

# THE RAINBOW

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*A Student Assessment of the Times*



# Consequences Of An Anti-Ballistic Missile System

By WILLIAM ROGER JOHNSON  
W. & J.

William Roger Johnson, a physics major who will begin his junior year at Washington and Jefferson in September, lives in Bethel Park, a suburb of Pittsburgh. He was a member of the ROTC Pershing Rifle unit and the rifle team last year. During the past semester he served as recording secretary for Gamma Chapter.



**T**HE THREAT of destruction from an enemy's intercontinental ballistic missile system has for many years caused the Department of Defense to search for some type of protection from such systems.

This search has led to the speculation that an anti-ballistic missile, abbreviated ABM, could be built.

Now the search has culminated, after long and arduous Congressional debate, in the appropriation of funds for the development and deployment of the dual missile, highly sophisticated Safeguard ABM system, the purpose of which is to provide suitable protection, in the event of nuclear attack, for our retaliatory missiles, principally the Minuteman system.

As will be shown, however, Safeguard does not provide any amount of defense for Minutemen while at the same time it will weaken our overall defense posture by diverting large amounts of funds from other areas of defense.

Before considering the negligible effects of an ABM system, however, it is necessary to look at the capabilities of both the United States and the Soviet Union in terms of power, range, and accuracy of each's ICBM and submarine launched ballistic missile (SLBM) forces.

The United States has, presently, deployed 1054 ICBM's and 656 Polaris missiles in 41 nuclear submarines. Of the 1054 ICBM's, 1000 are solid fueled Minuteman missiles housed in hardened underground shelters and a range of 6500-7500 miles.

The remaining 54 missiles are liquid fueled Titan II's each designed to carry as many as 20 thermonuclear devices. They have a range of 7000 miles.

Unlike earlier liquid fueled missiles, the Titan II is capable of near instantaneous launch because its fuels may be stored in the weapon without boiling off or evaporating.

The SLBM's are mainly, if not all, of the Polaris A-3 type which has a range of 2900 miles. Carried in silent, nuclear submarines, they are virtually undetectable. The United States, therefore, possesses about 1710 missiles capable of immediate retaliation at any aggressor.<sup>1</sup>

The Soviet Union has some 750 missiles of long range, 30 of which are SLBM's. The bulk of her ICBM's are SS-11 missiles comparable to Minuteman and about 200 are SS-9 missiles which are similar to the Titan II.

These have ranges of about 6000 miles while the ranges of Soviet SLBM's are considered to be less than that of the Polaris A-3 missiles.<sup>2</sup> Notice that in the preceding discussion, consideration is given only to missiles which are ready for instant retaliation or offense since these only are of concern to the ABM system.

As stated before, Titan II missiles are designed to carry more than one warhead. Instead of launching one large warhead at a target, a number of smaller warheads could be launched at a target thus bettering the chances of at least one of the devices penetrating the enemy defense. This is the idea of the multiple reentry vehicle (MRV).

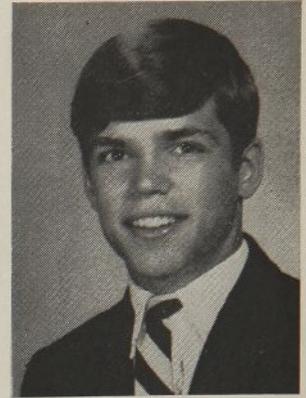
More recently, however, a new concept similar to this has emerged in which one missile may be designed to carry numerous warheads which may be released on different targets. This is the multiple-independently targetable reentry vehicle system (MIRV) and it allows the offense the capability of broadening the number of targets it may strike without a corresponding increase in the number of missiles needed to do so.

If MIRV were applied to all existing strategic missiles in both countries, the U.S. would possess about 8100 targetable warheads and the U.S.S.R. about 5000. Thus, an ABM system in either country

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# The Newest Game in Town

By SCOTT VOTEY  
Ohio Wesleyan



**H**AVE YOU HEARD? There's a sensational new game on the market. It's called *Modern War*. It is based on the old (and very popular) game called *World War*.

The object of the game is the same—to end the war as quickly as possible and still keep your game-board in reasonably good shape. But the strategy is a good deal different now.

With the old-style version the best strategy was to get your playing pieces to mass together into a huge army and attack the enemy on as many fronts as possible. Then, once you had won the war, you declared peace and enforced that peace by leaving part of your army in the war zone.

But there were always complications with this strategy. It seems that your playing board always took a beating, and by the time you got it repaired you had to fight another war. For some reason (game manufacturers still have no explanation) peace and guns just do not mix!

But with *Modern War* there are new strategies and new rules.

The first strategy is usually referred to by game players as *Limited Warfare* (you may know it as the *Vietnam Strategy*).

The basic theory behind it is that you can defeat the enemy by waging many small *World War*-type wars throughout the world. The advantages of this strategy are twofold:

(1) you can start one of these "limited" wars almost overnight before anyone knows what is happening, and (2) your playing board suffers only small holes here and there (mostly in unimportant places anyway).

However, there is a catch. One

of the new rules states that "it is possible for a low-ranking player to stalemate a top-ranking player at this strategy," if he plays his cards right. Thus, even the player with the mightiest army could suffer a disastrous setback at the hands of a militarily weaker player.

A second strategy is known as the *Nuclear Stockpile Strategy* (currently the *ABM Strategy*). The theory behind this is that you can deter a potential enemy from attacking by producing more and better missiles than he does. Unfortunately no player has yet come up with a really good advantage to this strategy, and the disadvantages are great:

(1) You must constantly throw most of your time, energy and money into producing more and better missiles which means you have no time to make repairs on your playing board (playing boards are in constant need of care, you know).

(2) Someone could accidentally fire off one of these missiles which in turn would "shoot the works" causing the game to end rather abruptly.

(3) Often these deterrents are produced in such a hurry that there is no assurance that they will work.

The third strategy is a very new and most curious one. In fact, it wasn't even invented by a manufacturer or a player, but by one of the playing pieces.

After a hard day of marching and capturing and massacring, a thought suddenly occurred to this particular piece: "What if a player were to have a war and none of the pieces showed up?"

Thus far the players haven't shown much enthusiasm for this new strategy, but many of the pieces insist that it should be tried because the

A junior history major at Ohio Wesleyan University, Scott Votey is specializing in Russian affairs, hoping to make his career in that field. He spent most of the past spring term in Russia, studying Russian culture and civilization, through an Ohio State University program. In addition to accumulating a 4.0 grade average in his major (2.93 overall), Scott is a varsity wrestler. He was Ohio Athletic Conference champion in 1969. His home is in Summit, N. J.

others have failed miserably. Who knows—it might just work.

Maybe then the playing board would stop getting holes in it . . . maybe then the players would use their pieces to see which player can build the best board . . . maybe there wouldn't be any more wars . . . maybe then the manufacturers would go out of business . . . who knows???

If you are interested in playing *Modern War* and would like information on any of these three strategies you can write to the following addresses:

Strategy #1

General Crieghton Abrams  
U.S. Command  
Saigon  
Vietnam

Strategy #2

Military-Industrial Complex  
Pentagon Building  
Washington, D.C.

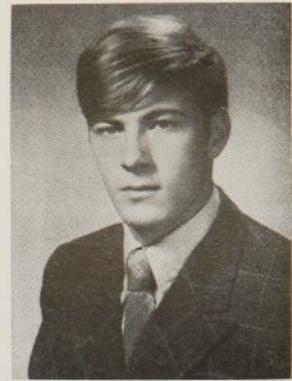
Strategy #3

Central Committee for  
Conscientious Objectors  
2016 Walnut Street  
Philadelphia, Pa.  
19103

# Homo Sapien Urbanus

By ROBERT N. GREEN

Georgia Tech



A junior at Georgia Tech, Robert N. Green plans to change to an industrial management major this fall. He is co-chairman of alumni relations for Gamma Psi Chapter and is becoming involved in Georgia Tech's Student Center activities. Part of his interest in national affairs can be attributed to his having lived in Atlanta, Cleveland, New York, and currently Wayne, Pa.

DARWIN was certainly ahead of his time, as everyone now realizes. How far though, I don't think he could have ever conceived in his most prodigious efforts to theorize.

His Principle of Natural Selection and understanding of the ecology of a society can now be best seen in our urban centers. Survival of the fittest is the concept that prevails from generation to generation.

The contemporary man, who must struggle against the moral issues of the day and accept the established protocol as his "modus operandi" of living so that he might eventually wind up on the top echelon of our affluent society is confronted, after all of his efforts, with many of the same conditions that face impoverished Americans.

In the jungle that seems to be the ecological state of affairs in our cities, he has struggled to the top to be rewarded by choked transportation systems that he must use to crawl to work by each day, inadequate recreational facilities for himself and his children to enjoy, almost nil aesthetic beauty in his environment, and

crushing taxation on his higher income, not to mention a smoker's cough, even though he doesn't smoke, as the result of stifling, almost unbearable, air pollution in many areas.

Many studies have been made by sociologists, especially in New York where the problem definitely exists. It was found that any effective legislation is yet to be passed in stopping blatant and unwarranted practices of pollution.

What does this mean? The essence of it is that Darwin's preconceived Theory of Natural Selection does not work in most complex urban ecologies in our cities.

It means that even though man is capable of achieving material wealth, he is still no less afflicted by the staggering sense of inefficiency, and conditions detrimental to health, even life, and loss of a sense of purpose that afflicts both rich and poor urban dwellers.

It means that the concept of urban life which affects all of us in one way or another is failing miserably in view of the technological and social advances taking place.

Mismanaged city government and misuse of available funds appear blatantly criminal. Like prehistoric dinosaurs, our cities are being overly burdened by their own enormity and must soon perish.

The dinosaur must streamline itself by trimming off the excess fat of city politics and decrepit institutions that only stifle progressiveness to look forward to a brighter future, or it must succumb to the same fate as its predecessors.

## Midday Dilemma

By GLENN M. GARDNER, JR.  
Louisiana State

If I could think what  
Without analyzing why,  
I would be a simple man  
Understanding the rules,  
But not the plan.  
A simple centrifuge  
Never breaks  
From not knowing  
Why it separates;  
But from understanding the plan,  
A thoughtful man has many parts  
Which easily jam.



Glenn M. Gardner, Jr., treasurer and recording secretary of the spring Pledge Class at Epsilon Kappa, is a junior business administration major at Louisiana State University. He attended Louisiana Tech as a freshman and was a member of the school's parachuting team. At L.S.U. he has taken part in a Big Buddy Program, helping underprivileged grammar school students.



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# PART II

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## Campus Issues

edited by JIM STEICHEN and ROBERT FOLEY  
University of South Dakota



Jim Steichen, an accounting major from Spencer, S. D., is a junior at the University of South Dakota. He has served Delta Gamma Chapter as corresponding secretary, a member of the Scholarship Committee, assistant treasurer, and public relations chairman. On campus, some of Jim's activities include assistant press secretary for the Student Association President, a member of the 1969 Homecoming Committee, a writer for the school newspaper, a member of the Newman Council, chairman of the campus Special Entertainment Committee and a member of the Program Council.



Robert Foley, a sophomore at the University of South Dakota, plans a career in medicine. He grew up in the small town of Tyndall, S. D., where he was active in school government, athletics, and community service projects. At the University, he was a reporter for the school newspaper and helped publish the Interfraternity Council newsletter. He also was a member of the College Federation of Young Republicans and the Spanish Club. Last summer Bob studied Spanish at the Inter-American University at Saltillo, Mexico, then spent two weeks traveling through Mexico.

# Needed: Imaginative Reforms

By ALEX MAKOWSKI, JR.

M. I. T.

A WELL-KNOWN educator once pointed out that American universities were established, by and large, to dispense information. The developments of high-speed printing, he continued, obviated this role, and any school that still prided itself on the amount of information her scholars received was unworthy of the title "university."

Unfortunately, these remarks remain timely, for too many accepted college practices are holdovers from the dispensary days of our country's universities.

Certain courses are required to insure that students learn some prescribed material; grades are given to measure, in some way, ability; and degrees are awarded to prove conclusively that their bearers have absorbed  $N$  units of knowledge.

Clearly there is need for reform. Our universities must dedicate themselves to education, not certification. Let them offer each student a chance for individual development, a chance to plan, with the advice of both teachers and peers, his own education.

All the trappings left from nineteenth (and, in some cases, twentieth) century educational philosophy that serve only to regiment and formalize an undergraduate's education should be swept away, leaving the room and the energy for a new program.

Specifically, tremendous advances could be made by the abolition of specific subject requirements, an overhaul of current grading procedures, and the redefinition of the degree.

After all, what are the standard requirements but an attempt to prove that a college degree "means something"? A future employer studies a college catalogue, noting that all graduates have taken a specified amount of math, science, English, or whatever.

Of course, the student may know next to nothing about science, English, or whatever, and care even less. So we have the amusing spectacle of a literature major struggling with Maxwells' equations or computing the Lorentz shortening of a foot-long stick moving a  $1/2c$ .

Amusing, that it is, to all except the harried student. Every required course means less time to spend on truly interesting subjects. Because a degree is

supposed to "prove something," he must sacrifice his educational growth to the regimentation needed.

