks should shift to improving the "art of conversation." The *Shield* (Phi Kappa Psi) stressed the lack of professional and financial competence characteristic of literary emphasis: "We do not believe that Phi Kappa Psi can longer trust to benevolent and amateur journalism. Our magazine must be conducted on business principles, not for fun and not as a matter of charity."

To this line of argument the Pi Beta Phi *Arrow* retorted that the object of most house-organ journals "seems to be principally self-congratulation." The *Delta* of Sigma Nu observed that so-called professional journalism merely meant that each new issue seemed exactly the same as the one which preceded it.

Nevertheless it was the house organ spirit which gained steadily. Editors made urgent appeal for poems, essays and literary articles, but fewer were submitted every year. Interest was declining on all sides; parties, sports and school activities meant more to the early twentieth century undergraduate. The Delta Gamma *Anchora* felt the literary section was more neglected by both readers and authors than any other. No doubt the passion for "corny" sentimentality, instead of ideas, accentuated the trend. Greek editors began to stress chapter letters, personals and "essays on the good of the order," with little time or space left for the "farrago" of serious literary effort.

### Decline of Writing

The decline of substantive criticism was accompanied by the decline of all undergraduate writing. Between 1890 and 1900 fraternity quarterlies passed into alumni management and direction. Actives wrote less and less; the editor and national officers wrote more and more of the printed content. As the *Deke Quarterly* recorded in 1903, "The Editor of one fraternity publication told us that he generally had to write some of his chapter letters himself, except in cases of a slump, when he wrote nearly all of them—they read well, but were generally short and few."

No wonder that readers found the quarterlies of declining interest and full of arrogant self-congratulation, or that libraries ceased to retain them. Stuart McLean of the *Rainbow* in an editorial called "Hells Bells" asked angrily in 1926, "But ought not a fraternity magazine, after all, to be more than a mere record of fraternity activities? Are there not matters of greater importance to the undergraduates than that the chapter has bought a new rug for the living room, that Brother Jones has joined the Pink Ribbons, even that the pledges are absolutely the cream of the freshman class? Do we owe it to ourselves to gain a perspective a bit more comprehensive?"

Apparently the undergraduate answer was "No," in 1926, and for thirty years thereafter. It is only in very recent years that a pendulum swing back to serious interests has been a real possibility in Greek circles, and

even this may prove only a mirage in the end.

Today, authorities like David Reisman, Nevitt Sanford, John Gardner, Helen Nowles and Richard Cutler agree that there is a New Student abroad. His breed craves involvement, it is serious and intense about issues, it distrusts the "System" or the "Establishment" wherever encountered, and regards its older parental generation with more than the usual youthful lack of understanding.

The new generation of students has a curious ambivalence about maturity and responsibility, which it accepts and rejects simultaneously. But it is not intellectually inert, and it expects more from fraternity membership than just social club privileges. Well, so did many other fraternity men, the men who made the institution a credit to American college education before World War I.

Perhaps it is time for fraternities to respond to the new look in student environment. How the *Rainbow Review* fares with undergraduates and alums—but particularly with undergraduates—during the next few years will tell us a great deal about our future.

### Hasty Productions

Let me close with two quotations from early college undergraduate publications. The first, which appeared in Volume One, of the *Middlebury Undergraduate* on October 28, 1830, might easily have been written for this maiden effort of the *Rainbow Review* in 1968:

"With regard to our first number, we remark, it contains the hasty productions of our fellow-students, prepared under the burden of College duties. When we have more leisure and more experience, by examining and pursuing subjects through a series of numbers, we hope our communications will assume the form of the *solid* rather than the *superficial*. We flatter ourselves, however, though our pieces may be deemed superficial, they surely do not 'smell of the lamp!'"

Our last quotation is taken from a student editorial on "College Periodicals" in the *Middlebury Philomathe-*

*sian* for March, 1834. The rationale for student journalism filters through its flowery grandiose prose quite clearly enough for most of us to understand perfectly:

"Obscurity is the bane of the student." He longs for success and public attention. All his ambitions are "quickly blighted" by being ignored; effort becomes drudgery, and hope dies ". . . his studies are (soon) regarded as the source of his miseries. . . ." How can he be kept ambitious, vigorous and happy? "By bringing him before a discriminating public, by exhibiting to the world specimens of his composition, by bringing his opinions in contact with others, and by giving him the fairest opportunity of comparing himself with some standard he would equal."

"Some publication then is necessary to effect this. It is likewise the most eligible means within a student's power, of answering his purpose. Exciting a generous emulation, generous, because universal, and useful because it embraces the social and particular energies of those associations issuing it, there may be the most reasonable expectations entertained, of no very limited benefit, it is capable of bestowing. . . . These, and many other considerations have led us to the conclusion, that these (student) publications were of the utmost utility, since they must have a very important bearing on the future literature of the Nation. The talent which is fostered in them, will ere long be displayed in the field of National glory, and honor, representing according to its cultivation, our capacity or incapacity for high literary attainments. . . . That these periodicals offer these advantages, and at the right time, not one will question; that they are subject to inconveniences, and liable to some objections, no one will deny."

Has student nature changed so very much since 1834? Or were less than one hundred Middlebury students superior in ambitious vigor, intellect, and national spirit to six thousand and more Delt undergraduates in 1968?

# Delta Tau Delta Fraternity

Founded at Bethany College, Bethany, Virginia (now West Virginia), February, 1858  
 Incorporated under the laws of the state of New York, December 1, 1911  
 Charter Member of the National Interfraternity Conference

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- OKLAHOMA STATE—DELTA CHI (Western)—1306 University Ave., Stillwater, Okla. 74074. Dr. John H. Venable, ΔΒ, ΔΧ, 2136 Admiral Rd. (74074)
- OREGON—GAMMA RHO (Western)—1886 University Ave., Eugene, Ore. 97403. James C. Walsh, ΓΡ, 1840 Patterson St. (97401)
- OREGON STATE—DELTA LAMBDA (Western)—527 N. 23rd, Corvallis, Ore. 97330. Theodore H. Carlson, ΔΑ, Dept. of Journalism, Oregon State University (97330)
- PENNSYLVANIA—OMEGA (Eastern)—3529 Locust St., Philadelphia, Pa. 19104. G. Dryver Henderson, Ω, 1518 Walnut St., Rm. 710 (19102)
- PITTSBURGH—GAMMA SIGMA (Eastern)—4712 Bayard St., Pittsburgh, Pa. 15213. Norman MacLeod, ΓΣ, 314 Chatham Center (15219)
- PURDUE—GAMMA LAMBDA (Northern)—400 Northwestern Ave., West Lafay-
- ette, Ind. 47906. Robert J. Tam, ΓΑ, 1701 Maywood Dr. (47906)
- RENSSELAER—UPSILON (Eastern)—3 Sunset Terrace Extension, Troy, N. Y. 12180. Rev. Jack R. Lewis, ΒΖ, 550 Congress St., Troy, N. Y. 12180
- SAM HOUSTON—EPSILON ZETA (Western)—Sam Houston State College, Huntsville, Texas 77340. Jack C. Parker, ΕΖ, Asst. Registrar, Sam Houston State College (77340)
- SEWANEE—BETA THETA (Southern)—University of the South, Sewanee, Tenn. 37375. Dr. Stiles B. Lines, School of Theology, Univ. of the South (37375)
- SOUTH DAKOTA—DELTA GAMMA (Western)—114 N. Pine St., Vermillion, S. D. 57069. Lee M. McCahren, ΓΠ, ΔΓ, 119 E. Maine (57069)
- SOUTH FLORIDA—EPSILON PI (Southern)—CTR Box 370, Univ. of S. Florida, Tampa, Fla. 33620. Bernard J. Abbott, ΔΦ, Univ. of S. Florida, No. 612 (33620)
- STANFORD—BETA RHO (Western)—650 San Juan Hill, Stanford University, Calif. 94305. James W. Bradshaw, ΒΡ, 305 Cervantes Rd., Portola Valley, Calif. 94026
- STEVENS—RHO (Eastern)—809 Castle Point Terrace, Hoboken, N. J. 07030. William A. Pepper, P. 43 Homestead Rd., Metuchen, N. J. 08840
- SYRACUSE—GAMMA OMICRON (Eastern)—115 College Place, Syracuse, N. Y. 13210. William H. Johns, ΓΟ, 939 Maryland Ave. 13210
- T.C.U.—EPSILON BETA (Western)—P. O. Box 29326, Texas Christian University, Fort Worth, Texas 76129. J. Luther King, ΕΒ, P. O. Box 2260 (76101)
- TENNESSEE—DELTA DELTA (Southern)—1844 Fraternity Park Dr., Knoxville, Tenn. 37916. John L. Banta, ΔΕ, P. O. Box 231, Oak Ridge, Tenn. 37830
- TEXAS—GAMMA IOTA (Western)—2801 San Jacinto Blvd., Austin, Texas 78705. Capt. Thomas L. Leatherwood, Jr., 1500 E. Riverside Dr., Apt. 203 (78741)
- TEXAS AT ARLINGTON—EPSILON RHO (Western)—Box 275, Univ. of Texas at Arlington, Arlington, Texas 76010. Clifford L. Wood, ΕΗ, 1904 Dogwood Drive (76010)
- TEXAS A. & I.—EPSILON LAMBDA (Western)—P. O. Box 2227, College Substation, Kingsville, Texas 78363. Stanley C. McFarland, ΒΚ, 519 Seale (78363)
- TEXAS TECH—EPSILON DELTA (Western)—Box 4660, Tech Station, Texas Tech, Lubbock, Texas 79408. William M. Higgins, ΓΙ, 4509 15th St. (79416)
- TORONTO—DELTA THETA (Eastern)—28 Madison Ave., Toronto 5, Ontario, Can. William H. Seeley, ΔΘ, 195 Kirk Drive, Thornhill, Ontario, Canada
- TUFTS—BETA MU (Eastern)—98 Professors Row, Tufts University, Medford, Mass. 02155. Joel W. Reynolds, ΒΜ, 94 Bradlee Ave., Swampscott, Mass. 01907
- TULANE—BETA XI (Southern)—835 Broadway, New Orleans, La. 70118. Phares A. Frantz, ΒΞ, 8203 Zimple St. (70118)
- U.C.L.A.—DELTA IOTA (Western)—649 Gayley Ave., Los Angeles, Calif. 90024. Harold F. M. Tattan, Jr., ΔΙ, 527 S. Alandeale Ave. (90036)
- U.M.R.—EPSILON NU (Western)—Route 4, Box 309A, Rolla, Mo. 65401. Dr. Kenneth G. Mayhan, ΕΝ, 1008 E. Tenth St. (65401)
- U.S.C.—DELTA PI (Western)—909 W. Adams Blvd., Los Angeles, Calif. 90007. Jame H. Bowersox, ΔΠ, 1822 West Silverlake Dr. (90026)
- WABASH—BETA PSI (Northern)—506 W. Wabash Ave., Crawfordsville, Ind. 47933. Lawrence L. Sheaffer, ΒΨ, 915 W. Main St. (47933)
- WASHINGTON—GAMMA MU (Western)—4524 19th Ave., N. E., Seattle, Wash. 98105. James B. Mitchell, ΓΜ, c/o Mitchell's Pharmacy, Lake Stevens, Wash. 98258
- WASHINGTON STATE—EPSILON GAMMA (Western)—906 Thatuna Ave., Pullman, Wash. 99163. Dr. C. Gardner Shaw, Μ, 312 Howard St. 99163
- W. & J.—GAMMA (Eastern)—150 E. Maiden St., Washington, Pa. 15301. Robert N. Craft, Γ, 2351 Lambeth Dr., Upper St. Clair Twp., Bridgeville, Pa. 15017
- W. & L.—PHI (Southern)—Lexington, Va. 24450. Andrew W. McThenia, Jr., Φ 604 Marshall St. (24450)
- WESLEYAN—GAMMA ZETA (Eastern)—300 High Street, Middletown, Conn. 06457. Frederic H. Harwood, ΓΖ, 33 Bellevue Pl. (06457)
- WESTERN KENTUCKY—EPSILON XI (Southern)—P. O. Box 254, College Heights, Bowling Green, Ky. 42101. Dr. E. C. Monroe, ΕΞ, 832 Covington (42101)
- WESTMINSTER—DELTA OMICRON (Western)—P. O. Box 636, Fulton, Mo. 65251. Robert W. Kroening, ΔΟ, 420 Graeser Road, Creve Coeur, Mo. 63141
- WEST VIRGINIA—GAMMA DELTA (Eastern)—660 N. High St., Morgantown, W. Va. 26505. Rev. Hampton J. Rector, ΓΑ, 503 High St. (26505)
- WHITMAN—DELTA RHO (Western)—210 Marcus St., Walla Walla, Wash. 99362. Richard B. Morrow, ΔΡ, 206 N. Underwood, Kennewick, Wash. 99336
- WILLAMETTE—EPSILON THETA (Western)—Box 115, Willamette Univ., Salem, Ore. 97308. John W. Erickson, ΕΘ, 1059 Saginaw, S. (97302)
- WISCONSIN—BETA GAMMA (Northern)—16 Mendota Ct., Madison, Wis. 53706. Dwight G. Norman, Jr., ΒΓ, 1812 Peacock Court, Sun Prairie, Wis. 53590
- WISCONSIN AT MILWAUKEE—EPSILON TAU (Northern)—2529 N. Murray, Milwaukee, Wis. 53211. Kirby W. Stanat, Τ, 427 E. Stewart St. (53201)

# THE DELTA INITIATES

EDITOR'S NOTE: This department presents the chapter number, name, class, and home town of initiates reported to the Central Office from January 9, 1968, through July 1, 1968.

## ALPHA—ALLEGHENY

1113. Jeffrey L. Wells, '70, Pittsburgh, Pa.  
1114. Bruce D. Ackerson, '71, Tappan, N. Y.  
1115. Geoffrey P. Albertson, '71, Erie, Pa.  
1116. Richard E. Boston, '71, New Castle, Pa.  
1117. James G. Denham, '71, Pompano Beach, Fla.  
1118. Leland E. Floyd, '71, Pittsburgh, Pa.  
1119. Richard B. Jones, '71, Towson, Md.  
1120. Robert G. McDowell, II, '71, Akron, Ohio  
1121. James G. Mentzer, '71, Bolton, Mass.  
1122. David E. Miller, '71, Kittanning, Pa.  
1123. Ronald B. Schulten, '71, Darien, Conn.  
1124. George M. Foss, '71, Demarest, N. J.

## BETA—OHIO

1361. Robert J. Messina, '70, Euclid, Ohio  
1362. J. William Mills, '70, Cinnaminson, N. J.  
1363. Tom J. O'Malley, '70, Athens, Ohio  
1364. Thomas C. Jividen, '69, Athens, Ohio  
1365. Bodo W. Hinz, '71, Botkins, Ohio  
1366. Daniel Bauer, '71, Shaker Heights, Ohio  
1367. Christopher W. Orth, '70, Weston, Mass.  
1368. Carl G. Weigand, Jr., '71, Cincinnati, Ohio  
1369. Randy S. Kahn, '71, Westfield, N. J.  
1370. Charles G. Minnick, '71, McKeesport, Pa.  
1371. Richard D. Dietz, '71, Botkins, Ohio  
1372. Rudolph J. Maxa, Jr., '71, Bethesda, Md.  
1373. Gary F. Hendricks, '71, Canfield, Ohio  
1374. Robert W. Stewart, '71, Athens, Ohio  
1375. James M. Spitalny, '71, Clark, N. J.  
1376. Timothy S. Alkire, '71, Mt. Sterling, Ohio  
1377. Michael J. Martindill, '71, Indianapolis, Ind.