Better by far would be a switch from the label "required" to "suggested." After all, even a humanities student stands to gain from understanding the basic principles of science and math. And no engineer can claim a broad educational background unless he has studied philosophy.

But unless motivated by a personal conviction that such subjects are valuable, the student will be wasting his time.

What of the future employer? No longer will he be misled by a check mark in a student's record next to Physics I. If he wants to know what a student has studied, he can ask him.

Knowing what a student has studied, of course, is merely the prelude to asking how he has done. And that is the foundation of the decades-old system of grading.

How, the harried college administrator wonders, can our students be judged if we do not provide a grade-point average accurate to three significant figures? (*Three significant figures!*)

The obvious reply is that a 3.23 proves very little anyway. The student might have professors known for their hard marking. He might be a superlative quiz-taker. He might be a cheater. That pompous number proves nothing.

At too many colleges, grades are treated as a crutch. For the faculty, they often serve as a shield from the need to evaluate their students deeply enough to discover if real progress is taking place.

The student can be saved from justifying the time he spends in school, since an *A* or *B* average automatically ranks him a tiptop person. And company recruiters can report that a certain prospect is valueless since his average does not meet their cutoff.

Schools must use grades for their natural function—a means for a student and his teacher to evaluate development. Grades provide a ready feedback of a student's effort because well-developed quizzes force the student to examine his competence with the material.

As for the professor, grades provide a measure of how well certain points are getting through. Handled

this way testing and grading could provide a valuable accessory to the educational process.

But to submit these grades to an outsider's judgment is to ask for misinterpretation. Only the teacher knows what a certain score on his tests, or for his course, means. And since purely numerical scores indicate little, these grades can seldom be used to even rank students taking the course.

Again, only the teacher is competent to make such a decision. Outsiders will have to rely on the teacher's interpretation, a judgment sure to be more revealing than a simple letter grade.

Formal grading, then, should be limited to a pass-no record type of listing that shows what courses a student has, in some sense, completed.

Informally, a professor should feel free to conduct intensive periodic tests of his students' ability. Both student and teacher stand to gain from such an approach.

The changes in requirements and grading are predicated on the development of a strong advisory system. Faculty and peer-group advice must supplant catalogue listings of required courses. A good advisory program requires an extended commitment from the university faculty, for this staff must provide many people willing to spend the time and effort necessary to guide students in their education.

Finally, the additional degree should be erased from use. For too long it has served as a sort of time card—pay your thousands of dollars, put in your four years, and the university gives you her seal of approval.

A degree is even less specific than a letter grade, serving only as a passing mark on a pass-fail scale.

A useful alternative would be a student-written summary of what has been accomplished. Every term, or every year, the undergraduate would describe how his education had progressed. His professors would add their comments, and the total would be filed in university records.

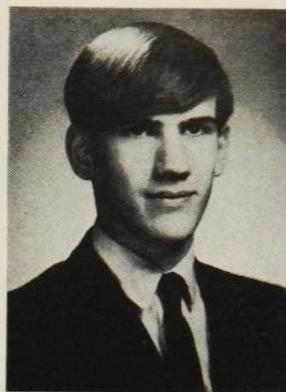
All these yearly reports, plus whatever reports a student may submit on special projects, would make up the "degree."

This degree would offer far more information than the present sheepskin. Any future employer could have in his hands an analysis of what this man had accomplished in school.

And this degree would legitimize the student's fight to map his own future, to emphasize the pursuits he deems worthwhile.

Coupled with the educational philosophy they represent, these three changes could do much to change the educational atmosphere of any college. In fact, judging from the conservative ambience of too many professors, they would represent a significant achievement.

But there is no need to stop here. Daring new in-



Alex Makowski, Jr., won the 1969 award for the best article appearing in the *Rainbow*. His article on the need for awareness appeared in last year's special summer issue. A chemistry major at M.I.T. he is news editor of the school newspaper, "The Tech." He recently was selected to serve on the Editorial Board of Delta Tau Delta.

novations suggest themselves; if successfully adopted, they could provide an even better opportunity for an improved university.

Student-taught courses, for example. Once the concept of certification is discarded, the path toward the structuring of subjects of varying degrees of formality is clear. Students could play a key role in this development.

American folk music, radical student movements, ballet, ecology problems—all could be taught by students with sufficient expertise.

Universities should encourage this concept with active support. The school's educational variety would be greatly increased without the enormous expense of hiring additional faculty.

Specialized programs, for example. Once the requirements for specific courses are erased, professors could feel free to develop projects for those students dissatisfied with the traditional educational program.

Freshmen could be offered the chance to participate in a program keyed to offering informal teaching as they pursue a project of their own choice. Upperclassmen could join faculty in undertaking extensive research.

Interdepartmental courses, for example. Interuniversity courses, for example. So many innovations are possible, so many opportunities for enhancing education are available to those schools imaginative enough to make the attempt. Students must join and campaign for needed reforms. There is much to be gained.

# Should Colleges Adopt a Pass-Fail System?

## Yes: It Would Increase Scholarship

By BRADY HUNT

Oklahoma State University

WITH THE entering of the war babies into our college systems, the emphasis put on those students to achieve the college degree and the consequential depreciation of the worth of a degree from an American college as opposed to the European system, it is time that we should take a scrutinizing look at our "higher" educational system.

There is an opportunity for many things to falter with such an enormous system such as the depreciating value of the diploma and the impracticality of the education which is given, but an important ill of the present system in the existing grading system.

There are several ills in this system and a new one should be developed.

The present grading system often does not give the correct results. Many times it is the individual who, as present day collegians at this university put it, "sucks the grade" from a teacher, who has a higher grade point.

It is the experience of this writer that up to .75 (on a four point scale) of a grade can be attributed to this factor alone.

The grading systems also puts undue stress on courses which the student has no interest in or is forced to take.

For instance a student who is enrolled in 15 credit hours (a typical undergraduate schedule being a five-hour course, a four-hour course and two three-hour courses) has the probability of sacrificing studying on a course of his major, one of the three-hour courses, against the course which he has no interest in.

It is only logical that the student would wish to apply himself more toward a course in his major.

This problem also fits in with the



Brady Hunt is a junior history major at Oklahoma State University. A native of Midwest City, Oklahoma, he serves as corresponding secretary and scholarship chairman of Delta Chi Chapter. His campus activities include president of Student Union Activities Board, Oklahoma State coordinator of the Association of College Unions International, and a member of both the Intercollegiate Knights and the President's Council.

declining value of the college degree in that the colleges are trying to give a *generalized* education. Perhaps if the American colleges of today would offer a student a specialized degree as opposed to a generalized education the value of the sheepskin would be greatly augmented.

What to do? One possibility of remedying this situation would be a system of pass-fail grades and a grade of pass with honors. Instead of the traditional A-F grades the student would have only pass with honors (perhaps 87 to 93-100%), pass (perhaps above 65%), or fail.

Such a system has several advantages. It would alleviate the problem of unbalanced concentration of studies. It would permit the student to put concentration into whatever course he wished.

This system would also give the opportunity to do work above the average in a student's particular field. For instance, a psychology major could do outside research in his course hoping to get the honors grade while the student taking the course as a requirement could put his emphasis elsewhere.

Finally, it would still mark the average student from the superior. Not only could one tell the better student by looking at how many honor grades he had accumulated but one could tell by looking at the student's extra-curricular activities.

On the whole the system proposed, while only incorporating three categories of students, would, in the end, mark the superior scholar.

If one looks at the system objectively, the grades, while possibly not giving an accurate difference between a 66% student and an 85% student for one semester, would give an accurate account over a 124-hour college career.

The person who makes the 85% will naturally compile over his college career more honor grades than his 66% cohort.

Though it is true that the B student would be on the same level as the D student for one, possibly two, semesters, the gap would widen with each subsequent hour taken.

In conclusion, I would urge my brothers who are in favor of the present system to wake up to the fact that it is an age of specialization, not generalization, and our educational system must meet the challenge of a changing society.

# No: Students Cannot Be Categorized

By JEFF STEEN

Oklahoma State University

FOR the full-time student, the ways of accomplishment are limited.

There is success in athletics sometimes, activities and organizations on campus, leadership in one's living group, and most important—success in the classroom.

Grades have become synonymous with education. Although a letter grade, A-F, does not register exactly how much the individual learned from a particular course, it is usually a close estimate.

Those who have been able to duplicate the material given to them nearly perfectly receive an A in the course. Those students who have not receive a lower grade, in proportion.

Thus, a grade is not only an estimate by a *qualified* teacher of the knowledge the student has of the particular course, it is also a record of his performance in class.

Although he may have learned much, perhaps the student was not able to recall but an average amount of the material required in the subject, therefore receiving a C.

Admittedly, the present grading system is not perfect, and mistakes can be made. However, it is closer to perfect than any other system which has been proposed.

The pass-fail system is completely out of the question. How can a genius be placed on the same level with an average student?

Considering the ideal grading ratio (10%—A, 20%—B, 40%—C, 20%—D, 10%—F) this would place 90% of the nation's students in the same *pass* category.

This poses a problem for the employer. Naturally, he would rather hire a graduate with a 4.0 grade point average over one with a 2.0; a B student over a D. The higher stu-



Jeff Steen is a sophomore journalism major at Oklahoma State University and a recent initiate of Delta Chi. He was secretary of his pledge class and is a member of Phi Eta Sigma. In his high school at Tulsa, Oklahoma, Jeff served as sports editor of the school paper and president of the Speakers Bureau, and was a member of the National Honor Society.

dent offers more potential and has shown through his grades that he has a greater knowledge of the facts and figures deemed necessary to prepare him for the world of today.

The addition of a "pass with honors" category to the pass-fail system would not alleviate this problem. Instead of dividing students into five specific rankings, this system would create three general classes.

Regarding these classes, present B student would be placed on the same level with D average students.

The purpose of a college education is to provide the student with a general education, putting a slightly

heavier emphasis on his major. This is to keep the student from restricting himself, to keep him from being a "history nut" or knowing nothing except how to build a bridge.

The student cannot merely study what he wants, and leave his other courses to take care of themselves. This would provide for the development of a bookworm, an introvert.

Then there is also the possibility of creating laziness in the student. He could make a "pass-with-honors," or maybe just a high *pass*, but he knows all he needs is a 60 average to get the same grade as an 85, so he lets down.

Thus, the pass-fail would not possess the incentive the present system has.

There are students who cannot make an A, no matter how hard they try; their capability just isn't enough. Although such a student makes the B, even in his major, he receives the same ranking (under the pass-fail) as the student with the 61 average. He works harder, knows much more about the subject, yet receives the same "pass" grade.

Under the pass-fail system proposed, the student with many outside activities, a few "pass-with-honors" rankings, but an overall D average, is ranked as high or above the student with few outside activities, a few "pass-with-honors" and an overall B average.

Thus, the main fault with the proposed pass-fail "pass-with-honors" system lies in the fact that the main bulk of the students cannot be placed in the same *pass* category and still be given a fair and representative ranking.

Think about it, those of you with a steady B average. Would you be willing to sacrifice that steady B to be ranked with a low D student?

# Mass Production of Education

By RICHARD PITCHER  
Louisiana State

**T**ODAY we realize to a greater extent than ever before the need for higher education. As the amount of knowledge gained by mankind increases at a fantastic rate, pressure has been placed on both the individual and the institution to "keep up with the times."

The number of students in our colleges and universities increases substantially every year as the importance placed upon a college degree becomes greater. These students attend college to get an education, but are they actually receiving one?

Traditionally, colleges and universities have been the principal sites for the intellectual exchange of ideas. For the student, college involved learning more about himself and about the world in which he lived and provided an atmosphere in which he could assimilate his personal philosophy of life. The student had considerable freedom of expression, enabling him to broaden his fields of interest.

Today's university, however, has often become little more than a vocational training center mass-producing individuals to take their places in the nation's labor force. The pursuit of knowledge, *per se*, has all too often been sacrificed in the process.

The freshman entering a large university today often finds himself in large lecture classes with several hundred other students. In such an atmosphere, there can be little or no discussion of subject material, and professors' knowledge of their students and their capabilities, with few exceptions, reduced to the data on a computer card.

Unfortunately, the student who usually suffers most under such conditions is the intellectually superior student. In such large classes, he usually becomes bored and disinterested in the courses because he cannot fulfill the demands of his own intellectual curiosity.

The material covered in such a course generally comes strictly from a textbook, with little or no encouragement to investigate further. The student's grades in the registrar's office may be straight A's, but it is doubtful as to whether he has actually learned a great deal.

What, then, must be done in or-

der for a student to obtain the full value from his education? This question is a very critical one on today's campuses. Obviously there must be changes made, but the majority of people will agree that the type of drastic reform proposed by the New Left and radical right have no place in our institutions of higher learning.

Rather, the emphasis should be placed on providing the student with more flexibility in choosing and completing his curriculum.

Individual research projects and study outside the normal realm of classroom work should be encouraged. In addition, universities should make use of seminars and colloquia, which, if properly run, encourage the student to freely exchange his ideas with faculty as well as his peers.

In a more informal atmosphere such as these types of classes provide, interest and outside study tend to increase as a result of a greater emphasis on the individual's personal interests and involvement.

As a further incentive to broaden their fields of study, pass-fail grading should be initiated for those with sufficient academic qualifications, a 3.0 out of 4.0 on the grading scale, for example.