## GAMMA—W. & J.

906. Robert J. Mizwa, '69, Oil City, Pa.

## DELTA—MICHIGAN

1207. Joseph M. Jones, '70, Evanston, Ill.  
1208. Terrance H. H. Auch, '70, Greenwich, Conn.  
1209. Timothy Jaress, '70, Warren, Mich.  
1210. Joseph F. Hutchinson, Jr., '71, Arkon, Ohio  
1211. Philip H. Crissman, '71, Rochester, Mich.  
1212. Fred M. Gibbons, '71, Holbrook, Mass.  
1213. John W. Patton, '71, Princeton, N. J.  
1214. William H. Wheelan, '71, Rock Island, Ill.  
1215. Mark B. Dillon, '71, Birmingham, Mich.

## ZETA—CASE WESTERN RESERVE

864. John G. Deenihan, '72, East McKeesport, Pa.  
865. Michael J. Doster, '70, Cuyahoga Falls, Ohio  
866. George H. Hardy, III, '71, Ashtabula, Ohio  
867. James D. Marr, '71, Bay Village, Ohio  
868. Edward J. Palombizio, Jr., '70, Steubenville, Ohio  
869. Steven E. Schmidt, '71, Mansfield, Ohio  
870. Frank J. Soltysiak, Jr., '70, Garfield Heights, Ohio  
871. Lawrence M. Stallings, '71, Akron, Ohio

## THETA—BETHANY

294. Eric E. Vetter, '71, Rochester, N. Y.  
295. Kenneth D. Mielke, '71, Fanwood, N. J.  
296. Louis K. Hauber, '71, Ridgewood, N. J.  
297. Timothy G. Wojton, '71, McKeesport, Pa.  
298. Paul F. Simmons, '71, Gibsonia, Pa.  
299. Thomas B. Sanders, '71, Vandergrift, Pa.

## IOTA—MICHIGAN STATE

818. Robert J. Elzinga, '69, Lowell, Mich.  
819. William O. Smith, '70, Manchester, Mo.  
820. Donald J. Zbin, '69, Rocky River, Ohio  
821. Peter E. Bolline, '70, St. Joseph, Mich.  
822. John W. Bissell, '69, Jackson, Mich.  
823. David E. Jolly, '71, Houston, Texas

824. Craig L. Miller, '71, Louisville, Ky.  
825. Thomas C. Bills, '70, Pontiac, Mich.  
826. Gary S. Hardke, '71, Benton Harbor, Mich.  
827. David R. Snyder, '71, Kalamazoo, Mich.  
828. Douglas G. Grates, '71, Port Austin, Mich.  
829. Douglas J. Callahan, '69, Fenton, Mich.  
830. Frederick D. Dilley, '71, Grand Rapids, Mich.  
831. Jerry D. Murphy, '70, Pontiac, Mich.  
832. Robert J. Robinson, '70, Lansing, Mich.  
833. David M. Leiser, '71, Royal Oak, Mich.  
834. Timothy L. Offenhauser, '71, Flint, Mich.  
835. James F. Pingel, Jr., '71, Birmingham, Mich.  
836. Dennis P. Markiewicz, '71, Dearborn, Mich.  
837. Gregory L. Hardke, '71, Benton Harbor, Mich.  
838. Jeffrey E. Prince, '71, East Lansing, Mich.  
839. William R. Rustem, '71, Birch Run, Mich.  
840. Terence A. Sherban, '70, Royal Oak, Mich.

## KAPPA—HILLSDALE

1012. Roy W. Ross, '68, Grand Rapids, Mich.  
1013. Samuel D. Strong, '69, Coldwater, Mich.  
1014. Graham W. Quaal, '70, Lake Forest, Ill.  
1015. Henry D. Schmedes, Jr., '69, Mamaroneck, N. Y.  
1016. Kenneth A. Tardie, '69, Hamtramck, Mich.  
1017. William N. Henry, '70, Hillsdale, Mich.  
1018. Peter C. Renchard, '71, Grosse Pointe, Mich.  
1019. David G. Beebe, '70, Franklin, Mich.  
1020. Garry M. Brooks, '71, Grosse Pointe Farms, Mich.  
1021. Lewis B. Everly, '71, Vicksburg, Miss.  
1022. Mark R. Flora, '70, Bloomfield, Mich.  
1023. Craig L. Howe, '71, Hamburg, N. Y.  
1024. Robert J. Peterson, '69, Grosse Pointe, Mich.

1025. Jeffrey W. Ploch, '71, Wayne, N. J.  
1026. Thomas A. Sansone, '71, Detroit, Mich.  
1027. David B. Diehl, '69, Bloomfield Hills, Mich.  
1028. Walter F. Donaldson, '70, Pittsburgh, Pa.  
1029. Robert D. Honchar, '70, Westfield, N. J.

## MU—OHIO WESLEYAN

1150. John D. Kellogg, '70, Chappaqua, N. Y.  
1151. Bruce C. Melton, '70, Westport, Conn.  
1152. Douglas L. Callander, '70, Kalamazoo, Mich.  
1153. William F. Bowers, III, '69, Chagrin Falls, Ohio  
1154. Matthew H. Gates, Jr., '69, Delaware, Ohio  
1155. Christopher L. Dutton, '71, New Philadelphia, Ohio  
1156. Brian P. Comiensi, '71, Hudson, Ohio  
1157. David K. Fulton, '71, Portland, Maine  
1158. R. Kent Ludwig, '71, Seville, Ohio  
1159. David A. Gardner, '71, Navarre, Ohio  
1160. Robert J. Cope, Jr., '71, Wellington, Ohio  
1161. Fredrick J. Gohmann, '71, Portsmouth, Ohio  
1162. Reed A. Riegel, '71, Lancaster, Ohio  
1163. James R. Besserglick, '71, Lakewood, Ohio  
1164. Philip E. Hass, '71, Paxton, Ill.  
1165. Mark S. Hostetter, '71, Wooster, Ohio  
1166. Gary E. Borden, '71, Swampscott, Mass.  
1167. Moro L. Fleming, '71, Narberth, Pa.  
1168. John F. Luikart, '71, Washington, D. C.  
1169. Gary J. Robinson, '69, Perrysburg, Ohio  
1170. David G. Holland, '71, Delaware, Ohio  
1171. Thomas A. Williams, '71, Stamford, Conn.  
1172. Richard H. Innis, '71, Short Hills, N. J.  
1173. Louis R. Schott, '71, Cincinnati, Ohio  
1174. James R. Pardee, '71, Westwood, Mass.  
1175. John H. Wineman, '71, Detroit, Mich.  
1176. Richard C. Smith, '71, Oberlin, Ohio  
1177. Bruce W. Edwards, '71, Ann Arbor, Mich.

1178. Ralph G. Liepold, Jr., '71, Norwich, Conn.  
1179. John M. Yager, '71, Toledo, Ohio  
1180. Douglas M. Thomson, '71, Toledo, Ohio  
1181. Russell A. Kulow, '71, Chagrin Falls, Ohio

## NU—LAFAYETTE

779. David R. Swanson, '69, Winchester, Mass.  
780. Ronald O. Downey, '69, Harrisburg, Pa.  
781. Kim B. Edwards, '69, Pen Argyl, Pa.  
782. Theodore B. Nichols, '70, Oreland, Pa.  
783. Peter N. Devreotes, '70, W. Long Branch, N. J.  
784. Kevin R. Harris, '70, Hatboro, Pa.  
785. Frank B. Foster, Jr., '70, Evanston, Ill.  
786. Robert A. Crosswell, '70, Pottsville, Pa.  
787. Frederick H. Clymer, III, '70, Harwinton, Conn.  
788. Arthur G. Green, III, '70, Kansas City, Mo.  
789. Raymond A. Valukonis, '70, Hawley, Pa.  
790. P. Frank Hoffmann, '70, Wynnewood, Pa.  
791. James E. Kettel, '70, Bloomfield, N. J.  
792. John G. Stephenson, '70, Newton Square, Pa.  
793. Alan Brink, '70, East Grand Rapids, Mich.  
794. John B. Thorn, Jr., '70, Greensboro, N. C.  
795. James N. Morrison, '70, Pennington, N. J.  
796. George H. Frisch, '70, King of Prussia, Pa.

## OMICRON—IOWA

963. Ronald S. Glassner, '69, Rock Island, Ill.  
964. Stephen L. Wilson, '69, Rock Island, Ill.  
965. Earl J. Foster, '70, Brooklyn, Iowa  
966. Christopher D. Hamilton, '70, Davenport, Iowa  
967. Allen J. Phillip, '70, Riverside, Ill.  
968. C. Rodney Barnhart, '70, Staunton, Ill.  
969. Steven L. Mitchell, '70, Deerfield, Ill.  
970. Thomas C. Glasser, '69, Deerfield, Ill.  
971. William G. Drister, '70, Park Ridge, Ill.  
972. Jim E. Crouse, '70, Atlantic, Iowa  
973. Michael R. Edwards, '70, Waseca, Minn.  
974. Norman Fishel, '69, Omaha, Nebr.  
975. Roger E. Dunker, '69, Ft. Dodge, Iowa  
976. Robert A. Hynick, '70, Stamford, Conn.  
977. Charles K. Shattuck, '71, Santa Barbara, Calif.  
978. Jud A. Holtey, '71, Ossian, Iowa  
979. Richard C. Garberson, '71, Cedar Rapids, Iowa  
980. Mikel P. Van Dyke, '71, Davenport, Iowa

## RHO—STEVENS

784. Edward C. Eichhorn, '69, Oxon Hill, Md.  
785. Ronald J. Slember, '69, N. Arlington, N. J.  
786. Robert J. Gialanella, '70, Irvington, N. J.  
787. Anthony J. DiGiacomo, '70, Brooklyn, N. Y.  
788. Richard T. Neefus, '69, East Orange, N. J.  
789. Philip J. Angermaier, '70, Merrick, N. Y.  
790. J. Alden Benson, II, '70, Schenectady, N. Y.  
791. Louis L. Brunetti, '70, Garfield, N. J.  
792. Gregory O. Edwards, '70, Maywood, N. J.  
793. Victor Gialanella, '70, Newark, N. J.  
794. Stephen Novalany, '70, Linden, N. J.  
795. John G. Raven, Jr., '70, New Milford, N. J.  
796. Edward A. Shea, '70, Ridgefield, N. J.  
797. Robert E. Tranter, '70, Brigantine, N. J.  
798. Thomas Dignazio, '70, Kearney, N. J.  
799. Steven M. Feller, '70, Hollywood, Fla.

## UPSILON—RENSSELAER

933. John K. Rinebolt, '69, Buffalo, N. Y.  
934. Norm R. Bean, '70, Lakefield, Ontario, Canada  
935. Peter Collopy, '71, North Evans, N. Y.  
936. F. Clifford Libby, Jr., '71, Fairport, N. Y.