This enables a student to take a certain number of outside courses in which he has an interest but might be reluctant to schedule for fear of hurting his overall average.

Finally, scholarships should be available for those students who have outstanding academic records in high school but might not be able to afford a college education.

## Need for Awareness

It is the right and responsibility of every individual, whether student, faculty member, administrator, alumnus, or concerned citizen, to make himself fully aware of the problems facing our universities and to work together to solve them.

It will require painstaking hours of planning and effort, as well as money, but the future of our educational system is all well worth the endeavors of everyone. Then, and only then can we be sure of getting our money's worth in higher education.



## Reactions to Protest

*The following six pages of the Review present individual and chapter reactions to nation-wide protests triggered by the May 5 shooting deaths of four students at Kent State University.*

Throughout America, colleges and universities struggled to keep their academic doors open during the spring uprisings of 1970. Some succumbed. Others successfully withstood determined onslaughts.

## Kent: Closed by Violence

By DOUGLAS M. MANCINO

Kent State University

IT HAS BEEN several weeks since Kent State University has reopened after closing her doors in the wake of the May 4 killing of four of her students. In these last months, much discussion and even more political rhetoric has transpired between the right and left and yet two questions remain unanswered and one problem remains unsolved.

The questions are who at Kent State is really to blame for the actions that ultimately resulted in the deaths of four of my fellow students and how is the problem of violent dissent to be resolved?

This leaves me to the task of attempting to propose an answer and to afford a solution to the questions that politicians have avoided for fear of alienating educators and what educators have culpably neglected for fear of losing their allotted positions and student support.

Having been at Kent for the past three years, I find that the foremost culprits are the KSU administration and Board of Trustees. I make these accusations not because the university administrators and trustees have overtly undermined the well-being of the students, but because since November, 1968, the first protests of the SDS (Students for a Democratic Society) and the BUS (Black United Students) were met with an ambivalence that has turned Kent from a quiet university into a campus

where radicalism is ignored and pressures from minorities are met with amnesty.

The students at Kent have for a long time tried to utilize the token methods of democratic process that the administration has afforded them, only to be thwarted by a Board of Trustees that has grossly ignored the needs of students for change. It seems that the only change they know how to make is that of raising fees.

Saturday, May 2, was a prime example of student frustration that boiled and burned its way into the destruction of the ROTC building. If the President of the university had made any attempt to make a statement, or the administration made any lines of communication open to the students with which they could express their views and have the confidence that their voices would be channeled in a constructive manner to the people in power, I think that the students of KSU would not have allowed the reaction against the incursion into Cambodia by perhaps 100-200 students be manifested by senseless destruction.

Next at fault are the politicians in Columbus and Washington. At both state and national levels of government, the men in control of this nation have acquired a bad habit of ignoring the views and opinions of students in the decision making processes and have made it necessary for them to resort to other unacceptable methods of dissent.

Unfortunately, I cannot look toward the coming year with the optimism that I would like. More demonstrations and violence can be expected unless some definite positive action is taken on student demands. The events of May 4 must be eyed also with a cautious realism on the part of students, and something must be said of the violent methods of protest.

More demonstrations and more violence will result unless definite actions are taken upon student demand. Also the events prior to May 4 and the

*(Continued on Page 45)*



Douglas M. Mancino of South Euclid, Ohio, is a senior political science major at Kent State University. He is president of the Order of Omega, an IFC honorary association, a justice of the IFC Judiciary Board, a member of the National Residence Hall honorary, and past-president of a dormitory. He has served Delta Omega Chapter as president, pledge trainer, and chairman of several committees.

# Indiana: Troubled but Open

By DAVID M. HUFFINE

Indiana University

**M**ANY CAMPUSES this spring were rocked by student dissent in its most violent form. For the first time, American students were killed while protesting the war. Campuses across the country were closed in the wake of violence and destruction. Indiana University received its share of active protest this spring. Unlike many other campuses, IU was not closed down, no buildings were burned, and no one was killed.

The actions at IU started when President Nixon announced our involvement in Cambodia. Indiana has almost a tradition of peaceful war protests and of making demands to the university each spring. This is exactly what followed Nixon's announcement. The next day, student government leaders presented a list of demands to President Joseph Sutton and gave the university administration until the following Wednesday to act upon them.

There were four demands: (1) that the university issue a statement condemning our foreign policy in South East Asia and demand immediate withdrawal from Cambodia and Viet Nam, (2) that the university make a donation to the Bobby Seal defense fund, (3) that the university admit more black students so that the percentage of black students would be proportionate to the percentage of black people in the state, and (4) that the Indiana University Foundation make its books and records public.

A rally was planned for the Wednesday deadline. Fate intervened at this point. Before the rally, the students at Kent State were killed and on Tuesday

evening, President Nixon made his statement about the "college bums."

This is basically what caused the events at IU. What evolved from this point on was mostly hypocrisy and turmoil within the student body itself.

The rally was held with an air of apprehension. Approximately 5,000 students assembled in Dunn Meadow, a common student gathering place close to the center of campus. Luckily there were no police in sight. Their mere presence would quite likely have spelled trouble.

The rally was peaceful. The first speaker, Mike King, vice-president of student government, addressed the crowd using phrases and slogans. He announced that the student demands had been totally rejected by the administration and condemned President Nixon for both his actions and his statements. King tried to appeal to emotions rather than logic in his speech. I believe that his was the point that started the split within the student body.

King's emotionalism appealed to many students and they immediately identified with the "movement." But others came to Dunn Meadow seeking constructive outlets to channel their dissent. They immediately felt alienated. It was also at this point that the movement to close down the university started. Many students resented this.

After the rally, there was a march down Jordan Avenue, the "fraternity row" of campus and supposedly the stronghold of conservatism and pro-war attitudes. The march could easily have been interpreted as an act of defiance towards the Greek System and further alienated many Greeks.

Thursday and Friday after the rally were official days of mourning for the dead at Kent State. Classes were cancelled and memorial services were held. Monday, however, touched off the factionalism that prevailed from then on. Groups of students assembled around the major class room buildings early

*(Continued on Page 46)*

David M. Huffine is a junior from Crown Point, Ind., majoring in English at Indiana University. He has served as rush chairman and editor of Beta Alpha's chapter newsletter. After graduation, he plans to attend Law School.

## SOUTH FLORIDA

The tragedy at Kent State was uncalled for and yet the action of the students was equally uncalled for. These students called the troops upon themselves. Or rather I should say that the few radicals, bent on violence, called the troops in by their actions. Therefore, the blame has been placed on the wrong people. It should not go to the National Guard but to these students.

I also ask myself what the outcome would have been if there had been students in the ROTC building that was burned. Or, what would have happened if the four dead had been National Guardsmen instead of students. Maybe even one of our Brothers who just happened to be a National Guardsman. Would the flags have been at half mast, would Universities close? And, most of all, would students have gone on strike? Or, would those responsible have been hailed as heroes because they shot a pig? Ask yourself and apply it to your campus.

A group of students has formed at South Florida for the purpose of policing these students. We don't want troops on this campus. Neither do we want the radicals who bring violence. I am proud to say that I started and was one of the leaders of this group. I cared. We cared. We did not take part in the strike because we felt it was useless. Instead, we did something we felt was constructive. Something for the future. Something to prevent a Kent State here. In short we gave a damn. Did you? What did you do?

—John W. Burr, Jr.

The University of South Florida is an extremely new school, being founded in 1956, and as yet little tradition has taken hold. Controversial issues are met with concern individually, but no organized effort has dealt with any pressing issue until the Kent State tragedy and the strike stemming from it. It appears that "The South" has risen again, with spirit and national concern.

Within hours of the shooting at Kent State, mimeographed newsletters describing the occurrence were distributed around campus and in the dorms. A very strong and unprecedented interest resulted from these initial undertakings and the following week progressed with meaningful speeches presented by professors and students, workshops held to determine cause and solution to many varied problems outside our own campus boundaries, and informal gatherings where students and professors exchanged ideas.

The strike that finally put concern in the minds of a large number of students did not end in that week. Programs were set up to continue informing students of major issues and Ronnie Davis of the Chicago Seven made a speech on campus explaining his side of the recent troubles.

—Cam Wilson

## RENSSELAER

We are writing, not so much as Brothers of the Fraternity, but as members of the student population of the United States, to express our concern at the present situation in this country and to enlist support in our sincere desire to bring about constructive change here in the U.S.

Finally, after a long period of blindness and unconcern, the people of the United States, young and old alike, are realizing that something should be changed. We wish only to stimulate thought and interest on your part in the state of the country and in the issues that have been touching our minds for a long while. The issues are:

- 1) The U.S. involvement in Indochina and the portion of our tax money allocated for military purposes.
- 2) The almost unchecked pollution of our environment.
- 3) The repression of political dissent in America.

We, here at R.P.I., believe as do a large majority of the university students and faculty across the nation that these issues deserve a great deal more attention than our present government and population seem willing to give them. We ask that you will not remain silent and will express your concern or support in some way, a letter to your Representative or a telegram to your Senator, even a word to your partners at lunch would be a small step in the direction of restoring the United States to its rightful stature as a truly great nation.

—Upsilon Chapter

## MARQUETTE

With all the campus disorder and unrest that has been touched off across the nation, Marquette has not been left unexposed. When the strike from classes on May 6 failed, with only about 300 people participating, the strikers felt it necessary to resort to more violent action.

A fire bomb was set off in Marquette Hall and 8,000 dollars worth of damage resulted. After this, the University took immediate action to place tight security throughout the campus. Even with this tight security two fire bombs were set off in Schroeder Hall where 750 men reside.

Zeta Alpha as a group does not deny the need for social or political change nor does it deny or go against the reasons behind this strike. We do as a group, however, denounce the violence that resulted and especially the threat to human lives. This is why Zeta Alpha had many volunteers working with the University in their security efforts.

Most of us are in agreement with the reasons that have caused this strike. We, however, believe that the endangering of people's lives that was caused by this strike when used as a means to stop the violence in Vietnam is a definite contradiction!

—Guy J. Bacci

## MINNESOTA

Thursday morning John Pattee woke me with the news, "Nixon's in Cambodia!" He spoke from his guts, from the sickening repulsion which was clouding his mind. It didn't hit me the same way. Since last fall and Nixon's Vietnamization I had resigned myself to the conclusion that Nixon had convinced the public. I felt only helplessness.

Monday the vote to strike passed and the organization began to take hold. Pickets were set up, the union was liberated, and teach-ins began.

To me, the strike was a paradox. It seemed as though our frustrated response was fatalistic—in our attempt to end the misery we decapitated ourselves. Were we to answer mistaken policies by closing down the centers of thought? But the strike evolved, and instead of "shut down," the university became the center of a new activity. Community action groups were formed and students spilled into the outlying areas, working out of churches, recreation centers and schools, going door to door pushing petitions and organizing local meetings. Tuesday I decided to strike. The first week I relearned the arguments and facts that convinced me a year ago. The next week I joined the action.

I live at the Delt House, but I haven't been there much since the strike began. A few of the guys have been pretty active in the strike also, and we used the house as a meeting place where we'd discuss what to do that day. Often other Delts would say to me in passing, "How's the strike?," as though it were on some other campus, in some other world. Others don't even ask.

Three weeks have passed. I tried my fling in the community but lack of a purposeful, directed action was discouraging. Now I'm doing research on the war which I will present to a study group. Perhaps this is better—I need more of an intellectual base for my convictions.

Grade protection for strikers has been set up by the faculty: many classes give free grades, some require a diary of strike activities to get credit. But for most students the strike is dead. Those who can't get out of class are back in, and those who can get out of class are finding jobs. A few Delts are still thinking, but they seem to have experienced the same let down I have. Many are making good use of the strike to catch up on their golf game. Two of the Brothers have asked me about the strike—they need help writing their diaries. It's as Galbraith said: the biggest student grievance has always been work.

And so I'm back where I was three weeks ago. I suppose I'll campaign for peace candidates as fall approaches. But I doubt it will do much good.

—Charles McCoy

## COLORADO

The Southeast Asia crisis, the Kent State University tragedy, and the Jackson State killings have had a profound effect upon our campus and likewise on our chapter. There have been several committees of the CSU faculty and numerous student leaders who have sponsored teach-ins every afternoon and speakers from all over the country.

Many of our men attended some of these teach-ins and found them very educational—a chance to express our views and share ideas with other students and faculty. May 7 and 8 were set aside by the CSU President as "Days of Concern." No punitive action was taken for missing classes and those days were used by us for a deep exploration of and to recommendations for public policy regarding the issues that strain the good will of our people.

Our Chapter feels that the "Days of Concern" were beneficial to those of us who care about what is going on around the world and we are grateful that the University did not shut down because of conflicts with graduating seniors, credit transfer, etc. Our Chapter is generally against a strike, for we feel that our purpose at this University is to gain an education, not lose one, however we feel that these guest speakers and teach-ins are helping tremendously to broaden our education and waken the apathetic people to an awareness of current problems.

—Epsilon Omicron Chapter

## EMORY

We too feel the anguish and dismay that these deaths have caused on campuses around the country, first, because of the immediate loss of life, but, more importantly, because of the implications of this violence that more violence will be seen before things get better. The country is now overrun with extremism to the left and to the right, and it seems the vast majority of people in the middle, regardless of age or education, are content to remain apathetic to this serious condition.