937. John W. Gerstmayr, '71, Englewood, N. J.  
 938. Wesley H. Bartley, '71, Lawton, Okla.  
 939. John L. Pandish, '71, Binghamton, N. Y.  
 940. James F. Blastorah, '71, Harwood, Ontario, Canada  
 941. David W. Crawford, '71, Bedford, Mass.  
 942. Norman R. Palme, '71, Felham, N. Y.  
 943. Richard K. Wilson, '71, Williamsville, N. Y.
- PHI—W & L  
 681. Roger W. Wallace, '67, Austin, Texas  
 682. George R. Singeltary, '70, Clearwater, Fla.  
 683. Andrew B. Thomas, '70, Orlando, Fla.  
 684. William C. Bauer, '71, Largo, Fla.  
 685. Charles M. Browning, '71, Falls Church, Va.  
 686. William E. Brumback, '71, Baltimore, Md.  
 687. Kenneth P. Carter, '71, New Orleans, La.  
 688. Raymond D. Coates, Jr., '71, Berlin, Md.  
 689. O. Lee Graham, '71, Richmond, Va.  
 690. James R. Hunt, '71, Midland, Tex.  
 691. Robert R. Jensen, '71, Somerville, N. J.  
 692. Harry D. LeTourneau, Jr., '71, Annapolis, Md.  
 693. F. Whitney Morrill, '71, Monkton, Md.
- CHI—KENYON  
 663. Jonathan W. T. Ayers, '71, Birmingham, Mich.  
 664. J. Douglas Bootes, '71, Cincinnati, Ohio  
 665. Alexander P. Cadoux, '71, Scarsdale, N. Y.  
 666. Peter M. Cowen, '70, Colonia, N. J.  
 667. Lowrey F. Davenport, Jr., '71, Needham, Mass.  
 668. Dale C. Eisenman, '71, Gates Mills, Ohio  
 669. Robert F. Gillett, '71, Lakewood, Ohio  
 670. Mark C. Herbst, '71, Canton, Ohio  
 671. Robert E. Poll, Jr., '70, Champaign, Ill.  
 672. Karl D. Ruttan, '70, Stow, Ohio  
 673. James S. Fackler, '71, Kent, Ohio
- OMEGA—PENNSYLVANIA  
 972. Robert A. Benn, '69, Springfield, Va.  
 973. Richard H. Deats, '69, Lafayette Hill, Pa.  
 974. Michael A. Sullivan, '69, Houston, Texas  
 975. Joseph J. Armao, Jr., '70, Springfield, Pa.  
 976. James G. Bechtold, '70, Cape May Court House, New Jersey  
 977. Edward L. Bonneau, III, '70, Ft. Lauderdale, Fla.  
 978. Michael A. Chwastyk, '70, Wilkes-Barre, Pa.  
 979. Charles E. Corrigan, '70, Portland, Oreg.  
 980. R. Glen Eichman, '70, Emmaus, Pa.  
 981. Walter C. Evans, '70, Wyncote, Pa.  
 982. William F. Gearhart, Jr., '69, Tyrone, Pa.  
 983. Benjamin G. Gifford, '70, Darien, Conn.  
 984. Samuel C. Gugino, '70, Buffalo, N. Y.  
 985. Paul T. Harvey, '70, Lutherville, Md.  
 986. Robert R. Kelly, '70, Warwick, R. I.  
 987. W. Lance Kollmer, '70, Deerfield, Ill.  
 988. Christopher H. Landis, '70, Gladwyne, Pa.  
 989. John E. Seto, '70, Pottstown, Pa.
- BETA ALPHA—INDIANA  
 1143. Robert G. Proctor, '69, Cincinnati, Ohio  
 1144. Ihor A. Woloshansky, '69, Cary, Ind.  
 1145. Charles E. Thomson, Jr., '69, Indianapolis, Ind.  
 1146. Michael T. Young, '70, Indianapolis, Ind.  
 1147. Steven P. Beatty, '70, Waterloo, Ind.  
 1148. Lonnie H. King, '70, Ashley, Ind.  
 1149. Richard J. Doolittle, '70, Mishawaka, Ind.  
 1150. Jerome F. Miller, Jr., '70, Evansville, Ind.  
 1151. William T. Murphy, '70, Indianapolis, Ind.  
 1152. Robert B. Hebert, '70, Indianapolis, Ind.  
 1153. David F. Felkins, '71, Indianapolis, Ind.  
 1154. Kevin G. Hollis, '71, New Albany, Ind.  
 1155. Basil H. Lorch, III, '71, New Albany, Ind.  
 1156. George M. Conley, '71, Evansville, Ind.  
 1157. Christopher C. Zoeller, '71, New Albany, Ind.  
 1158. Thomas A. Baiz, Jr., '71, Mishawaka, Ind.  
 1159. Dennis L. Troy, '71, Ramsey, N. J.  
 1160. Wayne A. Gillett, Jr., '71, Grabill, Ind.  
 1161. Thomas K. Downs, '71, New Albany, Ind.  
 1162. Max L. Golden, '71, Ligonier, Ind.
1163. Jimmy L. Thomson, '71, Indianapolis, Ind.  
 1164. Stephen E. Bower, '71, Ft. Wayne, Ind.  
 1165. Mark D. Hogan, '71, Indianapolis, Ind.  
 1166. Kristen W. Baldock, '71, New Castle, Ind.  
 1167. Valdis Ozols, '71, Indianapolis, Ind.  
 1168. Thomas J. Scott, '71, Indianapolis, Ind.  
 1169. R. Scott Gray, II, '71, New Albany, Ind.  
 1170. David M. Huffine, '71, Crown Point, Ind.  
 1171. Richard P. Lee, '71, New Albany, Ind.  
 1172. F. Daniel Robinson, '71, Indianapolis, Ind.
- BETA BETA—DE PAUW  
 997. Herodotus A. Kyriakides, '70, Akron, Ohio  
 998. David C. Houk, '70, Indianapolis, Ind.  
 999. Jeffrey E. Fisher, '68, Muncie, Ind.  
 1000. Ronald W. McBride, '70, West Lawn, Pa.  
 1001. Thomas S. Yeo, '70, Muncie, Ind.  
 1002. Jeffrey G. Ramsey, '70, Noblesville, Ind.  
 1003. Bruce H. Bikin, '70, Indianapolis, Ind.  
 1004. William P. Sweeney, Jr., '70, Indianapolis, Ind.  
 1005. G. Scott Ralston, '70, East Grand Rapids, Mich.  
 1006. Peter S. Damon, '70, E. Grand Rapids, Mich.  
 1007. James E. Bryan, Jr., '70, Louisville, Ky.  
 1008. James B. Peterson, '71, Grand Rapids, Ind.  
 1009. C. Edward George, II, '71, Indianapolis, Ind.  
 1010. Mark W. Ford, '71, Indianapolis, Ind.  
 1011. Stephen H. Bowen, '71, Richmond, Ind.  
 1012. Walter J. Hatke, '71, Topeka, Kans.  
 1013. John A. Pixley, '71, Tucson, Ariz.  
 1014. James P. Peterson, '71, Grand Rapids, Mich.  
 1015. John H. Barksdale, '71, Orlando, Fla.  
 1016. Joe G. Hollingsworth, '71, Indianapolis, Ind.  
 1017. Kenneth C. Castor, '70, Indianapolis, Ind.  
 1018. Steven O. Stout, '71, Champaign, Ill.  
 1019. Richard E. Reidenbach, '71, Beirut, Lebanon  
 1020. Shohei Kawagoe, '69, Tokyo, Japan
- BETA GAMMA—WISCONSIN  
 1013. Donald E. Snowden, '69, Madison, Wis.  
 1014. Thomas W. Spahr, '70, Madison, Wis.  
 1015. Dennis M. Toy, '69, Milwaukee, Wis.  
 1016. Steven C. Sorensen, '70, Eau Claire, Wis.  
 1017. Jeffrey B. Miller, '70, Oceanside, N. Y.  
 1018. Michael P. Zahn, '70, Milwaukee, Wis.  
 1019. Richard W. Torhorst, '70, Burlington, Wis.  
 1020. Philip J. Schneider, '70, Columbus, Ohio  
 1021. George W. Nicholson, '69, S. Milwaukee, Wis.  
 1022. Josef F. Rychtarik, Jr., '69, Waterloo, Wis.  
 1023. Stephen A. Clinard, '69, Madison, Wis.  
 1024. Paul S. Hoehenberg, '70, Mt. Vernon, N. Y.  
 1025. Richard J. Reinhardt, '69, Racine, Wis.  
 1026. Alan M. Nakamura, '70, Honolulu, Hawaii  
 1027. David R. Jackson, '70, Fairfield, Conn.  
 1028. Ronald E. Rivkin, '70, New York, N. Y.  
 1029. Fred R. Sloan, '70, Greenfield, Wis.  
 1030. Robert J. Weber, '70, Nutley, N. J.  
 1031. Steven F. Matson, '71, Madison, Wis.  
 1032. Stephen H. Wagner, '71, Waupun, Wis.  
 1033. Stephen C. Smith, '69, Milwaukee, Wis.
- BETA DELTA—GEORGIA  
 677. Terry W. Banks, '70, Carrollton, Ga.  
 678. Charles S. Barnes, '70, Greenville, Ga.  
 679. John T. Collins, '69, Tallahassee, Fla.  
 680. Brian E. Donnelly, '70, Toronto, Ontario, Canada  
 681. David H. Hendon, '70, Rossville, Ga.  
 682. James P. Sciubba, '70, Springfield, Pa.  
 683. Richard L. Sowell, '68, Thunderbolt, Ga.  
 684. Roland A. Taylor, II, '68, Atlanta, Ga.  
 685. James W. Walker, '70, Balboa, Canal Zone  
 686. Mark C. Aldridge, '70, Warner Robins, Ga.  
 687. Vincent P. Bond, '71, Columbus, Ga.  
 688. Van J. Botsaris, '71, Atlanta, Ga.  
 689. Matthew R. Carlisle, Jr., '71, Columbus, Ga.  
 690. John R. Farr, '69, Clearwater, Fla.  
 691. David H. Grant, '69, Maitland, Fla.
692. Sidney W. Harper, '71, Commerce, Ga.  
 693. Nelson T. Hicks, '70, Carmel, Ind.  
 694. Guy R. Howard, '71, Jonesboro, Ga.  
 695. Robert L. Izlar, '71, Waycross, Ga.  
 696. Frank H. Malone, '70, Macon, Ga.  
 697. George H. McCallum, '71, Atlanta, Ga.  
 698. Charles E. Moore, '71, Columbus, Ga.  
 699. Timothy I. Mylod, '69, White Plains, N. Y.  
 700. Harry B. Thompson, Jr., '70, Savannah, Ga.
- BETA EPSILON—EMORY  
 887. Joseph E. Assad, '70, Macon, Ga.  
 888. Miles H. Mason, III, '68, Duluth, Ga.  
 889. Graydon R. Miles, '70, Arlington, Va.  
 890. David W. Branyon, '71, Anniston, Ala.  
 891. Peter L. Jensen, '71, North Miami, Fla.  
 892. Douglas K. Silvis, '71, Ft. Lauderdale, Fla.  
 893. Rice F. Crenshaw, Jr., '71, Avondale Estates, Ga.  
 894. James L. Thomas, '71, Birmingham, Ala.  
 895. Richard G. Goerss, '71, Sanford, Fla.  
 896. William H. Willson, Jr., '71, Albany, Ga.  
 897. Philip E. Bevins, '71, Lexington, Ky.  
 898. John R. H. Cain, '70, Arlington, Va.  
 899. Gilbert C. Soria, '71, Sarasota, Fla.  
 900. David M. Shaw, '71, Dunwoody, Ga.  
 901. Jeffrey W. Wolz, '71, Pompano Beach, Fla.  
 902. Robert S. Teute, '71, Sandy Springs, Ga.  
 903. C. Edward McGee, Jr., '71, Ft. Lauderdale, Fla.  
 904. David H. Black, '71, Honea Path, S. C.  
 905. Grady C. Stewart, Jr., '70, Bessemer, Ala.  
 906. Robert W. Payne, '71, Ft. Lauderdale, Fla.  
 907. Edwin G. Rothbauer, Jr., '71, Pensacola, Fla.  
 908. Thomas C. Stanford, '71, Pensacola, Fla.  
 909. Joel E. Dodson, '69, Douglasville, Ga.  
 910. Franklin M. Rinker, '68, Augusta, Ga.  
 911. Larry K. Miller, '71, Asheville, N. C.  
 912. Earle D. Getchell, Jr., '71, Mobile, Ala.  
 913. Charles A. Schwarz, Jr., '71, Miami, Fla.  
 914. James H. Bailey, '69, St. Petersburg, Fla.  
 915. John T. Tolliver, '71, Ft. Lauderdale, Fla.
- BETA ZETA—BUTLER  
 893. Dennis K. Apple, '69, Oaklandon, Ind.  
 894. Charles F. Armistead, '71, Clarksville, Tenn.  
 895. Kent A. Barnard, '71, La Porte, Ind.  
 896. Anthony J. Basile, '71, Philadelphia, Pa.  
 897. Gerald A. Bluhm, '71, Belleville, Mich.  
 898. Douglas K. Ellrich, '71, Wilmington, Del.  
 899. James W. Gifford, '71, Kokomo, Ind.  
 900. Louis M. Halkias, '71, Gary, Ind.  
 901. Richard C. Molina, '71, Ridgewood, N. J.  
 902. Charles W. Ritz, III, '71, Columbus, Ind.  
 903. Gordon M. Price, '71, Verona, N. J.  
 904. Thomas A. Wine, '71, Kokomo, Ind.  
 905. Ronald L. Wolf, '71, Rushville, Ind.
- BETA ETA—MINNESOTA  
 899. Bruce C. Burditt, '70, Minneapolis, Minn.  
 901. Stuart L. Rosemurgy, '70, Wausau, Wis.  
 902. Philip A. Winn, '70, Minneapolis, Minn.  
 903. Barry D. Gerst, '69, Minneapolis, Minn.  
 904. Donald W. Thompson, Jr., '71, Minnetonka, Minn.  
 905. David J. Peterson, '69, Edina, Minn.  
 906. Joseph G. Doherty, '71, Minnetonka, Minn.  
 907. Paul I. Gaumnitz, '70, Minneapolis, Minn.  
 908. Michael D. Holte, '71, Minneapolis, Minn.  
 909. Paul A. Mayer, '70, Austin, Minn.  
 910. David M. Gabbert, '70, Excelsior, Minn.  
 911. Donald P. Gerberding, '70, Wayzata, Minn.  
 912. Frank J. Jandric, '71, St. Paul, Minn.  
 913. John R. DeLeo, '71, Hopkins, Minn.  
 914. Fritz A. Meili, '71, Minneapolis, Minn.  
 915. Maurice W. Graham, '71, Excelsior, Minn.  
 916. John M. Sontorovich, III, '72, International Falls, Minn.  
 917. Stephen E. Kairies, '68, Minneapolis, Minn.  
 918. Stephen F. Anderson, '70, Minneapolis, Minn.  
 919. James R. Cutler, '71, Minnetonka, Minn.  
 920. Dave C. Nelson, '71, Minnetonka, Minn.  
 921. James D. MacKinnon, '70, Long Lake, Minn.

## BETA THETA—SEWANEE

718. Robert W. Starr, IV, '71, St. Louis, Mo.  
719. Frank T. Cook, '71, San Antonio, Texas  
720. Tom D. Broyles, '71, Palestine, Texas  
721. William C. Gray, '71, Nashville, Tenn.  
722. John D. F. Gray, '71, Columbia, Tenn.  
723. Michael O. Scheunemann, '70, Carlsbad, Calif.  
724. Jack P. Davis, '71, Clearwater, Fla.

## BETA LAMBDA—LEHIGH

647. George C. Heyward, III, '70, Wayne, Pa.  
648. Geoffrey A. Smith, '69, Onconta, N. Y.  
649. A. Stanley Cross, III, '70, Berkeley Heights, N. J.  
650. John H. Wagner, '70, Orwigsburg, Pa.  
651. Peter A. Tomaino, '70, Piscataway, N. J.

## BETA MU—TUFTS

1048. Eugene S. Uchacz, '69, Garden City, N. Y.  
1049. William B. Richardson, Jr., '70, Coyoacan, D. F. Mexico.  
1050. Richard P. Giachetti, '70, Quincy, Mass.  
1051. Jack G. Boyle, '69, Dallas, Texas  
1052. E. Thomas Pelham, III, '71, Arlington, Va.  
1053. Robert J. Murphy, '71, Fairfield, Conn.  
1054. Deryl P. Kipp, '71, Yorktown Heights, N. Y.  
1055. Bruce F. Failing, Jr., '71, Westhampton Beach, N. Y.  
1056. William C. Netolicky, Jr., '71, Deep River, Conn.  
1057. Hubert M. Greist, III, '71, Branford, Conn.  
1058. Thomas R. Yocky, '71, Westport, Conn.  
1059. Lawrence A. Webber, '71, Baie D'Urfe, Quebec, Canada  
1060. W. Patrick Binns, '71, Levittown, Pa.  
1061. William J. Crittenden, '71, Sewickley, Pa.  
1062. Craig R. Benson, '71, West Hartford, Conn.  
1063. Charles H. Monroe, Jr., '71, Chicago, Ill.  
1064. Thomas B. Merritt, '70, Arlington, Va.  
1065. Bruce J. Embry, '71, White Plains, N. Y.  
1066. John A. Caldwell, '71, Norwalk, Conn.  
1067. James E. Daggart, '70, Vernon, Conn.  
1068. William C. Lyons, '71, West Roxbury, Mass.  
1069. Howard M. Glazer, '71, Chelsea, Mass.  
1070. Thomas R. Downing, '71, Concord, Mass.  
1071. Thomas A. Elliot, '71, Columbus, Ohio  
1072. David J. DuPont, '71, Webster, Mass.  
1073. Steven C. Reynolds, '71, Weston, Conn.  
1074. Craig T. Reeves, '71, Rochester, N. Y.  
1075. Frederick J. Guymont, '69, South Easton, Mass.  
1076. William L. Hamilton, III, '71, White Plains, N. Y.

## BETA NU—M.I.T.

652. Joseph P. Krajc, '69, Forbes Road, Pa.  
653. Clifford H. Ananian, '71, River Edge, N. J.  
654. John C. Brewster, '71, Perry, Ga.  
655. Delmar J. Knarr, Jr., '71, Hellertown, Pa.  
656. John T. Dieckmann, '71, Wilmington, Del.  
657. Robert J. Kassouf, '71, Parma Heights, Ohio  
658. Edward M. Buchak, '71, Gilbertsville, Pa.  
659. Richard W. Ihrle, '71, Scotch Plains, N. J.  
660. Frank Taylor, '71, Pacific Palisades, Calif.  
661. Timothy E. Walsh, '71, Belle Vernon, Pa.  
662. Alvin M. Oakes, Jr., '71, Houston, Texas  
663. Brett B. Cantrell, '71, Spartanburg, S. C.  
664. Robert T. Armstrong, '71, Fullerton, Calif.  
665. James D. Shields, '71, Norridge, Ill.  
666. R. Hal Moorman, IV, '71, Brenham, Texas  
667. Daniel D. Blodgett, '71, Oxon Hill, Md.

## BETA XI—TULANE

590. Patrick L. Wilkins, '71, Amarillo, Texas  
591. Hugh D. Miller, '71, Chicago, Ill.  
592. Robert E. Lee, '71, New Orleans, La.  
593. Peter J. Emigh, '71, Milwaukee, Wis.  
594. Thomas F. Van Buskirk, '71, Shawnee Mission, Kans.  
595. Terrence J. Lestelle, '71, New Orleans, La.

596. Robert M. Taylor, '71, Memphis, Tenn.  
597. Edwin L. Mowe, III, '71, Lafayette, La.  
598. David L. Walker, '71, Ft. Lauderdale, Fla.  
599. Robert J. Sweeney, III, '69, El Dorado, Ark.  
600. Joe E. Boaz, '71, Anson, Texas

## BETA PI—NORTHWESTERN

1067. Thomas R. Tarallo, '70, Miami, Fla.  
1073. Mark S. Reppert, '69, Chicago, Ill.  
1074. David W. Stepelton, '70, Winnetka, Ill.  
1075. Cecil C. Hughart, '71, Carpentersville, Ill.  
1076. John K. Veeneman, Jr., '70, Northfield, Ill.  
1077. Edward L. Mason, '70, Chicago, Ill.  
1078. Stephen K. Yates, '70, Wilmette, Ill.  
1079. William A. Streff, Jr., '71, Chicago, Ill.  
1080. Peter M. Rub, '71, Westfield, N. J.  
1081. Jonathan W. Rulon, '71, Evanston, Ill.  
1082. David B. Field, '71, Blue Island, Ill.  
1083. William R. Nowak, '71, Skokie, Ill.  
1084. James D. Canonic, '71, South Haven, Mich.  
1085. John R. Danly, Jr., '71, Hinsdale, Ill.  
1086. Brewster W. Fine, '71, New Canaan, Conn.  
1087. Peter M. Johnson, '71, Milwaukee, Wis.  
1088. Richard A. Ayer, '71, Mamaroneck, N. Y.  
1089. Geoffrey A. Partlow, '71, Carbondale, Ill.  
1090. Philip N. Tague, '71, New Lexington, Ohio  
1091. Thomas W. Jans, '71, Evanston, Ill.  
1092. Kenneth C. Krajchovich, '71, Skokie, Ill.  
1093. John T. Skinner, '71, Brookfield, Wis.  
1094. Matthew A. Formato, III, '71, Chagrin Falls, Ohio  
1095. Richard C. Ruskewicz, '71, Skokie, Ill.

## BETA RHO—STANFORD

921. John A. Propstra, '67, Phoenix, Ariz.

## BETA TAU—NEBRASKA

972. John A. Anderson, '70, Columbus, Nebr.  
973. Patrick C. McGinn, '70, North Bend, Nebr.  
974. Michael W. May, '70, Brady, Nebr.  
975. Dennis H. Nachtigal, '69, Kimball, Nebr.  
976. Steven H. Nootz, '70, Lincoln, Nebr.  
977. Kurt C. Petersen, '70, Omaha, Nebr.  
978. Douglas J. Pierson, '70, Omaha, Nebr.  
979. Raymond J. Siemek, '70, Columbus, Nebr.  
980. Thomas A. Campbell, '71, North Platte, Nebr.  
981. Charles M. Williams, '71, Bassett, Nebr.  
982. Dale D. Hallock, '72, Kearney, Nebr.  
983. Thomas J. Huebner, '71, North Platte, Nebr.  
984. Arthur J. Johnson, Jr., '70, Dix, Nebr.  
985. William D. Artus, '71, O'Neill, Nebr.  
986. Homer M. Buell, '71, Bassett, Nebr.  
987. Dean S. Elsen, '70, Grant, Nebr.  
988. James T. Oder, '71, Minden, Nebr.  
989. Richard D. Clark, '71, North Platte, Nebr.  
990. Lendon L. Thompson, '71, Paxton, Nebr.  
991. Robert W. Sack, '70, Beatrice, Nebr.  
992. Patrick M. diNatale, '71, North Platte, Nebr.  
993. Steve J. Cornwell, '72, Omaha, Nebr.  
994. Bobby E. Golter, '72, Brady, Nebr.  
995. Richard M. McLain, '71, York, Nebr.

## BETA UPSILON—ILLINOIS

1029. David P. Mueller, '69, Palos Park, Ill.  
1030. William H. Wilcox, '69, Evergreen Park, Ill.  
1031. Michael J. Shepard, '70, Robinson, Ill.  
1032. Jeffrey E. Kiser, '70, Naperville, Ill.  
1033. Duane A. Kaminski, '70, Harvey, Ill.  
1034. Darrell W. McMurray, '70, Springfield, Ill.  
1035. James A. Sampson, '70, Richmond, Va.  
1036. Edwin J. Halik, Jr., '69, Berwyn, Ill.  
1037. Patrick J. Burley, '70, Robinson, Ill.  
1038. Quentin A. Wolff, '71, Palos Heights, Ill.  
1039. Donald K. Turner, '71, La Grange, Ill.  
1040. Richard J. Urban, '71, Lake Forest, Ill.  
1041. Richard C. Schuettner, '71, Palatine, Ill.  
1042. Jeffrey R. Borgeson, '72, Whitefish Bay, Wis.  
1043. Thomas W. Betten, '69, Urbana, Ill.  
1044. Richard D. Benson, '69, Urbana, Ill.  
1045. Ronald B. Hopkins, '70, Carpentersville, Ill.  
1046. David C. Berglund, II, '71, La Grange, Ill.  
1047. Karlen R. Covey, '69, Crystal Lake, Ill.  
1048. Christopher J. Peters, '71, Barrington, Ill.

## BETA PHI—OHIO STATE

1155. David C. Grulke, '70, Berea, Ohio  
1156. Robert J. Black, '68, Fiqua, Ohio  
1157. Terry D. Holzapel, '70, Sandusky, Ohio  
1158. John J. Sweeney, '70, Amsterdam, Ohio  
1159. Thomas F. Calhoun, II, '70, Hilliard, Ohio  
1160. Robert L. Moses, '70, Huntington, W. Va.  
1161. Christopher J. Geer, '70, Columbus, Ohio  
1162. Richard W. Boggs, '68, Hamilton, Ohio  
1163. James G. Clymer, '69, Reynoldsburg, Ohio  
1165. Peter B. Mason, '70, Columbus, Ohio  
1168. Harold P. Williams, '70, Shelby, Ohio  
1169. Thomas C. Morrison, '70, Sylvania, Ohio  
1170. Michael H. Sause, '70, Youngstown, Ohio

## BETA CHI—BROWN

896. Michael D. Abbott, '70, Longmeadow, Mass.  
897. James J. Berman, '70, Kingston, Pa.  
898. Richard J. Ciccollella, '68, Albany, N. Y.  
899. Francisco C. Drohojowski, '69, Mexico City, Mexico  
900. John D. Holmsted, '70, Pointe Claire, Quebec, Canada  
901. Donald N. Hoppe, '69, Wheaton, Ill.  
902. Anthony A. Renzi, '70, Hooversville, Pa.  
903. James A. Schulak, '70, East Chicago, Ind.  
904. John H. Stone, '70, Washington, D. C.  
905. Douglas H. Ward, '69, Loudonville, N. Y.

## BETA PSI—WABASH

785. John R. Glendening, '71, Muncie, Ind.  
786. Dennis H. Reid, '71, Ocoee, Fla.  
787. William F. Hausmann, '71, Evansville, Ind.  
788. Mark E. Randak, '71, Billings, Mont.  
789. Steven S. Wildman, '71, Warsaw, Ind.  
790. Vernon R. Tompkins, '71, Plainville, Conn.  
791. W. Michael Gephart, '71, Carmel, Ind.  
792. John B. Hannaford, '71, Muncie, Ind.  
793. Frederick J. Urbaska, '71, Billings, Mont.  
794. John M. Lathrop, '71, Indianapolis, Ind.  
795. William K. Lee, Jr., '71, Lakewood, N. J.  
796. Jeffrey D. Eaton, '71, Glen Ellyn, Ill.  
797. Burt E. Schell, III, '71, Long Grove, Ill.  
798. Kai J. Chin, '71, New York, N. Y.  
799. Martin B. Schaap, '71, Satellite Beach, Fla.  
800. Steven L. Hays, '71, Bloomington, Ind.  
801. Alexander A. Miller, '71, Satellite Beach, Fla.

## GAMMA BETA—ILLINOIS TECH

834. John N. Phillips, Jr., '71, Monona, Wis.  
835. Ronald E. Hart, '69, LaSalle, Ill.  
836. Jack S. Sroka, '71, Millersville, Md.  
837. Nathaniel T. Pappalardo, '72, Whiting, Ind.  
838. Lawrence D. Strain, '71, Harvard, Ill.  
839. Nicholas A. Despota, '71, Chicago, Ill.  
840. B. John Donald, '71, Hamburg, N. Y.  
841. David L. Williams, '71, Wilmington, Del.

## GAMMA DELTA—WEST VIRGINIA

959. John P. Gibbs, '70, Logan, W. Va.  
960. Charles F. Carspecken, '70, South Charleston, W. Va.  
961. Anthony J. Bonidy, '70, New Kensington, Pa.  
962. Frank H. Coffman, II, '71, Clarksburg, W. Va.  
963. Robert W. Young, Jr., '70, Wheeling, W. Va.  
964. Thomas W. Kugle, '70, Camp Hill, Pa.  
965. John M. Denbigh, '70, Spencer, W. Va.  
966. Thomas J. Villella, Jr., '70, New Kensington, Pa.  
967. John B. Sankey, '70, Pittsburgh, Pa.  
968. Richard N. Batman, '71, Bridgeport, W. Va.

## GAMMA ZETA—WESLEYAN

961. John W. Scott, Jr., '70, Fredericksburg, Va.  
962. Eric C. Strobel, '70, Akron, Ohio  
963. Ralph L. Moore, '70, Orange, Conn.  
964. John P. Gambill, '68, Wilton, Conn.  
966. Christopher W. Johnson, '70, Winnetka, Ill.  
967. Michael D. Kishbauch, '71, Lorain, Ohio  
968. Christopher C. Meloney, '71, Dobbs Ferry, N. Y.  
969. Albert D. Whetstone, '71, Bryn Mawr, Pa.  
970. Richard P. Walleit, '71, Portland, Conn.

971. Thomas C. Corcoran, '71, Northfield, Ill.  
 972. Richard B. Frost, '69, Glens Falls, N. Y.  
 973. David A. Klatell, '70, New York, N. Y.  
 974. Mart A. M. Regtien, '68, Comeran, N. B., Holland  
 975. B. Victor Pfeiffer, Jr., '71, Chatham, N. J.

## GAMMA ETA—GEORGE WASHINGTON

697. David R. Lord, '71, Marion, Ohio  
 698. Michael E. Kempner, '71, Maplewood, N. J.  
 699. Gary S. Persinger, '71, Washington, D. C.  
 700. Robert E. Croul, '71, Grosse Pointe, Mich.  
 701. Kenneth A. Sipsay, '71, Morristown, N. J.  
 702. So S. Manprasert, '71, Bangkok, Thailand  
 703. Howard Soltz, '70, New London, Conn.  
 704. James R. Stoker, '70, Apollo, Pa.  
 705. Steven P. Burkett, '71, Roslyn, N. Y.  
 706. Russell C. Gaitskill, '71, Franklin Lakes, N. J.  
 707. Douglas L. Meyer, '71, Scarsdale, N. Y.  
 708. Albert E. Segall, '71, Washington, D. C.  
 709. Alan N. Kaplan, '71, Rockville Centre, N. Y.  
 710. John J. Trivisonno, '71, North Bergen, N. J.  
 711. Peter M. Williams, '71, Sioux City, Iowa  
 712. Christopher J. Lydon, '71, Maplewood, N. J.

## GAMMA THETA—BAKER

867. Eugene L. Doane, Jr., '69, Lawrence, Kans.  
 868. Darrell E. Franklin, '70, Lonejack, Mo.  
 869. David A. Hester, '69, Clinton, Mo.

## GAMMA IOTA—TEXAS

1241. William B. Tamminga, '71, Austin, Texas  
 1242. Charles C. Spencer, Jr., '70, Corpus Christi, Texas  
 1243. Larry W. Hall, '69, Brownwood, Texas  
 1244. J. Randle Henderson, '70, Houston, Texas  
 1245. Kurt M. Papp, '69, Hurst, Texas  
 1246. Tommy D. Thompson, '70, Fort Worth, Texas  
 1247. Kenneth W. Cole, '69, Temple, Texas  
 1248. Everitt D. Walker, Jr., '69, Austin, Texas  
 1249. Glen G. Halsell, '70, Oklahoma City, Okla.  
 1250. Thomas R. Colgin, '69, San Marcos, Texas  
 1251. James A. Childress, '70, Goldthwaite, Texas  
 1252. Henry C. McGuffey, '69, Texas City, Texas

## GAMMA KAPPA—MISSOURI

763. Timothy D. Perkins, '71, Des Moines, Iowa  
 764. Richard S. Stone, '71, Columbia, Mo.  
 765. Neal H. Paul, '71, Concord, Nebr.  
 766. Russell T. Ivey, '71, Independence, Mo.  
 767. David W. Bond, '70, Kansas City, Mo.  
 768. George W. Lentz, '70, Seaside, Calif.  
 769. Emil H. Sechter, '71, Kansas City, Mo.  
 770. Craig L. Strong, '70, Columbia, Mo.  
 771. Alan D. Gray, '71, Columbia, Mo.

## GAMMA LAMBDA—PURDUE

1038. Donald L. Hartman, '70, Lafayette, Ind.  
 1039. Robert L. Brunger, '70, Wexford, Pa.  
 1040. Nicholas T. Sahn, '69, Indianapolis, Ind.  
 1041. Michael F. Keating, '69, Indianapolis, Ind.  
 1042. Robert S. Mullin, '70, Montgomery, Ala.  
 1043. Peter R. Weitzenkorn, '70, Middletown, Ohio  
 1044. Gary M. Ramage, '70, Indianapolis, Ind.  
 1045. Roger W. Roley, '69, Anchorage, Ky.  
 1046. George E. Kerner, '70, South Bend, Ind.

## GAMMA MU—WASHINGTON

999. Gary A. Raemhild, '69, Naselle, Wash.  
 1000. Thomas E. Hart, '68, Longview, Wash.  
 1001. William D. Ashby, Jr., '71, Seattle, Wash.  
 1002. James R. Rose, '68, Bellevue, Wash.  
 1003. Robert M. Alston, '71, Seattle, Wash.  
 1004. James D. Carignan, '71, Renton, Wash.  
 1005. Jay A. Fulton, '71, Tacoma, Wash.  
 1006. David K. Gebert, '71, Marysville, Wash.  
 1007. Mark M. Schubert, '71, Tacoma, Wash.  
 1008. Dave A. Basse, '71, Seattle, Wash.  
 1009. Raymond R. Moser, '71, Tacoma, Wash.

1010. Christopher E. Finn, '71, Mercer Island, Wash.  
 1011. Michael G. McBride, '71, Seattle, Wash.  
 1012. Dwight H. Knell, '71, Seattle, Wash.  
 1013. Steven F. Conca, '71, Portland, Ore.  
 1014. Dan J. Cadagan, III, '71, Spokane, Wash.  
 1015. Roland S. Ramberg, '71, Seattle, Wash.  
 1016. Fred G. Redmon, III, '71, Bellevue, Wash.  
 1017. Neil M. Kemper, '71, Longview, Wash.  
 1018. Allan L. Kravitz, '71, Bremerton, Wash.  
 1019. Ronald A. Macdonald, '71, Fox Island, Wash.  
 1020. John W. Stieber, '71, Seattle, Wash.  
 1021. Timothy J. Kangas, '71, Seattle, Wash.  
 1022. Dennis M. Kippen, '70, Seattle, Wash.  
 1023. William C. Follette, '71, St. Louis, Mo.  
 1024. Dallas L. Salisbury, '71, Everett, Wash.  
 1025. Kenneth G. Spencer, '71, Renton, Wash.  
 1026. David F. Climer, '71, Olympia, Wash.