When National Guardsmen shoot war protesters, Veterans of Foreign Wars condemn conscientious objectors, and presidential decisions only serve to split the country into two camps, it becomes evident that something positive must be done before America finds itself completely divided.

We should wish first that members of the fraternity world would not be found on either side of the extremism—neither pulling the Kent State triggers nor burning the ROTC buildings—but if this is not possible, we hope that all Greeks, and particularly Delts, because we are Delts, will act with rational judgement to apply their college experiences wherever possible to combat rash actions on either side and work toward a unified goal of national peace and understanding.

—Pat Crenshaw

## AUBURN

The fact that protest is taking place at all at Auburn University demonstrates how widespread controversy on the college campus has become.

Usually all we at Auburn know about protests and demonstrations is what we read in the newspapers about other universities. Now this is changing and Auburn is starting to get involved. Even so, the reaction here has been characterized by conservatism and sometimes apathy.

Students can be classified into four types: (1) those who agree with and actively participate in the protests, (2) those who don't necessarily agree, but who take part regardless because they are interested, (3) those who disagree and therefore don't get involved, and (4) those who couldn't care less about the whole situation.

I imagine students at all universities can be classified in this manner. The numbers in each class make the difference. The first two classes here at Auburn make up a small minority.

The demonstrations that have taken place have been conservative and non-violent to the point of boredom. More excitement would be beneficial in that it would generate more interest. Impressive in spite of the general calm has been the overall concern for "what the other fellow has to say."

The chapter's attitude toward the controversy on our campus has been: get involved, but keep things cool. We need to worry more about the first part and let the second take care of itself.

With greater interest and greater involvement, the present trend could be a step in the right direction for Auburn. Issues of concern need to be discussed. At last, we at Auburn have a chance to show that our conservatism doesn't have to be overshadowed by our lack of concern. Maybe you can teach an old dog new tricks, even if the old dog is the student body of a Southern university.

—Wally Weaver

## TENNESSEE

In writing this, I must describe only what happened here at the University of Tennessee. These reflections are obviously tainted with my own opinion and I don't deny that fact. Here at UT the strike was a failure; education was a success this quarter. The strike was called for three days and it was not actively supported by about 24,000 of our 27,000 students. For most of us, we found ourselves struck by the faculty which frequently called classes.

The strike took on a carnival air with laughing, smiles, and just plain "foolin' around" on the part of the "mourners." These so-called "concerned students" never once seemed to care about the four dead students at Kent State or anything other than their petty games. We here at Delta Delta were planning for the installation of the new chapter at Tenn. Tech, Zeta Epsilon. Leaving for Cookville, I wondered if UT would avoid violence and destruction. UT did survive the strike, but not due to any wisdom or foresight on the part of the strike organizers.

In a discussion that I had with some people actively involved with the strike, I found a value system which warps the basic drives which makes a man the creature that he is. I found that these people resent competition; in the classroom, in sport, in politics, in every situation that it is found. The only reason I can find for this feeling is that these people simply can't make it, in anything. The Fraternity teaches men to make the best of themselves, and to be leaders in their fields and communities. The losers have organized themselves and decided that the competitive man must be destroyed. Along with this destruction goes the destruction of the American system of freedom and democracy. Now is the time for the fraternity men to take back the leadership of their campuses, and institute progressive change, within the "system."

To those who feel the events of the past few years prove that the American system will not work, I ask this: Did YOU vote in 1968 and will you vote in 1970? If your answer is no to either of these consider this: For all your protests you have been an ineffective part of the system, because you registered for the draft and never demanded the right to vote. Think of all the change you could have brought about if you had had the vote and then protested. Think of the lives you could have saved in Vietnam and Kent State. So stay in school and get all the education you need to be a complete citizen and don't make the same fatal mistake twice.

—Richard C. Long

*The following observations are those of an undergraduate who prefers to remain anonymous. The article was received at the time of campus uprisings following the Kent State University deaths.*

# Profile Of the Revolutionary

I HOPE America's leaders don't misread what's going on. They could bring all the troops home tomorrow, and the Revolution would still go on because the object is to destroy the military establishment. They could free all the Black Panthers tomorrow and let them run the streets, and the revolution would continue because they want to destroy the courts and the "white-man's law." If all the pollution were brought under control tomorrow, it wouldn't matter because the Rads want to destroy the capitalistic economic system. Nixon could resign tomorrow, and it would mean nothing because they want to bring down the government. Che Guevara himself could be President, and they would still try to tear it down. So don't confuse the demands of the Rads with their aims. And don't underestimate them. They have a tremendous following among the young, and their numbers are growing all the time.

Nevertheless, they aren't much of a threat to anyone but themselves. First of all, they are lazy. That was obvious here this week. They could have shut this school down before the Guard got here, but it would have meant a lot of hard work. They want it all now, right this minute. They have a lot that way as it is. They have a lot of money, so they can get food fast and a place to stay. They get sex easy too because it's getting tougher and tougher to get pregnant unless you really want to. They have instant happiness too—in the form of marijuana, and even some of the hard stuff. They have been told their whole life that they're the finest, brightest, loveliest, most wonderful people who ever trod the earth, and the silly asses have actually believed most of it. Most of it, because they know they're human, and for that reason they let their hair grow and wear strange clothes and things—they know that they are not as great as they've been told they are so they try to defile themselves and freak out their admirers (parents, teachers, etc.). But every man jack of

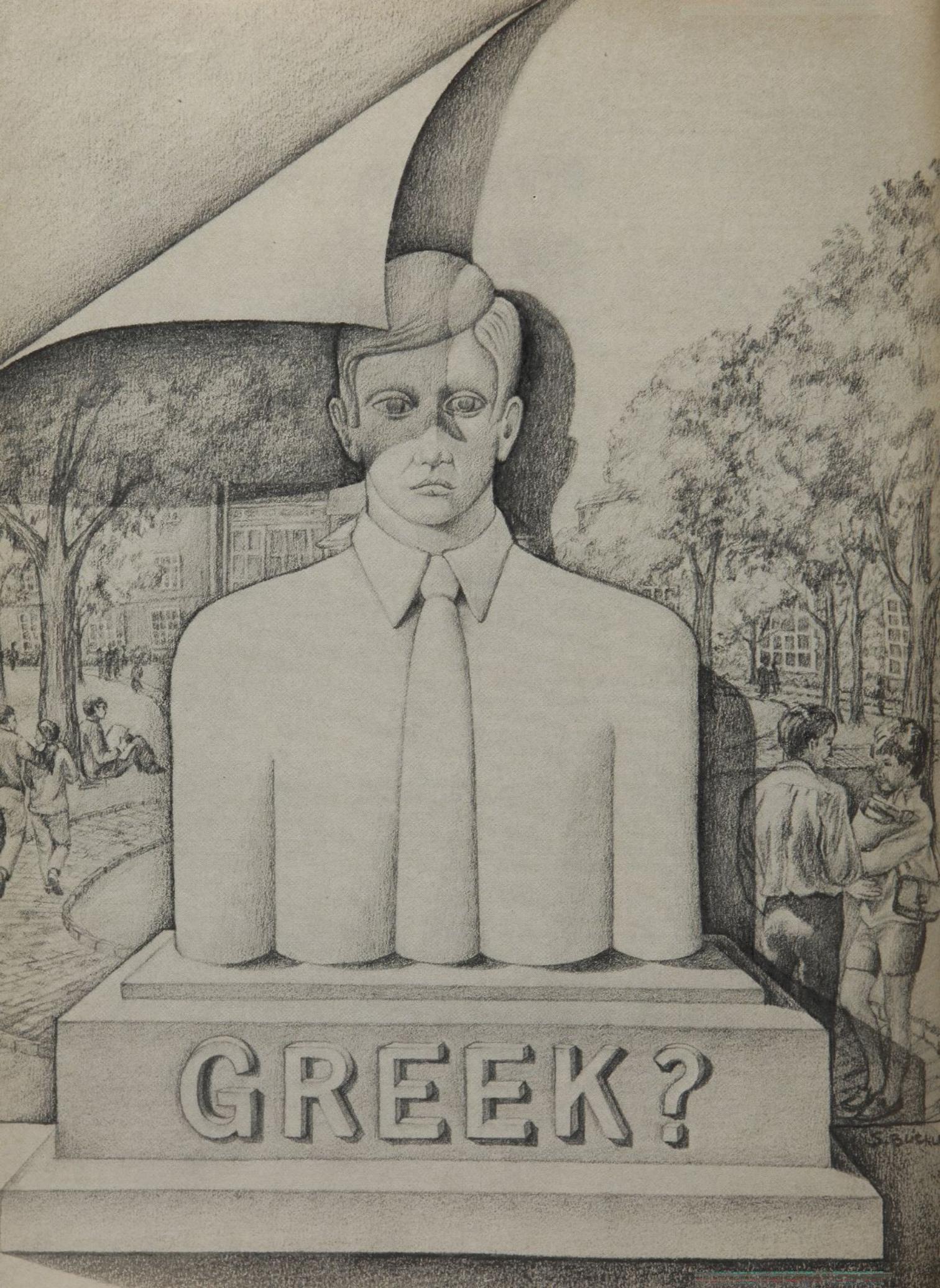
them still thinks he's pretty intelligent, good head and no hang-ups, that he's got the whole sordid world all figured out and knows all the answers and even more of the questions, so they don't listen anymore, not even to each other.

That's why they'll never make it, despite all their brave words and posturings. They simply can't stand each other. Have you noticed that this movement has no leaders at all? They have their heroes: Che, Huey Newton, the Chicago 8, but they have no leaders. That would mean admitting that someone was better, smarter, tougher than they are, and none of our peerless revolutionaries are going to admit that. They want to have their revolution and make it themselves, all by themselves, alone. A good revolution demands organization and a transcendent morality, and the current Rads have neither.

They're confused. They're grasping for anything, and most of them are pretty scared and alone. They are only dangerous to themselves. Together they get pretty hysterical and try playing one-up in cynicism or they just blow their minds in a big or little group. This is the suburbia generation. They have seen their parents leading senseless lives and saying all the time how great it is, and the kids just can't put the two together and make any sense out of it. Parents think their kids are turning against them but it's just the opposite: the kids are yelling and screaming for someone to help them and give them a few answers and nobody hears them.

Right now the kids have one tenuous tie to reality left, and it's a pretty healthy one. They have fine music. Their parents can't hear them; the schools run them through a depersonalized sheep-run; sports, sex and drugs simply divert them for a while without giving any answers. But the music helps bring it together. That's the secret hope of the Woodstock nation, that the music still holds them to the world in a meaningful way. Listen to their music, especially Simon and Garfunkle, the Credence Clearwater, Bob Dylan, Johnny Cash and a few others. Those are the ones who say something in their music. The kids don't really groove with the Steppenwolf, Jimi Hendrix, Joe Cocker and the like, except when they're stoned. Simon and Garfunkle are the most important, and if you want to know what the kids are like, listen to the "Bridge over Troubled Water."

The kids talk a lot about love and joy, mainly because they've heard that a good revolution runs on love and joy. But they dogmatize both, they beat their thin chests and proclaim the wonders of revolutionary love and joy. Love means bedding down with anything that comes along, and joy is feeling good when you lay out a cop with a rock. When you have to be dogmatic about love and joy, then you don't know a whole helluva lot about either. What they are saying is that they have known neither, and they know it, and couldn't someone please make the music come true: can't someone please put down a bridge over troubled water instead of tear gas?



GREEK?

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## PART III

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# Fraternity Issues



edited by

JAMES W. SAVAGE

University of the South

A Dean's List student at the University of the South, Jim Savage has served as scholarship chairman, parliamentarian, and archivist of Beta Theta Chapter. Although he will enter his junior year this fall, he already has served as a member of Delegate Assembly, Order of Gownsmen, and student representative to Faculty Curriculum Committee. An amateur film maker, he won a prize at Sewanee's first student Film Festival.

WHEN Beta Theta Chapter at Sewanee was asked to edit this section of the *Rainbow Review*, I was not at all prepared to comprehend the similarity of concerns felt by different chapters around the country. The problems of fraternities today at different campuses are complex and relate to the problems of fraternities in general rather than to internal disorder as in the past. So there are similar threads running through all of the articles. Modern dormitory construction and loosened social structures have dulled the appeal of Greeks at many universities as they no longer offer the only opportunities for enjoyment of the non-academic part of college life. The growth of a new individualism among the young has had repercussions on fraternities in several ways: first, by manifesting itself as a desire for identity, an identity that fraternities can sometimes offer; and secondly, as a revolt against stifling demands for conformity, which is also a sometime characteristic of fraternities. All of them seemed to be saying that individual chapters need to be allowed to use more of their own discretion in deciding how to best work out their own problems. One keynote is cooperation with fellow Greeks; another is to beware of the danger of confusing the need for "brotherhood" with demands for rigid conformity. Finally, we must remember that while the Shelter may be a safe harbor, it can never again be a hiding place, not on the campuses of the seventies at any rate.

JAMES SAVAGE

# DELTA TAU DELTA in A TIME OF CHANGE

By DARRELL A. POSEY

Louisiana State University

IT WAS for me a tremendous opportunity to be able to work on the Fraternity staff during the summer and fall of 1969. This unique position of being a member of the staff while still being an undergraduate allowed me to speak to members of our chapters frankly about problems within their respective groups, but more importantly this also allowed them to speak to me frankly about problems facing our Fraternity as a whole.