## GAMMA NU—MAINE

905. Jay R. Calkins, '70, Bangor, Maine  
 906. Philip J. Pyburn, '70, Lynnfield, Mass.  
 907. Marc T. McNeilly, '70, Houston, Texas  
 908. Michael J. McCluskey, '70, Rumford Center, Maine  
 909. Robert C. Leveseur, '68, Auburn, Maine  
 910. Robert O. Ward, '69, Chatham, N. J.  
 911. Steven F. Yanofsky, '70, Marblehead, Mass.  
 912. Marc C. Owen, '71, Bangor, Maine  
 913. Jeffrey J. Marshall, '70, Marlboro, Mass.  
 914. Gordon H. Bither, II, '69, Houlton, Maine  
 915. Richard C. Norton, '70, Brewer, Maine  
 916. Robert D. Lorimer, '70, Cape Elizabeth, Maine

## GAMMA XI—CINCINNATI

960. Brandon M. Cordes, Jr., '72, Wyoming, Ohio  
 961. Steven D. Greenwell, '70, Cincinnati, Ohio  
 962. Michael D. Harris, '70, Cincinnati, Ohio  
 963. William T. Jeffcott, Jr., '72, Kettering, Ohio  
 964. Daniel E. Jones, '72, Pleasant Plain, Ohio  
 965. John E. Small, Jr., '71, Cincinnati, Ohio  
 966. John M. Wilkes, '73, Indianapolis, Ind.  
 967. Phillip A. Gaible, '70, Cincinnati, Ohio  
 968. Charles B. Hallau, '71, Cincinnati, Ohio  
 969. Harold A. Leow, '71, Gibsonburg, Ohio  
 970. William T. McClain, '70, New Paris, Ohio  
 971. John D. Page, '73, Toledo, Ohio  
 972. James H. Reed, Jr., '71, Warren, Ohio  
 973. Frederick R. Steiner, '72, Dayton, Ohio  
 974. Michael A. Woods, '71, Celina, Ohio

## GAMMAOMICRON—SYRACUSE

513. Jeffrey D. Parker, '70, Washington, D. C.

## GAMMA PI—IOWA STATE

827. Harry E. Strate, Jr., '71, Des Moines, Iowa  
 828. Jeffrey L. Henning, '71, Latimer, Iowa  
 829. Dennis D. Huffaker, '71, Spirit Lake, Iowa  
 830. Harold E. Gosse, '71, Golden, Colo.  
 831. Gary L. Keehn, '71, Latimer, Iowa  
 832. Dale A. Christensen, '71, Traer, Iowa  
 833. J. Kirk Simpson, '71, Villisca, Iowa  
 834. Kenneth E. Seymour, '72, Creston, Iowa  
 835. Terry J. Murray, '71, Calmar, Iowa  
 836. William P. Gauger, '71, Park Ridge, Ill.  
 837. Gerald R. Jorgenson, '71, Farragut, Iowa  
 838. James R. Voggeser, '71, Hancock, Iowa

## GAMMA RHO—OREGON

785. Christian R. Kromm, '69, Portland, Ore.  
 786. Darrell E. Plouff, '69, Roseburg, Ore.  
 787. David L. Thompson, '70, Portland, Ore.  
 788. Ronald G. Wilks, '68, Ontario, Ore.  
 789. Ival M. McMains, '70, Grants Pass, Ore.  
 790. Richard S. Hutchison, '70, Portland, Ore.  
 791. Patrick D. O'Kief, '70, Ontario, Ore.  
 792. Bruce R. Starkweather, '72, Atherton, Calif.  
 793. Roger W. Sweningsen, '71, Atherton, Calif.  
 794. Frank D. Eigner, '71, Portland, Ore.  
 795. Timothy P. Boyle, '71, Lake Oswego, Ore.  
 796. Jack A. Huth, '71, Cupertino, Calif.  
 797. Timothy C. Coe, '71, Palo Alto, Calif.  
 798. Barry L. Ludwig, '72, San Jose, Calif.  
 799. Rocco J. LaMantia, '71, Saratoga, Calif.

800. Lawrence A. Krogdsale, '71, Anaheim, Calif.  
 801. William E. Brauner, '71, Los Altos, Calif.  
 802. Richard S. Whitman, '71, Campbell, Calif.  
 803. William D. Klug, '71, Portland, Ore.  
 804. Kim M. Davis, '69, Portland, Ore.  
 805. Leslie G. Turner, '69, Whittier, Calif.  
 806. Richard G. Kinnear, '71, Portland, Ore.  
 807. Richard D. Brown, '70, Reno, Nev.  
 808. Ralph H. Pettingell, '71, Mountain View, Calif.  
 809. Vance E. Remick, '71, Roseburg, Ore.  
 810. Dennis L. Keffer, '71, Oakridge, Ore.  
 811. Jon R. Berg, '72, Lake Oswego, Ore.

## GAMMA SIGMA—PITTSBURGH

1056. Robert J. Harmer, '71, York, Pa.  
 1057. Anthony R. Patterson, Jr., '71, Lancaster, Pa.  
 1058. Brett H. Woodard, '71, Franklin, Pa.  
 1059. Richard G. Keefe, '71, New Cumberland, Pa.  
 1060. James D. Nauman, '70, Pittsburgh, Pa.  
 1061. Anthony A. Seethaler, Jr., '70, Pittsburgh, Pa.  
 1062. David H. Patterson, '70, Pittsburgh, Pa.  
 1063. Paul A. Hilko, '71, Sharon, Pa.  
 1064. Michael B. Allen, '71, Pittsburgh, Pa.  
 1065. Timothy C. L. Carey, '71, Pittsburgh, Pa.  
 1066. Thomas P. Cahalan, Jr., '69, Dauphin, Pa.  
 1067. W. James Hunter, '71, Verona, Pa.  
 1068. Thomas E. Lammert, '70, Pittsburgh, Pa.  
 1069. Robert G. Loughrey, '71, Pittsburgh, Pa.  
 1070. John F. Casey, III, '68, Pittsburgh, Pa.  
 1071. Stephen F. Delly, '70, Tarrytown, N. Y.  
 1072. Patrick M. S. Carey, '71, Pittsburgh, Pa.  
 1073. Daniel C. Patterson, '71, Beaver Falls, Pa.  
 1074. Raymond P. Dozzi, '71, Pittsburgh, Pa.  
 1075. Raymond F. Morgan, '70, Pittsburgh, Pa.  
 1076. Gerald S. Nowak, '71, Erie, Pa.  
 1077. Jay V. Jensen, '70, North Wales, Pa.  
 1078. George G. Daquila, II, '71, Beaver Falls, Pa.  
 1079. William E. Kania, '71, Uniontown, Pa.  
 1080. Clyde G. Weller, '71, Mars, Pa.  
 1081. Robert A. Lepore, Jr., '71, Pittsburgh, Pa.  
 1082. David P. Smith, '71, Harrisburg, Pa.  
 1083. Bruce J. Searfoss, '70, Olean, N. Y.  
 1084. David A. Johnston, '69, Meadville, Pa.  
 1085. Stephen C. Baldwin, '71, Pittsburgh, Pa.  
 1086. William R. C. Davies, '70, Pittsburgh, Pa.  
 1087. Michael A. Zappa, '71, Pittsburgh, Pa.

## GAMMA TAU—KANSAS

996. William D. Lutz, Jr., '71, Ft. Leavenworth, Kans.  
 997. Bradley D. Anderson, '71, Scott City, Kans.  
 998. W. Lang Perdue, II, '71, Topeka, Kans.  
 999. Gary R. Otteson, '71, Scott City, Kans.  
 1000. John O. Lynch, '71, Salina, Kans.  
 1001. James P. Owen, '71, Bartlesville, Okla.  
 1002. Frederick P. Wolff, III, '71, Pratt, Kans.  
 1003. David M. Rhodus, '70, Kansas City, Kans.  
 1004. William R. Horigan, '71, Prairie Village, Kans.  
 1005. John C. Epp, '71, Tribune, Kans.  
 1006. Randall S. Andrews, '71, Wichita, Kans.  
 1007. Gregg D. Larson, '72, Tulsa, Okla.  
 1008. Randolph W. Starr, '70, Hiawatha, Kans.  
 1009. Donald T. Roberts, '71, St. Joseph, Mo.  
 1010. Kenneth C. Dickson, '70, Topeka, Kans.  
 1011. G. Keith Jantz, '71, Prairie Village, Kans.  
 1012. C. Scott Pro, '71, Leawood, Kans.  
 1013. Geoffrey E. Lind, '71, Kansas City, Kans.  
 1014. David G. Noel, '72, Glasco, Kans.  
 1015. Timothy T. Benson, '71, Sioux City, Iowa  
 1016. Richard G. Aldis, '71, Ft. Scott, Kans.  
 1017. James E. Hanna, '71, Leawood, Kans.  
 1018. Daniel D. Van Auken, '71, Shawnee Mission, Kans.

## GAMMA UPSILON—MIAMI

965. William H. Blankertz, '70, Indianapolis, Ind.  
 966. John A. Mantz, '69, Parma Heights, Ohio  
 967. Roy L. Leatherbury, '70, Dayton, Ohio  
 968. Roger G. Grigg, '70, Circleville, Ohio  
 969. Michael L. Terry, '69, Lebanon, Ohio  
 970. John C. Miller, '70, Dayton, Ohio  
 971. Thomas S. Rothaar, '70, Kettering, Ohio  
 972. Dale G. Joesting, '69, Cincinnati, Ohio

973. James E. Davies, II, '70, Milwaukee, Wis.  
 974. John J. Greene, '70, Bedford, Ohio  
 975. Thomas A. Herberth, '70, Maple Heights, Ohio  
 976. J. Edward Evans, '69, Middletown, Ohio  
 977. Timothy A. Budd, '69, Springfield, Ohio  
 978. John R. Fenn, '70, Bellevue, Ohio  
 979. David C. Martin, '69, Trenton, Ohio  
 980. John R. McKenzie, '69, Clyde, Ohio  
 981. Gary L. Stillman, '70, Louisville, Ky.  
 982. Charles R. Anderson, '70, Warren, Ohio  
 983. David M. Black, '70, Hamilton, Ohio  
 984. William G. Brock, '70, Circleville, Ohio  
 985. Richard E. Edwards, '68, Waukegan, Ill.  
 986. Peter E. Georgiady, '70, Oxford, Ohio  
 987. Robert P. Hayden, '70, Middletown, Ohio  
 988. Richard A. Hensley, '70, Dayton, Ohio  
 989. William P. Martin, '69, Parma, Ohio  
 990. Charles J. Mascari, '70, Worthington, Ohio  
 991. George W. Morton, '70, Dover, Ohio  
 992. Richard T. Norcross, '70, Rocky River, Ohio  
 993. Jon A. Prohaska, '70, Manhattan Beach, Calif.  
 994. Gary L. Standafer, '69, Middletown, Ohio  
 995. John L. Shields, '69, Loveland, Ohio  
 996. Reinhardt R. Zeller, '70, Bedford, Ohio
- GAMMA CHI—KANSAS STATE**  
 841. Damon D. Burton, '71, Council Grove, Kans.  
 842. Brian D. Belden, '71, Salina, Kans.  
 843. James A. Patton, '71, Hiawatha, Kans.  
 844. Keith D. Toll, '71, Lindsborg, Kans.  
 845. Terry J. Little, '72, Shawnee Mission, Kans.  
 846. Daryl R. Reimer, '71, Plains, Kans.  
 847. Stanley L. McDonald, '71, Salina, Kans.  
 848. Richard A. Boomer, '71, Portis, Kans.  
 849. Stephen E. Johnson, '70, Salina, Kans.  
 850. John H. Purvis, '71, Baldwin, Kans.  
 851. Robert G. Harvell, '71, Leawood, Kans.  
 852. Lloyd H. Niven, '71, Prairie Village, Kans.  
 853. Patrick J. Lafferty, '70, Prairie Village, Kans.  
 854. Donald A. Payne, '71, Leawood, Kans.  
 855. William R. Cheatham, '71, Oklahoma City, Okla.  
 856. R. Kent Polfer, '71, Olathe, Kans.
- GAMMA PSI—GEORGIA TECH**  
 877. William G. Bentley, '69, College Park, Ga.  
 878. Gregory K. Gordon, '70, Palm Harbor, Fla.  
 879. John H. Cocowitch, '70, Durham, N. C.  
 880. John W. Knight, II, '70, Jacksonville, Fla.  
 881. Richard C. Dutro, '71, Harrisburg, Pa.  
 882. Ronald G. Sumrow, '71, Houston, Texas  
 883. John C. Hammel, '71, Belleville, Ill.  
 884. Charles S. Rice, Jr., '71, Greenwood, S. C.  
 885. Robert Y. Clayton, '71, Alexandria, Va.  
 886. Stephen G. Johns, '71, Charlotte, N. C.  
 887. Lance H. Brady, '71, Ft. Sam Houston, Texas  
 888. Stephen E. Wimsatt, '72, Paris, Ill.  
 889. Lester L. Starr, Jr., '71, Tallahassee, Fla.  
 890. Michael W. Sultenfuss, '71, Tampa, Fla.  
 891. Percy D. Von Gontard, '71, New Vernon, N. J.  
 892. Leslie M. Johnson, '70, Alexandria, Va.  
 893. John R. Gimson, '72, Avondale Est., Ga.  
 894. Carl T. Jones, Jr., '71, Camp Springs, Md.  
 895. Verne E. Pettit, Jr., '71, Decatur, Ga.  
 896. Andrew W. Winson, '71, Plainfield, N. J.
- DELTA ALPHA—OKLAHOMA**  
 1028. Ben F. Powell, III, '69, Holdenville, Okla.  
 1029. Lawrence D. Gross, '70, Lawton, Okla.  
 1030. Samuel W. Whitehill, '70, Houston, Texas  
 1031. Keith V. Hoster, '70, Oklahoma City, Okla.  
 1032. Robert D. Coleman, '69, Waurika, Okla.  
 1033. Dennis R. Swift, '68, San Antonio, Texas  
 1034. Stephen K. Cagle, '71, Lawton, Okla.  
 1035. James K. Larimore, '71, Oklahoma City, Okla.  
 1036. Terrell C. Hicks, '71, Dallas, Texas  
 1037. John D. Harkins, '70, Greenville, Ky.  
 1038. Thomas D. Fritz, '71, Oklahoma City, Okla.  
 1039. Bruce Woodlan, '71, Shawnee Mission, Kans.
1040. Harry D. Marley, Jr., '71, Oklahoma City, Okla.  
 1041. Michael P. Sullivan, '69, Duncan, Okla.  
 1042. Aaron C. Burleson, '71, Alexandria, Va.  
 1043. Virgil L. Onan, '71, Oklahoma City, Okla.  
 1044. Alton D. Marrs, '72, Norman, Okla.  
 1045. Holt W. Guysi, '71, Oklahoma City, Okla.  
 1046. John W. deGravelles, '71, Lafayette, La.  
 1047. Paul G. Spining, III, '71, Chickasha, Okla.  
 1048. John J. Kocher, '71, Enid, Okla.  
 1049. John T. Ford, Jr., '71, Tinker A.F.B., Okla.  
 1050. David W. Keown, '71, Norman, Okla.  
 1051. Terry D. Farmer, '71, Oklahoma City, Okla.  
 1052. James J. McPeck, '71, Metuchen, N. J.  
 1053. Ronald E. Rowell, '69, Tulsa, Okla.  
 1054. Robert E. Torbert, '70, Lawton, Okla.  
 1055. James P. Brinkley, '70, El Reno, Okla.  
 1056. John S. Schug, '72, Oklahoma City, Okla.  
 1057. Craig M. Wise, '71, Midwest City, Okla.  
 1058. Chris M. Knight, '71, Lawton, Okla.  
 1059. Clifford L. Conkle, '72, Oklahoma City, Okla.  
 1060. Bruce G. Woods, '71, Lawton, Okla.  
 1061. Charles E. Rankin, '71, Tulsa, Okla.  
 1062. Tom N. Tomlin, '71, Bellaire, Texas  
 1063. Ronald L. Hall, '70, Enid, Okla.
- DELTA BETA—CARNEGIE-MELLON**  
 683. James D. Ulmer, '70, Aliquippa, Pa.  
 684. David J. Verzella, '70, Industry, Pa.  
 685. James M. Pollock, Jr., '70, White Plains, N. Y.  
 686. Dennis M. Svitek, '70, Strabane, Pa.  
 687. Lewis E. Slotter, II, '71, Connellsville, Pa.  
 688. Thomas R. Leax, '71, Pittsburgh, Pa.  
 689. Leonard C. Donsbach, '71, Danbury, Conn.  
 690. Robert J. Faust, '71, Pittsburgh, Pa.  
 691. Robert L. Timmerman, '71, Pittsburgh, Pa.  
 692. Frederick J. Geiger, III, '71, Carle Place, N. Y.  
 693. William J. H. Pruss, '71, Hamburg, N. Y.  
 694. George J. Lorhan, '71, Palos Verdes Est., Calif.
- DELTA DELTA—TENNESSEE**  
 622. C. Michael Davis, '69, Maryville, Tenn.  
 623. J. Stephen Lay, '72, Arlington, Va.  
 624. Kenneth L. Carrico, '69, Kingsport, Tenn.  
 625. Gary D. Wilhoit, '70, Kingsport, Tenn.  
 626. Larry H. Evans, '69, Haddonfield, N. J.  
 627. Alfred L. Redwine, '71, Maryville, Tenn.  
 628. Donald E. Kinney, '71, Dalton, Ga.  
 629. William T. McPeake, III, '72, Loudon, Tenn.  
 630. Raymond S. Reynolds, '70, Montgomery, Ala.  
 631. John H. Reynolds, '70, Louisville, Ky.  
 632. Ralph D. Heath, '70, Bluff City, Tenn.  
 633. James L. Musgraves, '70, Knoxville, Tenn.  
 634. Kenneth T. Williams, '71, Chattanooga, Tenn.  
 635. Tony A. Fitz, '71, Springfield, Tenn.
- DELTA EPSILON—KENTUCKY**  
 925. Joseph M. Barber, '69, Muncie, Ind.  
 926. Joseph W. Blackburn, '69, Mayfield, Ky.  
 927. James A. Bosley, '70, Louisville, Ky.  
 928. John W. Clay, '70, Mt. Sterling, Ky.  
 929. James V. Genovese, '69, Paducah, Ky.  
 930. Ralph T. Greene, '70, APO New York, N. Y.  
 931. Ray L. Larmee, '70, Louisville, Ky.  
 932. Marvin L. Lowe, '69, Paducah, Ky.  
 933. John M. Miracle, '70, Black Mountain, N. C.  
 934. Andrew M. Moore, II, '70, Lexington, Ky.  
 935. John A. Moore, '70, Lexington, Ky.  
 936. Harry J. Stone, Jr., '70, Ashland, Ky.  
 937. Sidney B. Tate, '70, Paris, Ky.  
 938. Perry W. Wornall, '70, Paris, Ky.  
 939. Kenneth T. Baccile, '70, Elmira, N. Y.  
 940. John W. Bilby, '71, Lexington, Ky.  
 941. James E. Cressman, '71, Lexington, Ky.  
 942. Jack F. Ditty, Jr., '71, Ashland, Ky.  
 943. Kermin E. Fleming, '71, Lexington, Ky.  
 944. Robert M. Hewett, '69, Lexington, Ky.  
 945. Robert P. Koven, '71, Paducah, Ky.  
 946. Larry E. Land, '70, Lexington, Ky.  
 947. Patrick E. McCallig, '71, Millburn, N. J.  
 948. Stephen D. Moses, '71, Lexington, Ky.  
 949. Ernest L. Myers, III, '71, Glasgow, Ky.  
 950. David S. Niceley, '71, Mt. Vernon, Ky.
951. Stephen M. Ruschell, '71, Lexington, Ky.  
 952. Sanford C. Searce, '71, Shelbyville, Ky.  
 953. Robert D. Tye, '71, Lexington, Ky.
- DELTA ZETA—FLORIDA**  
 1014. Jack E. Bergquist, '68, Miami, Fla.  
 1015. Calvin J. Billman, II, '68, Augusta, Ga.  
 1016. Neubert A. Campbell, Jr., '69, Titusville, Fla.  
 1017. Philip B. Daniele, Jr., '69, Jacksonville, Fla.  
 1018. Michael J. Della Porta, Jr., '69, Hollywood, Fla.  
 1019. Keith E. Hope, '68, Wauchula, Fla.  
 1020. Kenneth A. Lillquist, '69, Largo, Fla.  
 1021. Dennis P. Maugere, '68, Ft. Lauderdale, Fla.  
 1022. Lewis R. Stark, '69, North Miami, Fla.  
 1023. Theodore R. Stotzer, '70, Largo, Fla.  
 1024. Parry M. Thomas, '70, Ft. Lauderdale, Fla.  
 1025. Stephen A. Barba, '71, N. Miami Beach, Fla.  
 1026. Michael R. Barker, '71, Orlando, Fla.  
 1027. Randall H. Billington, '69, Alexandria, Va.  
 1028. Bruce E. Cashon, '71, Miami, Fla.  
 1029. Lazarus J. Darzentas, '71, Miami, Fla.  
 1030. Harry D. DeNegre, '71, Tampa, Fla.  
 1031. Robert E. Hauser, '71, Miami, Fla.  
 1032. Steven T. Herman, '71, Miami, Fla.  
 1033. Michael E. Hubbard, '70, St. Petersburg Beach, Fla.  
 1034. William M. Killingsworth, '69, Tampa, Fla.  
 1035. Claude E. LaRue, Jr., '71, Miami, Fla.  
 1036. Walter L. Morgan, III, '69, Gainesville, Fla.  
 1037. Paul V. Palevich, '69, Dania, Fla.  
 1038. John C. Pittman, '71, Largo, Fla.  
 1039. Gilbert L. Pritchard, Jr., '71, Ft. Walton Beach, Fla.  
 1040. Alfredo Rodriguez, '71, Miami, Fla.  
 1041. William H. Scharrer, Jr., '71, Miami, Fla.  
 1042. Barry R. Sellick, '71, N. Miami, Fla.  
 1043. John W. Stanton, Jr., '70, Ft. Lauderdale, Fla.  
 1044. Thomas M. Tworoger, '70, Hollywood, Fla.  
 1045. John S. Webb, '71, Bradenton, Fla.  
 1046. Dennis W. Wilson, '69, Miami Springs, Fla.
- DELTA ETA—ALABAMA**  
 649. James A. Cherry, III, '69, Birmingham, Ala.  
 650. Earl B. Falkner, Jr., '69, Birmingham, Ala.  
 651. Eric S. Hosler, '70, Willard, Ohio  
 652. John V. Nolen, '70, Alexander City, Ala.  
 653. Robert J. Starling, '70, Ft. Payne, Ala.  
 654. James F. Burford, III, '71, Birmingham, Ala.  
 655. Allen B. Edwards, Jr., '71, Montgomery, Ala.  
 656. William B. Elrod, Jr., '71, York, Ala.  
 657. Crayton C. Fargason, III, '70, Birmingham, Ala.  
 658. John A. Habshey, '70, Birmingham, Ala.  
 659. Thurmon M. Hendrix, Jr., '71, Birmingham, Ala.  
 660. Robert M. Hogue, '71, Moulton, Ala.  
 661. J. Richard Holmes, '71, Birmingham, Ala.  
 662. Robert J. Holmes, '71, Birmingham, Ala.  
 663. Jo R. Hood, Jr., '71, Birmingham, Ala.  
 664. Robert Jones, '71, Haddonfield, N. J.  
 665. William V. King, '71, Montgomery, Ala.  
 666. Carl E. Midkiff, '71, Huntington, W. Va.  
 667. W. Allen Sellers, '71, Montgomery, Ala.  
 668. W. Lee Sims, '71, York, Ala.  
 669. John E. Thompson, Jr., '71, Montgomery, Ala.
- DELTA IOTA—U.C.L.A.**  
 649. Thomas J. Burke, '69, Newport Beach, Calif.  
 650. Bert E. Syms, '68, Los Angeles, Calif.  
 651. Kevin J. Pawlik, '70, Monterey Park, Calif.  
 652. Scott C. Neely, '71, San Marino, Calif.  
 653. Paul M. Alessini, '71, Los Angeles, Calif.  
 654. John E. LeGros, Jr., '71, Huntington Beach, Calif.  
 655. Kenneth D. Cram, '69, San Mateo, Calif.  
 656. W. Morris Chubb, '69, Mountain View, Calif.  
 657. Stephen W. Griswold, '71, Santa Ana, Calif.  
 658. Tom Kikuchi, '71, Los Angeles, Calif.  
 659. Wade S. Lamson, '71, Encino, Calif.

660. Robert M. Campbell, '69, Encinitas, Calif.  
 661. Gary C. Yomantas, '71, Van Nuys, Calif.  
 662. Patrick W. Plamondon, '71, Santa Barbara, Calif.  
 663. Jiro Tagawa, '71, Montebello, Calif.

## DELTA LAMBDA—OREGON STATE

670. Jon A. Blackman, '70, Coos Bay, Oreg.  
 671. John N. Elliott, '67, Brightwood, Oreg.  
 672. Eric J. Larsen, '70, North Bend, Oreg.  
 673. Jeffrey M. Leinassar, '70, Astoria, Oreg.  
 674. James C. Proffitt, '70, Hillsborough, Calif.  
 675. David R. Rossman, '71, Portland, Oreg.  
 676. Russell W. Tennant, '69, Portland, Oreg.  
 677. Wilmar H. Williamson, '68, Astoria, Oreg.

## DELTA MU—IDAHO

583. Michael J. Mason, '70, Tacoma, Wash.  
 584. James A. Reid, '70, Boise, Idaho  
 585. Marshall L. Mah, '70, Idaho Falls, Idaho  
 586. Frank P. Shelt, '70, Kellogg, Idaho  
 587. Robert B. Tebbs, '70, Eagle, Idaho  
 588. Thomas J. Cortabitarte, '69, Marsing, Idaho  
 589. David K. Todd, '71, St. Maries, Idaho  
 590. Lawrence C. Hancock, '71, Jerome, Idaho  
 591. Douglas C. Powell, '71, Orofino, Idaho  
 592. Frederick L. Ramey, '71, Pocatello, Idaho  
 593. Randy G. Haddock, '71, Kellogg, Idaho  
 594. James R. Pearsall, '69, Orofino, Idaho  
 595. Richard M. Wilson, '71, Connell, Wash.  
 596. Marvin H. Meyer, Jr., '71, Nampa, Idaho

## DELTA NU—LAWRENCE

675. Horace G. Marchant, III, '70, Evanston, Ill.  
 676. Steve M. Bartell, '71, Beaver Dam, Wis.  
 677. Karl T. Wagenknecht, '71, Streator, Ill.  
 678. Charles R. Farmer, '71, Park Ridge, Ill.  
 679. Robert A. Hawley, '71, Beaver Dam, Wis.  
 680. Gordon E. Whiteman, Jr., '71, Excelsior, Minn.  
 681. Seth Freedman, '71, Houston, Texas  
 682. Kenneth B. Simpson, '71, Wheaton, Ill.

## DELTA XI—NORTH DAKOTA

347. Loren J. Steenson, '70, Crosby, N. Dak.  
 348. Gene A. Nygaard, '71, Hamlet, N. Dak.  
 349. Myron J. Veenstra, '71, Crookston, Minn.  
 350. Michael L. Rustad, '71, Humboldt, Minn.  
 351. Kenneth J. Kludt, '71, La Crescent, Minn.  
 352. Donald M. Wieber, '71, Lidgerwood, N. Dak.  
 353. Charles A. Gould, '71, Oakes, N. Dak.  
 354. Robert E. Feidler, '71, Grand Forks, N. Dak.

## DELTAOMICRON—WESTMINSTER

479. Louis A. Boffa, '70, Staten Island, N. Y.  
 480. Stephen W. Ely, '70, Warson Woods, Mo.  
 481. James C. Chase, Jr., '70, Rome, N. Y.  
 482. William R. Troilo, '71, White Plains, N. Y.  
 483. William I. Belk, '71, Charlotte, N. C.  
 484. Phillip C. Essman, '71, Pittsford, N. Y.  
 485. Robert N. Beard, Jr., '71, Belleville, Ill.  
 486. Richard S. Walker, Jr., '71, Manchester, Mo.  
 487. D. Scott Richey, '71, Arlington Heights, Ill.  
 488. J. Michael Cronan, '71, Vandalia, Mo.  
 489. Bruce E. Smith, '71, Mansfield, Ohio  
 490. Robert C. Fulmer, '71, Chesterfield, Mo.

## DELTA RHO—WHITMAN

272. Dennis R. Phillips, '71, Eugene, Oreg.  
 273. Robert M. Moyer, '70, Bothell, Wash.  
 274. Craig E. Johnson, '71, Portland, Oreg.  
 275. Larry E. Thomas, '69, Seattle, Wash.  
 276. David K. Cosby, '71, Wilbur, Wash.  
 277. William J. Heflin, '71, Portola Valley, Calif.  
 278. Robert W. Brokaw, '71, Stanwood, Wash.  
 279. Michael M. Ammundsen, '71, Bangkok, Thailand

## DELTA SIGMA—MARYLAND

331. Robert V. Koenig, '69, Silver Spring, Md.  
 332. James P. Hackbarth, '70, Cherry Hill, N. J.  
 333. Frank C. Arturi, '71, Fort Lee, N. J.  
 334. Donald C. Walker, '71, Clinton, Md.  
 335. Michael A. White, '71, Baltimore, Md.

336. Frederick A. Ricles, '69, 607 Langen/Hesse, West Germany

337. Bradley K. Jarossi, '71, Westmont, N. J.  
 338. Richard W. Wight, '69, Manasquan, N. J.

339. Gregory P. Hungerford, '71, Girard, Ohio  
 340. Thomas F. Daddario, '71, Windsor, Conn.

341. Ernesto J. Smith, '70, Randallstown, Md.  
 342. Thomas W. Buchanan, '70, Aberdeen Proving Grounds, Maryland

## DELTA TAU—BOWLING GREEN

462. James E. Kellogg, '69, Canton, Ohio

## DELTA PHI—FLORIDA STATE

384. James B. Apple, '70, Punta Gorda, Fla.  
 385. Gerald J. Arch, '70, Hollywood, Fla.  
 386. Claude R. Baudin, '68, Dania, Fla.  
 387. Arthur K. Broder, '70, Miami, Fla.  
 388. John R. Dibble, '68, Punta Gorda, Fla.  
 389. Thomas N. Flaherty, Jr., '70, Miami Beach, Fla.

390. John M. Flannery, '70, Miami, Fla.  
 391. William H. Foster, '70, St. Augustine, Fla.

392. Stephen L. Harris, '70, Sanford, Fla.  
 393. Dennis E. Hogan, Jr., '70, Hallandale, Fla.

394. Robert W. Hornor, '70, Ft. Lauderdale, Fla.  
 395. Harry T. Hurley, '68, Hollywood, Fla.

396. Daniel M. Mulrooney, '68, Pompano Beach, Fla.  
 397. Michael G. Pearson, '70, Key Biscayne, Fla.

398. Stewart L. Burt, '71, Elkhart, Ind.  
 399. William L. Forness, '69, Dunkirk, N. Y.

400. Carl M. Hite, '69, Westhampton, N. Y.  
 401. Frank T. Agliano, '71, Tampa, Fla.

402. Kenneth F. Darlington, '69, Panama, Rep. of Panama  
 403. Norton L. Barchan, '69, Miami, Fla.

404. Howard L. Pinsker, '71, St. Petersburg, Fla.  
 405. Edward Chereschkoff, '70, Hollywood, Fla.

406. Terence J. Thompson, '69, Miami, Fla.  
 407. Michael F. Treworgy, '69, Punta Gorda, Fla.

408. John W. Lewis, '71, Tallahassee, Fla.  
 409. Edward L. Harvey, '71, St. Petersburg Beach, Fla.

410. Gary B. Sharp, '69, Naples, Fla.  
 412. Ronald W. Mashburn, '69, Miami, Fla.

## DELTA CHI—OKLAHOMA STATE

271. Mark D. Quick, '70, Wichita Falls, Texas  
 272. Joseph M. Blackburn, '71, Oklahoma City, Okla.

273. Don E. Wamberg, '71, Oklahoma City, Okla.  
 274. Robert E. Berry, Jr., '71, Tulsa, Okla.

275. D. Mac Martin, '70, Altus, Okla.  
 276. Justin L. Shields, '71, Tulsa, Okla.

277. David L. Block, '71, Sapulpa, Okla.  
 278. Robert L. Parker, Jr., '71, Tulsa, Okla.

279. William L. Montague, '72, Shawnee, Okla.  
 280. David W. Jackson, '71, Oklahoma City, Okla.

281. Thomas H. Williams, '71, Stillwater, Okla.  
 282. Edward S. Bayouth, Jr., '71, Sapulpa, Okla.

283. Dennis R. Morse, '71, Tulsa, Okla.  
 284. Alan H. Jones, '71, Sapulpa, Okla.

285. Charles E. Baldwin, '72, Oklahoma City, Okla.

## DELTA OMEGA—KENT STATE

445. Joseph E. Ballengee, Jr., '70, Westfield, N. J.  
 446. Gregory W. Haden, '70, Cherry Hill, N. J.

447. Karle R. Nolte, '69, Kent, Ohio  
 448. Ronald A. Zwelling, '69, Zanesville, Ohio

449. Andrew M. Kulick, '69, Barberton, Ohio  
 450. Ronald E. Weigel, '70, Erie, Pa.

451. Rodney K. Bortel, '69, Waterville, Ohio  
 452. Thomas P. Brown, '70, Kent, Ohio

453. Kenneth A. Cook, '69, Garfield Heights, Ohio  
 454. Edward F. Hogan, '69, Kent, Ohio

455. John W. Murphy, '71, Youngstown, Ohio

## EPSILON ALPHA—AUBURN

241. Roy M. Arnold, '72, Selma, Ala.  
 242. Robert A. Brown, '70, Newnan, Ga.  
 243. David A. Crenshaw, '70, Atlanta, Ga.  
 244. Richard M. Davis, '72, Birmingham, Ala.  
 245. Barney M. Gary, III, '69, York, Ala.