None of us can be unaware of the spreading "anti-national" sentiment among fraternity chapters. Indeed Delta Tau Delta has been fortunate up to this time in dealing with this matter. I have found, however, that there is much of this very sentiment riding, although quietly for the time being, even in our traditionally conservative chapters of the South.

Times are changing rapidly and "the establishments" are all facing a real problem of self-justification. Certainly the fraternity system must do the same. Delta Tau Delta has been trying for years to encourage, push, or otherwise insist that her chapters be able to justify their existences—to become an adjunct to the university, to eliminate hazing, to do away with childish pledge training, to encourage good scholarship, social and cultural programs. In doing this we have succeeded in guiding most of our chapters in the right direction, but have failed to apply these same principles to our own National Fraternity.

Why do we want to be Delta Tau Deltas and not just members of any local fraternity? For the name "Delt" which is spread throughout the United States and Canada? Perhaps this is part, but there must be more than this.

There must be adequate programs, adequate services, adequate activities, adequate assistance to say "Certainly we are in Delta Tau Delta because we are proud to be Deltas and are vitally a better fraternity chapter because of it!"

Because we have met these criteria in the past does not guarantee us that we are meeting them today or will continue to do so in the future.

Please let us not fool ourselves into thinking that our chapters are satisfied with the present systems. Please let us not fool ourselves into thinking that Delta Tau Delta Fraternity is not being required to justify its relevance on today's campuses. Please do not let our Fraternity fall into the rut of worrying with minute details and arguing about minor technicalities while overlooking (or avoiding) the real issues of the day.

I am genuinely concerned that if we do not take drastic steps toward change now—immediately—we will soon be reaping an unpleasant crop of results that will weaken, if not destroy, our great Fraternity. We must keep Delta Tau Delta the recognized leader of the Fraternity world.

## Regional Workshops

Perhaps the most inexcusable area of all in which we are avoiding our undergraduate chapters is in the realm of officer training. We rely almost entirely upon hand-me-down knowledge from president to president, vice president to vice president, and so on. This may be sufficient in strong chapters, but this procedure only tends to compound problems in weak chapters.

It seems obvious that of first priority is a system to train and educate our officers. Regional or Divisional Workshops seem to be the best answer. By bringing together officers faced with the same tasks, we can equip them with proper, effective, and proven materials and techniques *before* they start off on the wrong foot.

The major officers in any chapter are: president, vice president, treasurer, and pledge educator.

Pledge Educator is one of the most ridiculously underemphasized duties in Delta Tau Delta. Few

chapters realize the importance of this office; few chapters realize that one bad pledge education program can change the entire character of the chapter in a very short time. The Pledge Educator should be an *elected* officer of the chapter. In fact, to emphasize his importance, the rank of *Vice President* for Pledge Education can be and is helpful in many chapters to convince the Brothers that a sound pledge education program is of top priority.

These officers should be brought together in separate groups (i.e.—all presidents in one group, all vice presidents in another, etc.) and oriented properly with the duties and responsibilities of their respective offices.

These workshops would have several distinct advantages: First, they would provide for a maximum amount of interaction between undergraduates with similar interests and problems. Second, a great deal of “feedback” on Fraternity operations and problems associated with it could be heard. And third, we would be providing a *prevention* rather than a cure, *education* and *training* rather than correction and reprimanding.

#### The Undergraduate Council

Since its inception under the administration of Former President Tom Clark, the Undergraduate Council has become a shining light in the Fraternity world. This year under President Robert Hartford the Council met in joint session with the Arch Chapter to discuss problems of and programs for a rapidly changing Delta Tau Delta.

This historic meeting, the first to combine efforts of undergraduates and alumni in policy-making since the early years of the Fraternity, indeed indicates the earnest efforts by all in authority to seek the right direction for our Fraternity.

The success of the Undergraduate Council has proven to many former skeptics that students do know what they want and do have constructive ideas of how to achieve their goals. The tremendous success of the joint meeting of the Arch Chapter-Undergraduate Council has hopefully set a precedent not simply for other such meetings, but also other programs for expanded utilization of undergraduates.

There is still much room for improvement of the Undergraduate Council:

- A shortage of time still handicaps the effectiveness of the Council. By the time members get to know each other, the meetings are over. More frequent and longer meetings, although expensive, would solve this problem.

- There is still too much time spent in dealing with matters that are impossible to legislate on a “national” level. More time should be spent discussing the Fraternity and its relationship to its undergraduate chapters, alumni chapters, and other fra-



A June graduate of L.S.U., Darrell A. Posey has served the Fraternity at chapter, division, and international levels. He was a member of the Undergraduate Council and the Rainbow Editorial Board, program planner for the first Regional Leadership Conference of the Southern Division, sergeant-at-arms of the 1968 Karnea, and adviser to Epsilon Psi Chapter at the University of Southern Louisiana. He served in several offices, including president, for his own chapter and was elected to Omicron Delta Kappa for outstanding campus leadership. He plans to enter Law School this fall.

ternities. We must allow more time for discussion of internal problems within both individual chapters and the Fraternity as a whole. Here again is a tremendous chance to get maximum feedback from responsible undergraduates.

- It became apparent at the Arch Chapter-Undergraduate Council meeting that the members of the Undergraduate Council did not represent an accurate cross-section of our Fraternity chapters. Generally, the chapters represented were chosen because they were above average according to staff and division evaluation. Thus, the Council had in effect isolated itself from some diverse viewpoints and ideas. Striving to get a better cross-section at future Undergraduate Council meetings would improve the overall effectiveness of the group.

- Continuation of the interaction between Arch Chapter and Undergraduate Council members is essential. The formal dialogue within the meetings, as well as the informal discussion between sessions, is most meaningful and inspiring. There can never be too much dialogue between undergraduates and alumni.

(Continued on Page 44)

# Why We Aren't Coed Yet

By PAT CRENSHAW

Emory University

WHAT TRUE DELTS heart and dirty mind did not leap when he read national newspaper articles on other fraternities that had gone coed successfully?

Surely our entire house at Emory has trembled at less, but this idea had some slight plausibility to it, because we had laughingly considered the possibility of turning our three-room upstairs wing over to girls for a long time.

It was not surprising that this topic took up a goodly portion of some of our goodly chapter meetings and a goodly amount of bathroom and bulletin board graffiti space.

If you are not already aware of the liberal atmosphere that hangs over Emory University (the "Harvard of the South," as we like to call it) and the Emory Deltas (or "those snob hippie freaks," as our Gamma Psi friends like to call us for some reason), then you will need to become acquainted with our relatively unique campus system.

If you don't think I explain it very well, feel free to drop by Emory in Atlanta, Ga., and pick up on our life-style. Emory's big selling point is that by enrolling here you become eligible, nay, destined to spend half your life in the library colossus and learn nothing that is anywhere useful in whatever you do when and if you ever get out.

Naturally, then, until recently Emory provided NO social life or athletics to speak of. This inspired one ex-Dean to say, "Why there's no place on this darn campus where I can kiss my wife and not feel embarrassed," and he was right, and so all of the Emory dormitories got open house hours, and now there are plenty of places where the Deans can kiss their wives.

Our highly efficient IFC monster organization naturally got on the



Pat Crenshaw, a history major at Emory University, plans to attend business school there after graduation next June. He is executive editor of the "Archon," Emory's literary magazine, and treasurer of Beta Epsilon Chapter. Outside interests include "rock music, pop festivals, feedback, and study of the American subculture." Pat graduated from high school in Avondale Estates, Ga.

stick, and he got open house for the fraternities too. At first it was only "open house" on the weekends, then five-day-a-week, then twenty-four hour open house, after a lot of pressure.

Anyhow, so all this inspired the Deltas to start bringing dates over more often than to watch the tube or for Thursday night dinner, and all of a sudden Deltas started dating instead of engaging in the traditional Emory pastimes of drinking beer and transferring to Georgia. Shortly thereafter we started railroading revolutionary coed programs through chapter.

I can still remember the chapter meeting when we voted to make the study room available to girls. This motion was vigorously challenged by

the old-guard seniors, who painted pictures of the study room as the last bastion of male supremacy in the house.

The real reason they didn't want to go public, so to speak, was that they wouldn't be able to play the turn-off-all-the-lights-and-beat-up-on-whatever-pledge-made-the-unfortunate-decision-to-study-that-night game.

Fortunately, hazing and the old-guard seniors are no longer with us, and the study room went coed.

The next chapter meeting, incidentally, one of these seniors warned us that by opening the study room we were taking a tragic first step, and in four or five years we would have girls *living* in the house, and we wouldn't be able to run around naked on hot afternoons any more. Like I said, fortunately these seniors are no longer with us.

Anyway, after this the next logical step was the creation of our Little Sister program, and now that that has proved to be a success, doesn't it follow that the next logical step is to go coed?

We thought so, because all of the Little Sisters knew everything that would happen in chapter meeting before it happened, anyway. So word sort of leaked out that we were thinking about going local, oops, coed, and rumors abounded in the girls' dorms.

We assigned our publicity chairman to plant rumors, so he would have more to do than carve DTD on desk tops during class. He has already hit 73% of the desks on the Emory campus, as was proven in a recent survey by the campus newspaper, so you can see how efficient he was.

We also got more girls interested in us this way, and we had no trou-

(Continued on Page 43)

# Better Coed Than Dead?

By DAVID R. BURCH

Louisiana State University

ONE OF THE issues now being discussed more and more throughout the country is the idea of co-ed fraternities. This idea should not be dismissed as merely a passing fad or an attempt to change the Greek system to the point that it would be destroyed.

Many chapters will probably be faced with the prospect of either going co-ed or closing down within the next few years. Now is the time for this question to be considered before it is too late.

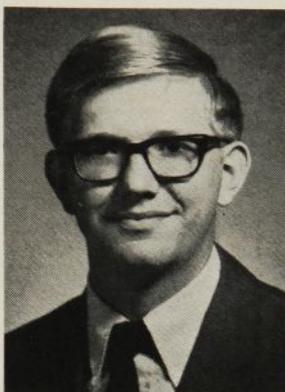
As more and more of the colleges and universities are opening co-ed dormitories it becomes apparent that pressure for the fraternities to change will increase.

Essentially, the colleges are doing this for one of two reasons. Either, the administrators have realized that their students are mature, responsible adults, and they have sought to provide them with the type of housing they desire. Or, many colleges faced with the prospect of having to close empty dorms because students choose to live in apartments as soon as they possibly can are liberalizing their regulations, and the regulations that require students to live in the dorms are even being tested in the courts.

The schools are being forced to change their regulations in order to make dorms more competitive with apartments. And, as the colleges change their regulations, fraternities on many large campuses will be forced to change also.

Fraternities were at first welcomed with open arms on many campuses because they provided food and housing for many of the members of the then all-male student bodies, and thus took a great financial load off the schools.

Now, however, most of the schools have developed well-planned and expensive dormitory programs which compete with the fraternities.



David Ryan Burch, a high school honor graduate at Hughes, Ark., has continued his academic record during three years at Louisiana State University. A political science major, he is in Honors College, on the Dean's List, an L.S.U. Alumni Federation Scholar, and winner of the Delta Tau Delta Scholarship Award. He also plays trombone in the Tiger Band.

In the past, the fraternities provided the most comfortable quarters on the campus, and men were eager to move from the dorms into the houses.

Now, many luxurious dorms have been built with the idea of providing non-Greek men with housing comparable to that found in the Greek system.

The colleges have thus brought their housing into a more competitive position with that of fraternity housing. Possible changes in the future could force the colleges to make their housing even more competitive than that of the fraternities.

If college housing, then, becomes more attractive to the student than fraternity housing, there is the distinct possibility that many prospective members might decide they

would rather live in a co-ed dorm and would prefer the social advantages which that could bring over those which could be found in fraternity living.

Certainly, this is not to say that the only reason for joining a fraternity is to be able to live in a fraternity house, especially, since many chapters do not have their own housing; but, the house has a great deal to do with the choice of fraternities, or why would so much rush activity be centered at the house?

It is quite possible that many people would weigh the social advantages of living in a house with a group of boys with those of living in a dorm with girls and having lounge and recreational facilities equal or superior to those found in the Greek system. This is a point to be well considered before saying that the fraternities can remain the same even when the campus changes.

The idea of a co-ed fraternity is summarily rejected by many men because they feel the fraternities were founded by men for men. This isn't necessarily so.

The fraternity system began at a time when women either did not attend college or attended one of the few all-female institutions. Thus, the possibility of women ever being initiated was probably never considered.

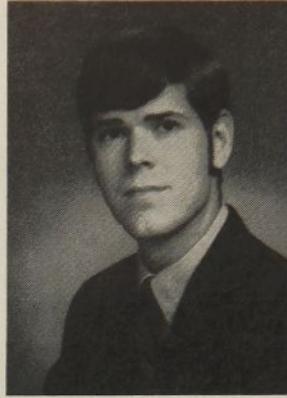
It has only been with the opening of institutions to women that the question of co-ed fraternities could ever be thought of.

Perhaps fraternities should take a cue from the Ivy League schools which, after centuries, have now opened their doors to students of the opposite sex.

This same phenomenon can be seen in non-public institutions throughout the nation, including many with strong Greek systems.

*(Continued on Page 43)*

# The Challenge



# Of Drugs

By DAN HANSON  
South Dakota

SHOULD the fraternity dictate the actions of its members? This is a serious question that is confronting Delta Tau Delta today. The phenomenal growth in the use of marijuana, speed, and LSD among college students in America in recent years has seriously affected the fraternity system.

At a meeting of the Undergraduate Council of Delta Tau Delta on March 22, 1969, a resolution was passed stating:

*Resolved, that any member found in the nonmedical use or possession of narcotics, marijuana, and any of the hallucinogens while on Fraternity property or at Fraternity sponsored and/or organized events, is subject to expulsion and other appropriate disciplinary action.*

This was a necessary step in view of the present laws on drugs. The chapter houses of the Fraternity must protect themselves from being closed by state and federal authorities. According to the resolution, a member of Delta Tau Delta may use drugs as long as they do not imbibe within the confines of the shelter.

At the same time, the Fraternity should take a stand on the drug issue itself. Delta Tau Delta could become a leader among fraternities in furthering research and education concerning drugs.

Until the people know more about the effects of drugs, there will be no change in the attitudes of those who are opposed to a relaxation of the present strict laws. By taking an active and concerned stand on the drug situation, many benefits could come

Dan Hanson received his bachelor's degree in June from the University of South Dakota, where he majored in history. During his undergraduate years, he was active in campus affairs, including several student government committees and the presidency of the History Club, and was selected for membership in Omicron Delta Kappa. He plans to enter law school this fall.

about for the Fraternity and society as a whole.

It is extremely disappointing to many Delts that the Fraternity has decided NOT to take a courageous stand on this vital issue, therefore remaining safely (and anonymously) in the background.

The fraternity system is an old, established institution in America. To remain a part of our system, it must accept changes and even initiate change.

Today's students are changing—hopefully for the better. Since Delta Tau Delta's very foundations lie in the youth it pledges year after year, it must appeal to the new breed of college youth. By staying aloof from the drug issue, or by taking a reactionary stand, the fraternity will soon find itself no longer a part of the college scene.

Delts are no different than any other college students: they often have a desire to try and use various drugs. Today, drugs are merely a part of the total college environment. Speed, LSD, and grass are in abundance nearly everywhere; and everywhere they are presently extremely illegal!

The question here is not whether a person should take drugs or not

—everyone seems to have their decisions already made on this issue. The question that faces Delts is "What stand should the Fraternity take on the use of drugs by its members?"

Undoubtedly, the vast majority of Delt chapters in the country are faced with the situation where many of their members indulge in drugs. No chapter wants to expel any brother for this reason. However, the national Fraternity seems to imply that anyone who is known to use drugs should be deactivated. This puts the entire chapter in a paradoxical situation—a situation for which no one asked.

Delta Tau Delta is known as a forward looking, progressive fraternity. Therefore, I issue a challenge to Delt leaders across the country to take a more enlightened, liberal approach to the use of drugs.

It is only a matter of time before our country takes a new view on the drug situation. The Brothers need help and guidance on this issue; alienation from the Fraternity will not solve their problems or the fraternity's problems.

Users of drugs face enough problems as it is from the antiquated laws of the United States. There is no need for Delta Tau Delta to further endanger its members by threatening "expulsion and other appropriate disciplinary action" towards those who are in the questioning, inquisitive stage of their lives.

There is a need for Delta Tau Delta to investigate this problem in order to provide a sound base for establishing a policy in the future.

# An Opinion



# On Change

Craig Reinhart, a charter member of Epsilon Sigma Chapter, graduated in June from Athens College. Among his achievements was authorship of a play that won first place in Skit Night of Greek Weekend. His major field of study was biology.

By CRAIG REINHART  
Athens College

I BELIEVE in Delta Tau Delta . . . . . This opening line in the Delt creed is not only words but a way of life for over 80,000 living undergraduates and alumni Deltas. These words have helped to strengthen many a man when all other visible signs of things to hold on to were gone. Even today in this time of youthful revolution and change, there are Deltas who cherish those words and the others that follow.

The above paragraph is a very idealistic statement to say the least. To say that all the living members of Delta Tau Delta really care about their golden crescent is absurd.

I see things that I would not expect from Brothers or friends being done everyday to tarnish the badge and I really have to stop and wonder why. Is it because of the members or is it because of the Central Office or is it because, as Bob Dylan says, "The times, they are a-changing"?

I think the last statement is the major cause but the two others are secondary. I say this because never before have so many people gone in so many varied directions. They term it, "Doing their own thing." I term it "Suicide."

What you have is people going their own way, thus you don't get the participation or the backing that the chapters once enjoyed.

Why? Is it because everybody wants to be his own man, or everybody wants to be Mr. Hard Guy and nobody wants to do the work?

No. The youthful revolution has taught one thing, if you want some-

thing bad enough and you're vocal enough, you will get it for next to nothing, excepting the time you spend in jail.

Today we can get what we want in school by striking and picketing without all the added trouble of going through proper channels, so why take the hard way when civil disobedience gets much more accomplished over a shorter period of time; or does it?

History teaches us that revolutions that are successful usually last a relatively short time and usually fade away after less than a decade. The same is true of youth rebellions, simply because the young radicals have a habit of turning very conservative as they grow older and marry. This is the cycle of change. The age of the youthful protest, the peace sign, and love are all a part of it.

In order for the fraternities to keep up with this change, something should be done to make the Fraternity on campuses relevant to what is happening today. The Fraternity must work in such a way that every member is doing his own thing because his own thing is included within the Fraternity; or the fraternity system will perish for this decade at least.

In addition to this article, Craig Reinhart contributed four poems to the special issue. They appear on page 39.

You may ask yourself what can be done to make the fraternities more relevant for today. The key word is participation, not only socially, like so many fraternities and chapters have limited themselves to in the past, but in every aspect of college life.

The chapters must become living, breathing members of the college community, not just a select group of socialites looking for a good time. Those times are past. Involvement is the key now for tomorrow.

Get involved with campus problems, show your favoritism or your objections, but do not act as if they are not there. Offer something to the Brothers other than just a social club, offer them something exciting and different, become involved as a chapter in what every last member of the Fraternity wants to become involved in.

If a brother sticks his head on the chopping block, do not let him get it chopped off, back him. The members, after somebody gets the axe, think that if they were in the same position the Fraternity would not help them either so they slowly drift away fighting their own wars alone.

I appeal to Delta Tau Delta and any other National who reads this to use LSD in the programs in the future. The LSD I refer to is not the mind expanding drug but Loyalty, Service, and Devotion, in every aspect of college life with great helpings of participation and involvement.

Then the fraternity system will once again flourish by "Doing Its Own Thing."

# Defense At Arizona

Bill Biles, a senior philosophy major at Arizona, is president of Epsilon Epsilon Chapter. He also has served as social chairman and little sisters chairman, and was named 1969-70 Delt intramural athlete. A native of Danville, Ky., he transferred to Arizona from Rollins College after his freshman year.

By BILL BILES  
Arizona

ON THE CAMPUS of the University of Arizona there are now just over 20 fraternities and only 14 sororities. In 1967 there were 28 fraternities and 15 sororities.

The enrollment at the University of Arizona is about 25,000 and the Greek population is approximately 1000. The Greeks here, as well as on many other campuses, are declining and withdrawing into themselves. That the Greeks are on the defensive here and fighting for survival is self-evident.

Pat Halloran, executive director of Pi Kappa Alpha, spoke here in April before a joint meeting of PanHellenic and I.F.C. and one of his points was that the Greeks are suffering from "a huge inferiority complex."

No longer are the things that fraternities once stood for so important to the incoming freshman. The college student of today is one that is keenly aware of the world and the watchwords are "relevance" and "individualism." Yet many chapters all over the country cling to the outmoded system and ideals that were adequate a decade ago.

Many houses at the University of Arizona complain that the caliber of

men going through rush now is inferior to that of previous years, that IFC is too weak to function properly, that the only publicity they receive is bad.

Why is it that these problems plague the Greek system? There are many reasons for the above problems. Most however stem from the fact of house rivalries and the decreasing number of men participating in the system.

IFC is weak, but only because the individual houses and men do not believe in the concept of fraternities enough to be able to work together. The main reason seems to be that since the number of men going through rush is declining, each house has to fight for its share and many would rather see a man independent than pledged to a rival house.

Houses rejoice at the possibility of their competitor going off campus. This brings a first major point of defense which is within the system itself. The in-fighting among the several houses is enough to make each house defensive for its own respective position.

Another reason that the Greeks are on the defensive is because they are

not sure of what exactly they have to sell. "Brotherhood" and "Unity" do not seem to pledge men these days. The houses now are made up of "individuals" who are self-centered rather than Greek-centered or house-centered. What do the Greeks offer?

In this competition geared time it takes a strong dedication to one's self to get through. College is tough and with all the time it takes to attain good grades, who needs some other burden of responsibility? Co-ed dorms and apartments offer a man the necessary place for study and relaxation. Let us not deceive ourselves into thinking that the fraternity possesses an infinite number of advantages.

Yet the fraternity system does offer an identity in the computerized colleges of America. It does offer a chance to meet people who will become your lifelong friends. It does offer an opportunity to develop leadership. And it does offer to young men a chance to develop along mature lines by the close daily interaction among the members and pledges. This is an invaluable lesson for the future life of everybody, how to work with people.

Yet for all these advantages the system is still fighting daily for its survival. Many students do not want to be identified as a member of anything, especially a fraternity.

Perhaps they are afraid to become involved. Perhaps this is because they are a symbol of the past. Maybe it is because Father was a Greek and he is an authority figure. Rebels and radicals are not usually to be found in the Greek system, at Arizona anyway.

Fraternities unfortunately are often stereotyped. "If I join Delta Tau Delta I'll be known as a \_\_\_\_\_" is too often what the student will say to himself. This is a great problem at Arizona. Every fraternity and sorority suffers under a one word pigeon-hole to the rest of the campus. Indeed "Greek" carries with it the connotation of parties and women and poor scholarship.

Since these problems arise, another has to follow as the effect. The major effect is that there are fewer pledges to go around. The fraternities constantly find themselves defending their position. Thus if one house takes too many men in rush,

## Comment on Life

By JAMES KEELAN

Life is not for those who see promise,  
But rather,  
Life is for those who promise to see.

another may have to close its doors.

This fact does very little to effect Greek harmony. After a point is reached the individual fraternities have so little accord that they cannot stand together against any opposition. Therefore each unit is separate and unequal and on its own to stand the opposition by itself.

Today is the day of the radicals and loud minorities. They are the ones who make the papers. Many of these organizations that are campus-oriented are anti-Greek. They make the print, not the Greeks.

The Greeks are considered a conservative faction because they are living in the past in many cases. They are one of the few groups that still have such a traditional selection system. The radicals have a cause that is as fresh as today's news, but the Greeks reach for tradition and the past.

Rising costs are yet another problem confronting Greeks. Defending the rising costs of house bills and an assessment against the fixed, lower cost of an apartment is pretty hard to do. All a house can do is point out its advantages and sell the man on the people he will surround himself with and the rest of the advantages the Greeks possess. Yet it is also hard to defend the fact that many of the house members are desirous of moving into apartments.

Greeks are on the defensive for many reasons at the University of Arizona. The competition with apartments and for the press is keen. The system must move much faster into the 70's. The past, especially the last decade, is looked upon with unfavorable eyes.

Scholarship must once again be the key to a fraternity, with enough social life to relax the individual, because students now go to college to pave their way into society.

Individualism cannot and must not be hindered. It is not necessary for a fraternity to constantly fight for its life as long as its members keep open minds and are happy among themselves. Progress must come first and a collective individualism must be the mode.

The offense usually wins the game if it is prepared to defend itself. Fraternities must take the lead in moving forward, both through the campus and the system.

# Analysis of Dissent

By JOSEPH PEEPLES, JR.

Southwestern Louisiana

Joseph D. Peebles, Jr., completed his senior year at the University of Southwestern Louisiana in June. A personnel management major, he was a charter member of Epsilon Psi Chapter, and served in the positions of vice-president and sergeant-at-arms.

**I**N ANY Democratic organization in which the policies and decisions of that organization are the direct or indirect result of majority consent, an individual will, on occasion, find himself holding a minority opinion. Should he choose to act under such circumstances, his action may be deemed by his Brothers as "irresponsible."

At this point it is plausible to ask, "exactly what are the responsibilities of a dissenter to his chapter and to himself?"

The dissenter enjoys one small advantage over the majority in that he need not defend the present popularity of his position. However, his task is really much greater in that he must force the majority to defend its position and then attack the popularity of this position.

He is also subject to a situation in which he cannot draw upon outside support. He must convince the membership that his viewpoint is reasonable, practical and better than that of the majority.

Therefore, the dissenter must, as his first responsibility, present a constructive reasonable argument. Criticism for its own sake without alternative is ineffective, frustrating, destructive, and generally insulting to the intelligence of fellow Brothers.

Perhaps the second responsibility is conviction. This implies a certain amount of courage. If an individual does indeed disagree with a policy or decision of his chapter, then he should consider it his responsibility to so state.