246. Hugh M. Glidewell, Jr., '71, Jackson, Ga.  
 247. Robert D. Mitchell, '71, Brewton, Ala.

248. Phillip D. Swafford, '71, Birmingham, Ala.  
 249. Wallis A. Weaver, Jr., '71, Sahuarita, Ariz.

250. William A. Wilkerson, '69, Fairfax, Ala.  
 251. Norman E. Wood, '72, Fairhope, Ala.

252. John W. Woods, '71, Paint Lick, Ky.  
 253. Bruce J. Carey, '72, Wilsonville, Ala.  
 254. W. Gerald Chalker, '72, Birmingham, Ala.

255. Ernest F. Hutton, Jr., '71, Nashville, Tenn.  
 256. Alvin K. Lanier, '70, Demopolis, Ala.

257. Allen W. Sanders, III, '70, Huntsville, Ala.  
 258. Richard T. Stem, '70, Auburn, Ala.

259. Michael R. Strickland, '72, Hartselle, Ala.  
 260. David L. Turner, '70, Columbus, Ga.  
 261. Robert A. Whiteis, '72, Louisiana, Mo.

## EPSILON BETA—T.C.U.

247. John H. Fostel, '70, Irving, Texas  
 248. Layne H. Ogden, '69, Longview, Texas

249. Joe L. Welch, '70, Dallas, Texas  
 250. J. Thomas Yokum, Jr., '69, San Antonio, Texas

251. Kelly B. Clark, '68, Nocona, Texas  
 252. Robert M. Craig, III, '70, Arlington, Va.

253. Daryl J. Crouch, '71, Tulsa, Okla.  
 254. Peter B. Dauterman, '71, Dallas, Texas  
 255. Donald C. Dunlap, '71, Dallas, Texas

256. Henry W. Erwin, III, '69, Denton, Texas  
 257. James D. Goran, '69, Danbury, Conn.  
 258. Guy P. Hall, '69, Midland, Texas

259. Walter H. Magee, Jr., '70, Dallas, Texas  
 260. Larry J. McBryde, '71, Weatherford, Texas

261. Craig D. Moore, '71, Dallas, Texas  
 262. William E. Rife, '69, Weslaco, Texas

263. Frank H. Scheffler, Jr., '71, Ft. Worth, Texas  
 264. Thomas J. Shaw, '71, San Antonio, Texas

265. John W. Sutherland, Jr., '71, Overland Park, Kans.  
 266. Vernorn A. Turner, '71, Dallas, Texas

267. Sam H. Thomas, '71, Dallas, Texas  
 268. Fredrick C. Voelker, '71, Overland Park, Kans.

## EPSILON GAMMA—WASHINGTON STATE

112. Ferdinand Schunck, '68, Julich, West Germany

113. Charles E. Stinson, '71, Canby, Oreg.  
 114. Fred W. Chastain, '70, Tacoma, Wash.

115. Owen G. Walsworth, '71, Everett, Wash.  
 116. Randall J. Racicky, '71, Tacoma, Wash.  
 117. James F. Hoggatt, '71, Yakima, Wash.  
 118. Nicholas C. Helmer, '71, Tacoma, Wash.

## EPSILON DELTA—TEXAS TECH

305. Jay A. Thompson, '70, Lubbock, Texas  
 306. Samuel T. Senor, '69, Lubbock, Texas

307. James O. Glibreath, Jr., '70, Lubbock, Texas  
 308. Paul C. Crutchfield, '70, Liberty, Texas

309. Jack D. Kennedy, Jr., '70, Spur, Texas  
 310. Stephen P. Schulz, '70, Liberty, Texas

311. Fredrick K. Warren, '69, Brea, Calif.  
 312. Robert C. Taylor, '70, Lubbock, Texas

313. J. Michael Fisher, '68, Lubbock, Texas  
 314. Philip B. Porter, Jr., '69, Sherman, Texas

315. James P. Arnold, '70, Tulsa, Okla.  
 316. Dennis D. Grubb, '69, Midland, Texas  
 317. Jack D. Hightower, '70, Midland, Texas

318. Larry M. Alford, '70, Houston, Texas  
 319. Scott R. Bowron, '70, Houston, Texas

## EPSILON EPSILON—ARIZONA

146. Robert L. Dean, '70, Phoenix, Ariz.  
 147. Joseph K. Schwarzer, '71, Cazenovia, N. Y.

148. Ross W. Magrane, '71, Montclair, N. J.  
 149. James A. Wise, '71, Yardley, Pa.

150. Daniel J. Dowell, '71, Flossmoor, Ill.  
 151. Otto H. Lukert, '71, Tucson, Ariz.

152. Dan M. Remick, '71, Houston, Texas  
 153. Greg R. Clucas, '71, Arlington, Va.  
 154. William G. Lee, '71, Tucson, Ariz.

155. Gregory E. Davis, '69, N. Hollywood, Calif.

## EPSILON ZETA—SAM HOUSTON

215. Robert C. Rau, '70, Louisville, Ky.  
 216. John C. Earp, '70, Anderson, Ind.

217. Ralph H. Vann, '69, Huntsville, Texas  
 218. Roger N. Simons, '71, Dallas, Texas  
 219. Hugh R. Robb, '69, Groveton, Texas  
 220. Norman D. Van Pelt, '69, San Antonio, Texas

## EPSILON ETA—EAST TEXAS

192. David M. Averett, '69, Dallas, Texas
193. Fred A. Brown, '70, Paris, Texas
194. Terry L. Burnett, '68, Kemp, Texas
195. Terry A. Hale, '69, Edgewood, Texas
196. Robert J. Hughes, '69, Waxahachie, Texas
197. James L. Potter, Jr., '69, Cedar Hill, Texas

## EPSILON THETA—WILLAMETTE

95. Anthony W. Furniss, '69, Condon, Oreg.
96. Jerrold W. Hansen, '71, Grants Pass, Oreg.
97. Keith W. Knitter, '71, Bellevue, Wash.
98. David H. Thomas, '71, Portland, Oreg.
99. B. Chris McKenzie, '69, Elverta, Calif.
100. Richard J. Fairbrook, '71, Yakima, Wash.
101. Bruce A. Wright, '71, Santa Rosa, Calif.
102. Robert O. Gallagher, '70, Portland, Oreg.
103. John W. Sutton, '71, Renton, Wash.

## EPSILON IOTA—G.M.I.

254. Mark W. Rathke, '72, Lockport, N. Y.
255. Paul A. Majchrzak, '71, Bay City, Mich.
256. Douglas K. Hansen, '72, Dayton, Ohio
257. Harold T. Griffith, '72, Amlin, Ohio
258. Joe F. Isenburg, '72, Summitville, Ind.
259. Jonathan J. Woerner, '72, Blacklick, Ohio
260. Lonnie J. Nichols, '72, Anderson, Ind.
261. Dale L. Dasher, '72, Middletown, Ind.
262. Gary L. Ward, '72, Marion, Ind.
263. James T. Anderson, '72, Cleveland, Ohio
264. Roger D. Little, '72, Madison Heights, Mich.
265. John P. Closser, '72, Roann, Ind.
266. G. Michael Morgan, '72, Kokomo, Ind.
267. Alan R. Weverstad, '72, Rochester, Mich.
268. James M. Marshall, '72, N. Royalton, Ohio
269. Robert E. Graziani, '72, Harper Woods, Mich.
270. Richard R. DeNardis, '72, Harper Woods, Mich.
271. Daniel H. Bourbon, '72, Wyoming, Mich.
272. Mark W. Matlock, '72, Markleville, Ind.
273. Terry L. Richter, '72, Livonia, Mich.
274. David W. Reeck, '72, Britton, Mich.
275. Roger L. Sears, '71, Springfield, Ohio
276. David J. Haines, '72, Leavittsburg, Ohio
277. Jerry A. Wagner, '72, Garden Prairie, Ill.
278. Robert J. Horstman, '72, Springfield, Ohio
279. Kerry D. Wade, '72, Russell Springs, Ky.

## EPSILON KAPPA—L.S.U.

63. William H. Pinkerton, '68, Lexington, Ky.
64. Sidney J. Gonsoulin, Jr., '70, Jeanerette, La.
65. Edward T. Braddock, '70, Baton Rouge, La.
66. Paul C. Rogers, '71, Shreveport, La.
67. James R. Dawson, '71, Shreveport, La.
68. Albert L. Couvillion, '71, Pineville, La.
69. Robert P. Barbalich, Jr., '71, New Orleans, La.
70. William J. Kelley, '71, New Orleans, La.
71. Keith M. Rousset, '69, Baton Rouge, La.
72. John A. Heidingsfelder, '70, Baton Rouge, La.
73. Martin G. Landry, '71, New Iberia, La.
74. Clyde W. Crochet, '72, New Orleans, La.
75. Stephen E. Guy, '71, Metairie, La.
76. Richard L. Wall, Jr., '71, Baton Rouge, La.
77. George L. Clauer, III, '71, Houma, La.
78. George B. Lynas, '71, Baton Rouge, La.
79. Kenward H. Reynaud, Jr., '71, Morgan City, La.
80. Caire A. Boé, Jr., '71, Reserve, La.

## EPSILON LAMBDA—TEXAS A. &amp; I.

40. David L. Hurst, '68, Beeville, Texas
45. Jay S. Segrest, '69, Kingsville, Texas
46. Joseph D. Bowdler, '69, San Antonio, Texas
47. James R. Killen, '69, Corpus Christi, Texas
48. Joe B. Barnett, '70, San Antonio, Texas
49. Floyd W. Burnside, Jr., '69, Corpus Christi, Texas
50. Gary J. Gainan, '70, Corpus Christi, Texas
51. James D. Herndon, '70, McAllen, Texas
52. Thomas D. Turner, '68, Kingsville, Texas
53. William B. Giesecke, '71, Angleton, Texas
54. Stephen D. Manning, '72, San Antonio, Texas
55. William E. McBryde, '70, Hebbbronville, Texas

56. Tom P. Roerig, '71, Kingsville, Texas
57. Michael H. Dyer, '71, Kingsville, Texas
58. Donald H. Cowart, '70, Henderson, Texas

## EPSILON MU—BALL STATE

68. Dennis W. Beck, '69, Frankton, Ind.
69. John P. Guarino, '69, Madison, Ind.
70. Tim E. McGuire, '69, Parker, Ind.
71. John M. Scott, '70, La Porte, Ind.
72. Joseph L. Brunner, '70, Hammond, Ind.
73. David W. Goodwin, '70, Angola, Ind.
74. James Stefanovich, '69, Gary, Ind.
75. Michael T. Sullivan, '71, South Bend, Ind.
76. Timothy J. Youngblood, '71, Indianapolis, Ind.
77. James A. Kuss, '71, Westville, Ind.
78. Gary E. Riggle, '70, Richmond, Ind.
79. Curtis C. Cain, '71, Boston, Ind.
80. John R. Benoit, '71, Hammond, Ind.
81. Mark A. Ortlieb, '71, New Haven, Ind.
82. Paul M. Grew, '71, South Bend, Ind.
83. Jack D. Seigel, '71, Garrett, Ind.
84. Dow B. Roettger, '71, Frankfort, Ind.
85. Steven L. Miller, '70, Indianapolis, Ind.
86. Randall C. Robinson, '71, Elwood, Ind.
87. Scott R. Trusty, '71, Indianapolis, Ind.
88. Arch W. Breitfield, '70, Seymour, Ind.
89. Steven M. Gaines, '71, Kendallville, Ind.
90. James K. Rozelle, '71, Ft. Wayne, Ind.

## EPSILON NU—U.M.R.

41. Gary W. Wicke, '71, Louisville, Ky.
42. Sammy W. Hopper, '71, Sikeston, Mo.
43. Verner V. Creek, III, '72, Nevada, Mo.
44. David S. Sleboda, '71, St. Louis, Mo.
45. Leslie D. Benoy, '71, Woodstock, Ill.
47. Charles W. Parks, Jr., '71, Joplin, Mo.
48. Larry J. Thomason, '71, Kennett, Mo.
49. James W. Walker, '72, Herrin, Ill.
50. Danny J. Bath, '71, Liberty, Mo.

## EPSILON XI—WESTERN KENTUCKY

70. James C. Kennedy, '70, Lebanon Junction, Ky.
71. Larry W. McClave, '70, Franklin, Ky.
72. James M. Paulk, III, '71, Bowling Green, Ky.
73. John R. Poore, '68, Louisville, Ky.
74. Steven B. Robinson, '70, Bayonne, N. J.
75. Robert C. Rueff, '69, Louisville, Ky.
76. Harold E. Shelby, Jr., '69, Louisville, Ky.

## EPSILON OMICRON—COLORADO STATE

31. Douglas P. Brecher, '69, Storm Lake, Iowa
32. Martin E. Graham, Jr., '70, Longmont, Colo.
33. Richard M. Mangus, '68, Boulder, Colo.
34. Leigh R. Jones, '72, Golden, Colo.
35. James M. Weidman, '70, Broomall, Pa.
36. W. David Lee, '67, Ft. Collins, Colo.
37. Dale J. Catt, '68, Colorado Springs, Colo.
38. Ronald E. Birk, '70, Columbia, Pa.
39. Howard L. Kay, '70, Atlantic, Iowa
40. William E. Nave, '71, Shaker Heights, Ohio
41. Terrence G. Remigio, '71, Lincoln, Nebr.
42. Larry G. Todd, '71, Ft. Collins, Colo.
43. Gary N. Griffith, '71, Lakewood, Colo.
44. John W. Terhune, '71, Muncie, Ind.
45. Gordon R. Gaylord, '71, Godfrey, Ill.
46. James R. Bonham, '71, Denver, Colo.
47. Danny R. Smedra, '70, Bloomfield, Colo.
48. William J. Moon, '71, Park Forest, Ill.
49. Timothy L. Wakefield, Jr., '72, Englewood, Colo.
50. Frederick E. Taylor, '71, Wheat Ridge, Colo.

## EPSILON PI—SOUTH FLORIDA

1. Thomas A. Demmo, '68, Tampa, Fla.
2. Robert M. Dale, '67, Tarpon Springs, Fla.
3. Maurice D. Rakes, '66, Tampa, Fla.
4. Jerome D. Ulman, '65, Titusville, Fla.
5. Richard W. Harold, '65, Louisville, Ky.
6. Ronald B. Alvarez, '66, Tampa, Fla.
7. Raymond A. Long, III, '67, Ft. Lauderdale, Fla.
8. Herbert W. Clark, III, '68, Tampa, Fla.
9. Jeffrey P. Cohen, '68, Sarasota, Fla.
10. Michael E. Frey, '67, Delray Beach, Fla.
11. Warren J. McDonald, '68, Tampa, Fla.
12. James L. Hinkel, '69, Tarpon Springs, Fla.
13. Leonard P. Kania, '69, Tampa, Fla.
14. James H. Moses, '69, Ft. Lauderdale, Fla.
15. Fred C. Slagle, Jr., '68, Winter Park, Fla.
16. Croom A. Bilbrey, Jr., '68, Parrish, Fla.
17. Manuel F. Echeverria, '68, Miami, Fla.
18. Richard G. Jackson, '68, Sarasota, Fla.
19. Patrick P. Gregory, '67, Lutz, Fla.