Perhaps he has noticed some aspect which has been overlooked by others or perhaps his alternative contains some real merit worthy of consideration by the chapter as a body.

In any case, to follow as so many

sheep, while basically disagreeing because the word came from "on high" is to do a disservice to himself and his chapter and breeds discontent.

The final responsibility is respect and acceptance. In order to achieve his ends, the dissenter must command the respect of his fellow Brothers.

This is absolutely impossible if he does not likewise respect them. He must realize that they are also intelligent individuals, having reasons for their beliefs, and expect and deserve reasonable, intelligent arguments for changing their opinions.

The individual who falls into the trap of considering himself superior to those around him, who are not deserving of explanation because they would not understand, assures himself of failure.

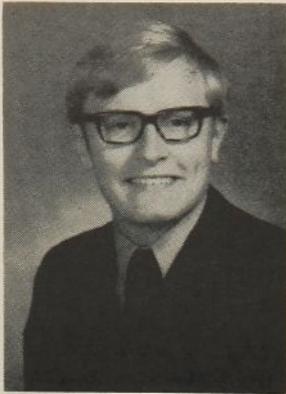
Respect also incorporates an obligation to face the source of disagreement, be it another individual or the entire chapter, with the problem, rather than evade the opponent and talk "behind his back." This is fruitless, in that the source of the problem is never reached, and disrespectful in that it allows no defense.

Finally, one must be willing to accept the new decision of the majority, whether it agrees or disagrees with personal opinion.

While dissent concerning the importance or means of achieving an end is justifiable, to continue after a decision has been reached is useless and frustrating. It also robs the chapter of much-needed support, your support, which is needed to accomplish that end.

Also, from a purely strategic standpoint, the person who "takes his ball and goes home" often finds himself in an empty field while his Brothers have found another ball and continued as a group to progress.

By TED THOMS  
South Dakota



Ted Thoms, president of Delta Gamma Chapter, is a senior government major at the University of South Dakota. A native of Sioux Falls, S. D., he has served in various student government and campus activities, including Student Association press secretary, IFC rush chairman, Dakotans, and Homecoming parade marshal. This summer he is working as treasurer's advisor for the Association of Student Government in Washington, D. C.

## Leadership . . .

**T**HE ROLE of the Interfraternity Council is one of ever-expanding importance as part of the University of South Dakota. The I.F.C. is the effective regulating and governing body of all nine fraternities now present on our campus of 5500 students.

Pat O'Brien, who has just finished his term as IFC President, is credited with taking a weak I.F.C. and creating a governing body equaling our student association.

A main concern of the council is to encourage the members of the Greek organizations to be an additive and a catalyst to University actions and activities.

The council is not attempting to expand its services by operating a "Night Call" center for the Guidance Department in order to benefit all students, not just Greeks. The new Greek tutoring program fulfills the same goal.

We in the I.F.C. recently participated in the ecological movement by aiding in community action under the leadership of Delt alumnus Duke Goodel.

An objective of concerned students is also an intellectual environment which we provide through our scholarship committee. The council is not only concerned with classroom activity, but also intellectual stimulus by presenting controversial speakers in our housing units.

One major area the council is trying to improve the most is communication. Too many times, communications between faculty, administrators, and students is done through a printed memo which is cold and impersonal.

Many problems and misunderstandings could be averted if both parties would take the time to discuss the issues.

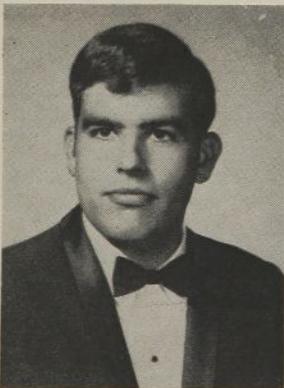
Our council congratulates University of South Dakota President Richard Bowen in meeting this problem by holding evening discussion sessions with the council. We have also achieved a better communicational line by meeting weekly with interested faculty and administrators.

The Greek system of South Da-

*(Continued on Page 42)*

## . . . and Membership

By DONALD LEMOINE  
Louisiana State



A native of Houma, La., Donald P. Lemoine begins his senior year at Louisiana State University this fall, majoring in accounting and computer systems. He has served as house manager for Epsilon Kappa Chapter.

**I** AM dying. I am dying a slow death because I am a Greek. Each month brings a new cry that I will soon be dead.

Sometimes I wonder when it will come. Will it come when I am participating in athletic events or service projects sponsored by my dying Greek system?

Will it come when I am reading the letter from the Korean orphan that I help to sustain with my Brothers? It may even come when I am helping my Little Brother with his studies.

I wonder why I joined a fraternity when it was so easy to live when I was a GDI? I can remember going to my classes, coming home to sleep and eat, drinking, and then repeating the process for the whole semester. I was Alive. Why did I join something that will kill me?

I guess my mistake was going through Fall Rush. When I met all

those guys, I knew I wanted to be one of their friends. But they didn't tell me that if I didn't join they wouldn't like me. They merely offered me a chance to see if I really wanted to work with them to accomplish things that they couldn't accomplish on their own. So I joined.

And I worked. The more I worked, the more I knew this was good for me. I knew that it would help me. But I didn't know it would kill me. So I wait.

Next semester I will meet a few guys that I will want to wait with me, and a few that I won't. So I won't ask them to wait with me. I'll be criticized for that. People will call me discriminatory.

I won't like that, because the people who called me that don't like me. They didn't ask me to wait with them while they die. So I didn't. But *they* aren't discriminatory. They're just *always* right.

So, I guess, I'll see them in Hell.

Returned in idealism  
 Restored in search of Truth  
 Restored in sincerity  
 Renewed in Faith  
 Reverberating life  
 Recapitulating Courage  
 Resonating in love  
 Regaining Power  
 Recurrent individuality  
 Rehearsing tolerance  
 Reverted to construction  
 Restraining pettiness  
 Reiterating self-respect  
 Rendering open arms  
 Reduced in misunderstanding  
 Redundant in naught.

# REAPPEARANCE

By THOMAS SCHNEIDER  
 Colorado

**T**HESE THOUGHTS we at Beta Kappa share with all Delts as evidence of our "reappearance" at Colorado. This return is not necessarily indicative of success, but merely a testimony to the results of individual effort coupled with collective action.

Enormously disparate human capacities, levels of interest and motivation have characterized the flow of individual input this past year. Perhaps the best way to convey this feature is for certain people to share their personal thoughts with you:

- I think the most important goal this fraternity could have would be the improvement and growth of its members. Personal growth must be built on principle of self-actualization. Self-actualization is being all that one is capable of; in other words, we should do the best job possible at all times. If we can encourage this responsibility in studies, in fraternity activities, and in activities outside the House, then Beta Kappa will become a great leader of the fraternity system.

BRUCE F. DICKINSON

- A man who fails to profit from his associations with others remains always a child. In order to grow, there-

fore, a man must incorporate the personalities of others into his self. A man is nothing more than the sum total of all his experiences and associations—he is the integration of all that he sees and does. If you accept this hypothesis, and if you seek a life of growth, then you have no choice but to avail yourself of the widest possible range of experiences

Thomas Schneider, a past president of Beta Kappa Chapter at the University of Colorado, currently serves as director of state and community relations for ASUC, Colorado's student government organization. He is a junior economics major. Bruce R. Dickinson, a sophomore pre-med student, was on the Dean's List during his freshman year at Colorado. He is internal vice president for Beta Kappa. V. James Adduci, a junior political science major, is the chapter's external vice president, with his primary responsibility that of IFC representative.

and associations. My point is this: where is there a greater opportunity to come into close contact with such a diversity of personalities than in a fraternity?

V. JAMES ADDUCI

In retrospect, I've observed that our attention to topics ranging from brotherhood to co-educational living to educational innovation have really represented a thought process, devoted to, and generated by a sincere interest in the Fraternity's well being.

Not only our chapter, but all of Delta Tau Delta must encourage innovation in our structure so that its flexibility and adaptivity will not falter. Special attention should be focused on the cultivation of diversity within the chapters; this must arise out of necessity for no other reason than to satisfy the diversity of our contemporary student.

Individual interest, drive and enthusiasm must remain uninhibited in the chapter framework. Its effect may not be so much reflected in the self-acclaimed label of "success," but will be the underlying common denominator for responding to not only what our Fraternity is now, but more importantly, to especially what it can be in the future.

# Stages in Transition From Non-Member to Member

By DAVID W. CRAIG

and

JAMES L. PIGOTT

Toronto

CONSIDER the problem of declining membership in the fraternity system of a large Canadian University that does not recognize fraternities and has only a new I.F.C. To study this system using a "systems approach" was a formidable problem. But the formulation of a type of model of the system to hypothesize, then analyze, the characteristics of the system helped us to learn a great deal about fraternity members and activities.

Some of the factors we found to be significant in effecting a transition from non-membership to membership will be of interest on a much larger scale than to our local system alone. Our attempts were to identify the component factors important to each stage of attaining membership. These are: initial contact, follow-up, bidding and pledging, and full membership.

This involved the development of questionnaires designed to collect pertinent data. These are, at best, subject to a high degree of variability and bias. However, in the course of our study of the factors involved in fraternity membership we discovered some very fascinating things about fraternity membership, particularly about Delta Theta, our own chapter.

The question arose: "Why are our pledge classes barely enough to sustain us?" Our hypothesis con-

cluded three possible factors responsible for this. The first, "Inertia," as we termed it, referred to the influences on an individual which gave him either an initial desire to consider pledging or a resistance to consider pledging. More simply, it was the tendency of new contacts to be "turned off" by fraternities and of the fraternities to be "turned off" by some new contacts.

The factors prevalent here are mainly in the backgrounds of the individuals involved. Significant sources contributing to one's inertia against joining were parental disapproval, satisfaction with present social peer group, peer group disapproval, mass media discrediting attitude toward fraternities, and a mistrusting pre-conception of fraternities.

If inertia against fraternities were low enough, then "Attraction," the second factor, became the important one. The attraction of a man to a fraternity is almost certainly based on his concept of its members, the image they produced, their friendliness, and his trust in them.

In the words of Dr. Paul R. McQuilkin (*Rainbow*, Fall 1969) attraction was "man-centred." Most people attracted to the fraternity were then faced with the decision to join, and it is here that the most significant factor comes into play.

The third factor we have called the "Commitment" factor, which refers to the ability and willingness of a man to commit himself. Those who did not join did not do so because they felt that the commitment was too steep for the expected gain or value. The time, money, and effort required disqualified many prospective fraternity members.

The results of the study would conclude that to increase membership, one must reduce inertia, increase attraction, and reduce commitment. The following are some suggestions as to possible methods of accomplishing these goals.

To reduce inertia, one must be certain that the goals of the fraternity are in harmony with those of the students to whom the appeal is to be made. Instead of having the values and opinions of the local student population work against the fraternity, they can work for it. If these goals are also in harmony with those of his parents, a man has an even stronger influence towards joining. Our study emphatically proved that concern for scholarship is foremost in every student's mind.

To increase attraction one must work specifically on unity and cohesion within the chapter. Esprit de corps has always been contagious and a friendly, tightly knit group is hard to resist. Gaining this group identity,



James L. Pigott, left, and David W. Craig both graduated from the University of Toronto in June, with Bachelor of Applied Science degrees in Industrial Engineering. Each has served as president of Delta Theta Chapter, and Dave served as the organizer and first president of the current IFC on campus. Jim is on the 1970 Karnea Committee. He is from Winnipeg, Manitoba, Dave from Victoria, British Columbia. Their jointly-authored article is the result of a study they carried out at Toronto.

and here "group" is the key word, can be accomplished only by willing submission of the individuals to a unified purpose; in fact, only by making this identity and goal a way of life.

Thus it is even more important that the goal be in harmony with the students'. Two areas in which to develop cohesion are in the entrance requirements stating submission of all who join to the goal, and in the group gatherings where merit and status are determined by dedication to the goal, and where verbal and action support is given to the attainment of the goal.

Finally, to reduce commitment, one must pay in time and money, effort, and allegiance only when the rewards are near. In other words, at pledging, a man should make very little commitment, but then should be rewarded for increased commitment until he is as committed or fully involved as the members. In this way he is not overwhelmed by the fraternity and has a chance to test the benefits as he pays.

Note at this point the possible catch of this last objective in increasing membership. Do not suppose that reducing commitment means to actually require less of a member, though it may be easily misconstrued as such. On the contrary, it is our purpose to point out that the level

of commitment must be justified.

Again, if the purpose of a chapter is the same as that of the student that it considers a prospect, then there exists a strength of position for the chapter when it comes time to demand a commitment.

In summary, let us say that if you wish to increase the size of your pledge class and perhaps its quality, it is essential that your chapter's purpose coincides with that of your prospective members, that your members are unified in this purpose, and that your approach to the prospect is a "soft as you go" type of commitment. In short, hard sell is out, soft sell is in.

But now let us review a practical example. The chapter which inspired this study, Delta Theta of Delta Tau Delta at the University of Toronto is a fine example of a chapter asking the question: "Why are our pledge classes barely enough to sustain us?"

The International Headquarters of Delta Tau Delta, and Delta Theta's Alumni have left us out in the open to fend for ourselves. International has been too worried about its coffers and conferences to feel what University students need—too worried about publicity to heed the message of its own creed.