20. Charles N. King, '69, Ft. Myers, Fla.
21. Harry G. Kingsbery, '69, Miami, Fla.
22. E. James Randall, '67, Bradenton, Fla.
23. Jerry R. Reeves, '68, Bowling Green, Fla.
24. Philip G. Sorensen, '67, West Palm Beach, Fla.
25. Joseph R. O. P. Kalish, '68, Tampa, Fla.
26. Wayne E. Lee, '68, Clearwater, Fla.
27. LeRoy H. Merkle, Jr., '71, Tampa, Fla.
28. John R. Penington, Jr., '70, Sarasota, Fla.
29. James R. C. Campbell, '69, Sarasota, Fla.
30. Robert C. Ernest, '68, Tampa, Fla.
31. David S. Gay, III, '70, Ocala, Fla.
32. Dennis Gil, '71, Tampa, Fla.
33. William F. Hamilton, '70, Sarasota, Fla.
34. Philip A. Taylor, '70, Winter Haven, Fla.
35. Carl T. Wurzbacher, Jr., '69, Bedford, Mass.

## EPSILON RHO—TEXAS AT ARLINGTON

1. John C. Nowell, '70, Waco, Texas
2. Steven B. Hawkins, '69, Ft. Worth, Texas
3. Raymond E. Moore, Jr., '70, Ft. Worth, Texas
4. James M. Beggs, '69, Irving, Texas
5. Stanley M. Everett, '68, Lancaster, Texas
6. Thomas L. Anderson, '70, Ft. Worth, Texas
7. Harold B. Armstrong, '70, Arlington, Texas
8. Gene E. Bibb, '69, Graham, Texas
9. Bryan E. Bishop, '68, Irving, Texas
10. Jon C. Black, '69, Marshall, Texas
11. David L. Bowman, '68, Arlington, Texas
12. Alan W. Caldwell, '70, Mesquite, Texas
13. Gardner M. Chambliss, '69, Ft. Worth, Texas
14. Tom L. Cremer, '71, Arlington, Texas
15. Robert A. Crouch, '71, Bridgeport, Conn.
16. Laurence J. Culling, '70, Texarkana, Texas
17. Charles O. Dobbs, '70, Dallas, Texas
18. James R. Falls, '69, Daingerfield, Texas
19. George E. Felix, '69, Ft. Worth, Texas
20. Kenneth R. Fischer, '70, Dallas, Texas
21. Charles H. Gifford, Jr., '69, Duncanville, Texas
22. D. Wayne Hampton, '70, Austin, Texas
23. Terry D. Haynes, '70, Ft. Worth, Texas
24. C. Bruce Hill, '70, Dallas, Texas
25. Andy H. Howard, '68, Garland, Texas
26. John H. Huggins, '69, Dallas, Texas
27. Michael P. Jackson, '71, Irving, Texas
28. James F. Livermore, '69, Ft. Worth, Texas
29. Robert E. Mardis, Jr., '70, Ft. Worth, Texas
30. David R. Moore, '71, Gainesville, Texas
31. A. Ronald Morrison, '71, Denison, Texas
32. Terry L. Oneal, '69, Arlington, Texas
33. Ronald D. Peaden, '69, Mineral Wells, Texas
34. Bryan D. Renfro, '70, Dallas, Texas
35. Pat A. Shea, '71, Dallas, Texas
36. Craig M. Smith, '70, Dallas, Texas
37. Verner O. Stenstrom, '71, Dallas, Texas
38. Michael K. Thweatt, '69, Arlington, Texas
39. Thomas L. Trostel, '69, Arlington, Texas
40. Jan A. Wallace, '67, Dallas, Texas
41. Michael D. Wallace, '70, Dallas, Texas
42. Thomas R. Wallace, '69, Irving, Texas
43. W. Raymond Watson, '70, Dallas, Texas
44. Tommie L. Wood, '69, Arlington, Texas
45. Thomas R. Harris, '70, Arlington, Texas
46. Peter H. Haagen, '68, Ft. Worth, Texas
47. Emory D. Estes, '56, Arlington, Texas
48. Jerry M. Corley, '67, Arlington, Texas
49. John C. Davidson, '64, Ft. Worth, Texas
50. Dale C. McCutcheon, '66, Grapevine, Texas
51. Robert O. Phillips, '67, Dallas, Texas
52. James L. Smith, '67, Alford, Texas
53. Donald T. Stanek, '66, Memphis, Tenn.

## EPSILON SIGMA—ATHENS

1. Donald R. Payne, '70, Athens, Ala.
2. Walter J. Merritt, '69, Athens, Ala.
3. Keith A. Stewart, '70, Metuchen, N. J.
4. James E. Trucks, '70, Mineola, N. Y.
5. Walter J. Donegan, '69, Dumont, N. J.
6. Dennis W. Ward, '70, Havertown, Pa.
7. Theodore L. Kavich, '69, Mineola, N. Y.
8. Bert Hayes, '52, Athens, Ala.
9. Paul H. Neal, '68, Athens, Ala.
10. Joe H. Slate, '68, Hartselle, Ala.
11. James J. King, '67, Leighton, Ala.
12. Glenn W. Smith, '68, Birmingham, Ala.
13. Ralph C. Austin, '67, Miami, Fla.
14. Patrick E. Morgan, II, '67, Huntsville, Ala.
15. Earl D. Zuercher, '65, Huntsville, Ala.
16. J. Alton Johnson, '59, Athens, Ala.

17. Craig L. Reinhart, '70, Huntsville, Ala.
18. John R. Albright, '70, Joppa, Ala.
19. Allan Bryant, '69, Toney, Ala.
20. Robert C. Lavezzi, '71, East Rutherford, N. J.
21. Robert W. Daly, Jr., '66, Opelika, Ala.
22. Gary F. Prior, '71, Rochester, N. Y.
23. Dennis R. Mullins, '71, Webster Groves, Mo.
24. Dan E. Bennett, '69, Athens, Ala.
25. Clinton D. Creasman, '68, Richmond, Va.
26. William E. Chittenden, '68, Newark, Del.
27. John E. Lynch, '69, Decatur, Ala.
28. James R. Miner, '68, Norfolk, Va.
29. Malcolm N. Adler, '68, Philadelphia, Pa.
30. Joseph J. Talaga, '68, Chicago, Ill.
31. Keith E. Oldroyd, '70, Elmira Heights, N. Y.
32. Michel L. Dixon, '68, Huntsville, Ala.
33. Thomas S. Mann, '71, Washington, D. C.
34. Hal H. Swartz, '69, Kankakee, Ill.
35. Jerry D. Gray, '70, Muscle Shoals, Ala.
36. Jeffrey A. Hodges, '68, Lexington, Mass.

37. Douglas E. Wicklander, '71, Riverside, Ill.
38. George W. DeAngelis, Jr., '70, Baltimore, Md.
39. Robert H. Mueller, '69, Cresskill, N. J.
40. Herman H. Floyd, '32, Athens, Ala.

EPSILON TAU—WISCONSIN AT  
MILWAUKEE

1. James G. Ashard, '69, Wauwatosa, Wis.
2. Michael J. Cuculi, '69, Milwaukee, Wis.
3. Robert A. Flosbach, '69, Milwaukee, Wis.
4. Thomas G. Cinatl, '68, Milwaukee, Wis.
5. Michael D. Fredrick, '70, Milwaukee, Wis.
6. John R. Cinatl, '71, Milwaukee, Wis.
7. David F. Brethauer, '70, Brookfield, Wis.
8. John Kaiser, '71, West Allis, Wis.
9. Stephen Maier, '72, West Allis, Wis.
10. Joseph E. Littel, '72, Milwaukee, Wis.
11. Andrei Glasberg, '68, Shorewood, Wis.
12. Charles D. Joyce, '69, Brookfield, Wis.

13. David A. Sipek, '70, West Allis, Wis.
14. Thomas C. Peebles, '71, Glendale, Wis.
15. Lawrence J. Joyce, '70, Brookfield, Wis.
16. Peter L. Smitka, '70, Milwaukee, Wis.
17. Dennis E. Linn, '70, New Berlin, Wis.
18. Lawrence A. Stephens, '72, New Berlin, Wis.
19. Ronald J. Goodden, '70, New Berlin, Wis.
20. Russell J. Dixon, Jr., '68, Racine, Wis.
21. George R. Mills, Jr., '69, Racine, Wis.
22. James J. Bennett, '71, Milwaukee, Wis.
23. Dennis E. Gross, '71, Wauwatosa, Wis.
24. William R. Lerand, '71, Thiensville, Wis.
25. John D. Hoge, '70, Milwaukee, Wis.
26. David L. Kegler, '70, Milwaukee, Wis.
27. Dexter W. Riesch, '70, Menomonee Falls, Wis.
28. Michael W. Choren, '71, Milwaukee, Wis.
29. Kenneth G. Hirth, '71, Milwaukee, Wis.
30. Mark D. Cooper, '71, Mequon, Wis.
31. Kenneth L. Metzger, '70, West Bend, Wis.
32. Robert O. Bluhm, '71, Waukesha, Wis.
34. Ricardo J. Soto, '70, Brookfield, Wis.

## Student Discontents at Columbia

(Continued from page 23)

1. Fraternity men must *become informed*. The issues of the day are too important; they cannot safely be subordinated to parties and tipping. In a sense this means self-education via the fraternity group structure. It does not mean political activity or alliances, however. Student leaders in political activism are merely the cannon fodder of adult manipulators. We do not want to repeat the naivete of the New Left. But to encourage individuals in fraternities to begin preparing for adult leadership roles in the fairly near future is practical, and very much needed by our society.

2. Fraternity men must study the *nature of propaganda*. This means intellectual salesmanship, the art of influencing people, the potential to be found in both new and old communication media. The deadly emphasis of the New Left on control of the media necessitates substantial precautionary measures on the part of all of us. We must protect ourselves from being had! The result should be the creation of a more intelligent student electorate, at the very least, and a halting to much student inertia and lethargy. We must study the techniques of public opinion polls and sampling, the nature of public relations, and the strategy of engineering public consent.

3. We should *restudy nationalism*, and identify the positive factors in American life and tradition. Our nation should be viewed as a mixed balance of good and bad, truth and error, wisdom and stupidity. Hopefully Americans will identify primarily with the good and wise, regarding the error and stupidity as alien to our best tradition. Self-respect and national pride require this.

4. We should clarify our conception of an *intelligent student role on campus*, a role appropriate to the status of apprentices in learning and in vocation. This role should go far beyond sport and dance. Either fraternities stand for *some* kind of moral code, or they promote anarchy. Probably the student

should seek not participatory control of university affairs—too time-consuming, and too deadly dull most of the while—but an *informed* part in what is going on. He should make sure that his own views are brought before the faculty and comprehended by them. Perhaps his is a watchdog role.

5. Fraternities can show the faculty *how to keep human contact with students*, without the need for giving up research interests and becoming adult baby-sitters. In a word, fraternities can show faculties how to substitute group contacts for the endless queue of individual contacts presently the general custom on campuses.

Otherwise the consequences are not pleasant to contemplate. The New Left generation is in its late teens and early twenties. What happens to the country when this generation of student radicals and its 95 percent of inert associates come to power, as it eventually must? A turn to communism is most unlikely, but fascism would be a strong possibility. The New Left rejection of all democratic forms shows this; even the Soviets never went so far.

Such alienation as the New Leftists express is hardly likely to dispose them to defend our older institutions. At present the student radicals seem to be substituting violence of words for violence of deeds. But as in the well-known case of Adolf Hitler, psychological violence soon leads to physical action.

Fraternities have never before in their history faced a situation where they could readily enter the main stream of history and do their United States a major service. Until recently the campus has been a quiet backwater; now it has become a main battlefield. Students of earlier generations had to migrate where the political action was; now, suddenly, the action has come to the University. The new revolution is to be college based. Are we, the moderate and liberal young American majority, capable of response? Is the habit of inertia too strong to overcome? Is it still to be "pleasure as usual"? Does the fraternity system have its own five percent leadership group, and will it support their efforts?

You, in your own chapters, can take it from there!

## The Authors



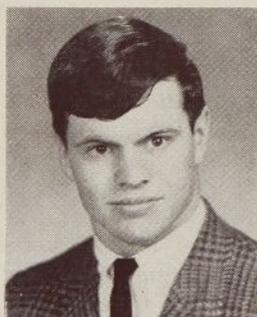
Eddie  
Correia



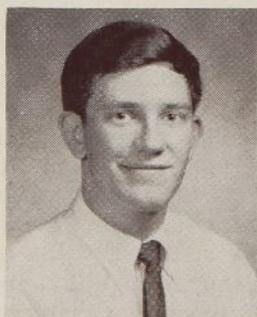
Dan  
McRae



Ted  
Fisher



Bill  
Hoover



Bill  
Baldwin

**Eddie Correia** (page 3), who edited **The Rainbow Review** section on Fraternity-Involvement, will be a junior this fall at the University of Oklahoma. A National Merit Scholar, he is a member of the Student Senate. As a freshman, he was president of his pledge class, vice president of Phi Eta Sigma, president of the freshman men's housing unit, and recipient of the President's Award for the outstanding freshman man. He has been Delta Alpha Chapter pledge trainer and IFC representative. **Dan McRae** (page 11), who edited the Book Review section and provided the introductory remarks for each review, graduated from Emory University in June and reported for active duty at the Naval Officer Candidate School in Newport, R. I., this month. He plans to enter law school after completing three years of active duty. A participant in the sociology honors program at Emory, he was initiated into Phi Beta Kappa and Alpha Kappa Delta honor societies. **Ted Lee Fisher** (page 9) will be a junior this year at the University of Michigan, where he has served as an IFC officer and a member of several Student Government Council committees. At the present time, he is president of Delta Chapter. **James Lock** (page 10) is a National Merit Scholar with a 3.8 scholastic average at Western Reserve University. Although his academic interest is in science, he is a sports columnist for the student newspaper and business manager for a campus magazine. In addition, he has been chairman of Western Reserve's Student-Faculty Relations and Student Curriculum Committees. He is alumni relations chairman for Zeta Chapter. **G. William Hoover, Jr.** (page 12) graduated from the University of South Florida in June, with a major in zoology. He was a charter member of Epsilon Pi Chapter, a member of Gold Key honor society, Student Government representative, resident assistant, and listed in "Who's Who Among Students in American Universities." **Richard Haverly** (page 14) is a junior at Rensselaer Polytechnic Institute, where he is managing editor of the campus newspaper and a member of Pi Delta Epsilon, business management honorary. He has been active in inter-fraternity sports, as Upsilon Chapter photographer, and as a tutor for underprivileged high school students in the area of Troy, N. Y. **Robert H. Dobson** (page 15), whose poetry is presented in the literary section, is a versatile economics major at Massachusetts Institute of Technology. As a writer of poetry, he has been published in literary magazines. As a baseball player, he had the leading batting average on the M.I.T. freshman squad before giving up the sport because of lack of time. He also is rush chairman for Beta Nu Chapter. **William Baldwin** (page 7) will be a junior at Lehigh University, where he is majoring in metallurgical engineering.

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## The Delt Creed

■ I BELIEVE in Delta Tau Delta for the education of youth and the inspiration of maturity, so that I may better learn and live the truth.

■ I BELIEVE in Delta Tau Delta as a shrine of international brotherhood: her cornerstone friendship, her foundation conscience, her columns aspiration, her girders self-restraint, her doorway opportunity, her windows understanding, her buttresses loyalty, her strength the Everlasting Arms.

■ I BELIEVE in Delta Tau Delta as an abiding influence to help me do my work, fulfill my obligations, maintain my self-respect, and bring about that happy life wherein I may more truly love my fellow men, serve my country, and obey my God.