Delta Theta Alumni have time and again ignored their responsibility to pass on the knowledge of

their experience in fraternity affairs. They have left the duties which society dictates to "parents" unattended. The International and the Alumni have passed the blame for the present and systematically withdrawn from the novel challenges of the future. They have copped out.

Worse, the students have dropped out. Some Delta Theta actives have dropped out, and it is our understanding that (senior) Delts everywhere often find little relevance and drop out. Too busy worrying about where the next dollar was coming from to see why there are fewer now, too concerned with self-gratification to be sensible and responsible, too intrigued by a myriad of sensationalism to heed the word of their creed, too caught up in the mass movement of youth's drop out from society to see value in the past, indeed, Delta Theta has been a living example of how the goals and objectives of a fraternity must create unity and responsible maturity in the University environment.

It is our conviction that this applies to many of our Delt chapters in the United States. Don't say that this is a lot of garbage. At least consider its possibility of describing your situation. Don't say "not us" and pass the blame or deny the situation.

The University may be a place to learn a skill, to broaden our education or to mature with other bright individuals. Its environment may be single or multi-purposed. Its atmosphere may be that of an ivory tower of study, a well of knowledge to be tapped by all comers, a cultural exploration centre, or a centre of hot and fiery criticism of society. Yet in all cases, it has a purpose and those that go there must have a purpose, for the cost of attending is overwhelming.

The University of Toronto is a multi-purpose multi-versity lacking a clear definition of its aims. Many students, particularly Delta Theta's students, have no clear idea of their purpose at University. Nor is the influence of the senior actives much help. It seems that fate or accident has them where they are more so than their free will or choice.

Furthermore, their behavior attests to this observation. Skipping classes, skimping on work, and a

*(Continued on Page 42)*



*The untitled photograph of a rural scene near La Grange, Ga. received honorable mention in the annual student exhibition that opened during Honors Day—May Day Weekend on the campus of La Grange College. Photographer was sophomore William L. Sanders, who is treasurer of Zeta Beta Chapter. Oils, drawings, prints, sculpture, and photographs were included in the show at the campus gallery.*

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# **PART IV**

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# Emphasis on Culture

edited by TIM M. ENGLEHART  
DePauw University



A graduate of North Central High School in Indianapolis, Tim M. Englehart is a junior at DePauw University. His chapter activities have included corresponding secretary, song leader, social chairman and representative to Student Senate. Among his many campus affiliations are Key Club, Music Men, and Student Government. During the past academic year, Tim served as a member of the Fraternity's Undergraduate Council, meeting with the Arch Chapter.

# Case for Culture

By MALCOLM McBURNEY

Texas at Arlington

IS STUDENT interest in literary, artistic, and musical culture declining? One would have to answer this question in the negative. Interest has not declined, but commodity and necessity have forced these fields into a back row in our educational curriculum. A market value has been placed on the American college education. This is due to our technological society; specialization in scientific or business fields attracts the majority of students. A student knows that job demands in the real world are open for such fields as engineering, chemistry, or accounting. One only has to look at the calendar of job interviews at his campus to realize that degrees in art, English, or music are in a minimum of demand.

The question, "Is a liberal education more valuable than a specialized education?" is not new. Thomas Huxley and John Henry Cardinal Newman debated this question in a number of essays during the Nineteenth Century. Newman's concept of the educated man was one who was widely read in literature, the arts, and history so as to enable him to be proficient in any field that he would possibly encounter in his lifetime. On the other hand, Huxley felt a man should be trained to know everything in a special field. As witnessed today, Huxley's idea of a university education has evolved.

What does this mean for the future? It could very well be a dismal picture. As our technology advances more specialization will be needed. Instead of well rounded individuals, there will be a mass of people qualified to talk about one subject such as the wing structure of some supersonic jet, or chemical formulas of a new shoe polish. Even more distressing, a student will continue his education not for the sake of knowledge, but for the monetary value it has to offer. If this sounds ludicrous, ask yourself, "Am I in college for the knowledge I can acquire or so I can get a better job when I have graduated?"

# Poems on Man

By ROBERT C. GALLAGHER

Syracuse

## Confrontation

In any case  
At any place  
Every race  
Should come to face.

## Their Day

Up at dawn  
Showered and gone  
Differently uniformed—the white and the blue  
Uniformed different—none like you  
With their blind stare  
Like ants hurrying to get there  
Subway, car, bus, train  
The way is plain  
From 8 to 4  
And what's more

## Eight to Five

From eight to five man,  
you do your job or else man,  
you don't survive, man?

Difficult to do  
but when you are through you have  
really just begun.

Nothing can mean more,  
create such an effect, and  
be done so easily.

Where is he? He left  
hours ago. Isn't he there yet.  
We better find him.

Like dirt tossed in a hole  
the dawning of each day  
Leaves what is there gone.

# Beauty, Love, and the Passing of Time

By JAMES KEELAN

Colorado

## The Rain—The Storm

It is suddenly beginning to again;  
The sky looks just as before.

The clouds are parted and the sun shines,  
Still the rain falls . . . lightly.

A thoughtless warning wind echoes memories  
Through the wirling windows of my memory.

They resound like visions of a past dream  
By which I know moments to come.

But then, the clouds gather and the sun dies  
Just as the hard rain drives furiously against my happiness.

The disappointing storm arrives for a third time.

And only the wind and rain,  
Know of the love to pass with the next storm.

## “Where”

Where has every moment gone?  
What have we done with ourselves?  
Where will we soon come to an end?  
What was our ideal which we lost?  
Where is the future now?  
What is the future to be?  
Why do I ask so many questions?  
Why do the unquestioned answers remain unanswered  
questions?  
How can we rebuild after the destruction?  
How can I explain what happens to the world tomorrow?  
Will there be any truthful explanation?  
Will life trust man once more?  
Or will man soon be absent of life?

## My First Sonnet

I think I've found a love  
I didn't know existed.  
This love, is you love.  
For as beauty walks so do you run  
With my thoughts as they linger  
Over the fleeting, fearful glance of your eyes.  
Pretty girl-like fancies are what I like about you.  
You are so alive with loveliness that I see you as true.  
For in a dream were you ever dreamt,  
Hopefully expectant when the day you'd be near.  
So the day is rapidly approaching, for the moment,  
in you.  
Yet, as I look to you and to your eyes, a distance is present  
Which I hope to realize and tomorrow overcome.

## Why, Where, and What

Why is who I am?  
Where was when I was?  
What is what I'll be?

## She's A Flower

Whereas, I am constantly in search of  
A flower with such a lovely beauty above  
That which I have felt never before.

And as she grows in blooming wonder,  
I fail to perceive how I may yonder  
Take her with me to fonder

Her and carelessly allow her petals and leaves  
Be for me as one who perceives  
The opening dawn that she sees.

“To flower as only she will.”  
But as other flowers bloom,  
I can only assume

That my love should not be doom.  
For love without love is a weed of uncertainty  
And it tends to kill the flowers that  
blossom in the early morning.

## When I Was Young

When I was young,  
And songs were sung,

Life was dying,  
Despite the lying.

The world in an overpopulous state,  
Was growing rapidly and filled with hate.

As the years went by,  
One could not see the sky.

For the clouds were now smog  
Instead of misty, pure fog.

So where did I go,  
When I didn't know,

Where to turn myself?  
I hid in the shelf

Of poetry, song, and love,  
Till the end. . .

# On Life and Death

By JOEL JON BOWAR  
Mankato State College

## Where Was Jesus?

As I sat beneath the currant tree,  
I talked with the beaded berries.  
We talked about Jesus,  
and how they needed him,  
until he died.  
Then along came two of my pals,  
the ostrich and the hummingbird.  
We chased the pebbles in the road  
until we came upon the gallery,  
where we bought a pint of bottled society.  
We then saw the hunchback,  
who was in the park,  
lying in a dog kennel,  
eating crumbs off a newspaper,  
while sipping sterno from a bird basin,  
where I sailed my ship.  
As this is my 18th year to HELL,  
I lay here in falling autumn,  
slowly waiting for the leaves to cover me up.  
If not this, then—the cold winter,  
to freeze me solid,  
till I fall and break,  
into a million bits and chips.

## Vietnam

Sweat perspired from their bodies,  
it was the usual muggy day,  
and in the air hung a rotten wretched smell.

By looking down the road, anyone could tell,  
that the poor little grubby soldiers  
had probably lost their way.

The yellow matter custard oozed from their heads,  
dripping into the muddy mortar hole,  
while their dismembered limbs were searching for some-  
thing.

One looked like he wanted to pray  
for his poor lost soul,  
while the others expressed that they  
had fought for nothing.

A native of Madison, Wis., Joel Jon Bowar attended an all-boy high school in Minneapolis. At Mankato State College, where he is majoring in business administration and minoring in English, Joel has been active in helping found a local fraternity, Sigma Kappa Phi, now a Delt Crescent Colony. As second vice-president of the Colony, he serves as committee co-ordinator.

## Vibrations

Vibrations,  
float as if between two  
or more mirrors.  
In fact, numberless,  
colorful mirrors,  
which reflect the full spectrum.  
From darkness to brilliance.  
And when they feel,  
That they have gone,  
wholeheartedly into the mystery  
of the crescent in ascendance,  
the fullness of lights soon comes,  
as if it were a circle.  
And this circle will whirl,  
its tongues of light,  
falling in an earthly caress.  
And infinitely the tongues will fall  
'till we know ourselves and all others,  
As belonging to the globular existence  
of LIFE—DEATH through all its cycles.  
In an expanding universe of  
possible moments—  
PEACE

# *Impressions of Youth*

By CRAIG REINHART  
Athens College

Craig Reinhart of Athens College shows his versatility as a writer by authoring both poetry and an article for the magazine. His biographic sketch appears with his article on page 27.

## Waiting

Teams of youth  
Surround life's inevitable shores  
In silence  
Waiting,  
Watching,  
Ever wary.  
For tomorrow they will lead  
Thru peaceful revolution.

## Ceremony

I don't like ceremonies  
And such  
Except for the sun rising  
Or setting  
Or the way trees  
Salute the wind as it passes by.  
All others seem futile:  
Small remembrances  
Of the past,  
In a nicely decorated package  
To impress some  
And fool many.  
I myself, prefer  
To walk sandy beaches  
And sunlit woods.  
Watching  
And learning  
From the whispering leaves  
And lapping waves  
The lessons  
Someone  
Somewhere  
Tried to put into ceremony.

## Searching

I, as a young man  
Have crossed many circles  
In time.  
Searching  
For ideas  
And dreams  
That illude me still  
Like yesterday's rainbows  
Do today.  
And reasons for those rainbows  
Will tomorrow  
But yet I go on  
Like the ones before  
And the ones that follow  
In peace  
And love  
But searching all the same  
For answers  
To questions not yet thought  
But felt.  
Receiving only misuse  
Because of the Searching  
And taking the time  
To ask *Why?*

## Gap

Charlie Brown  
And W. C. Fields  
Stand eyeing each other suspiciously  
Separated one from another  
By picture frames  
And generations,  
Like so many people I know,  
Who forgot  
That Chaplin was a clown too.

# *Life's Emotions*

By ROBERT C. LAVEZZI  
Athens College

Robert C. Lavezzi, a junior history major at Athens College, is sergeant-at-arms and public relations chairman for Epsilon Sigma Chapter. His home is in East Rutherford, N. J.

## Help Me Forget

Bacchus my old friend  
    come drink with me.  
Stay, let your revelry  
    bring joy to a sad heart.

Bacchus your nearness  
    is enough to bring joy.  
Stay, enjoy my wine,  
    The color is deep red.

Bacchus help me forget,  
    my nights are lonely.  
Sit, drink to my love,  
    Of a love in vain.

Bacchus help me forget,  
    In a sea of wine.  
Sit, are you my friend,  
    The wine clouds my mind.

Bacchus wine does kill,  
    The pain of broken hearts.  
Bacchus raise your glass,  
    My pain is over, over at last.

## Sadness

Sadness is in this lonely heart,  
    Love gone and loneliness fills its place  
But I'll get by, my lonely heart,  
    Walking down those lonely paths.  
Night's silent has brought me peace  
    and turn my pain into rain drops . . .

## Happiness

Happiness, it was here long ago,  
Or was it just yesterday.  
    Time passes so slowly for me,  
As if death were so near.  
    Life is an endless night,  
That darkness, of a forbidden sleep.  
    Even though stripped of everything;  
Life must go on, but not MINE . . .

## Armor

Hello world, yes, I've come out again.  
Once again, I wear a new suit of armor.  
Achilles' armor, it protects my lonely heart.  
And then, once again this heart will ache.  
Why again? Why should I know the heartache again!

## CONSEQUENCES

Continued from Page 3

would need to be able to contend with approximately this number of warheads.<sup>3</sup>

While it is true that MIRVing forces a reduction in power of each warhead, only small warheads are needed against a "soft," vulnerable target, such as a city, anyway.

Minuteman sites, however, are not soft and it takes a considerably larger explosion to destroy these.

Turning from the above discussion, how an ABM destroys an attacking warhead will now be examined. Basically, there are three such mechanisms for destroying a reentry vehicle (RV): neutron damage, blast, and X-ray radiation damage.

Neutrons from an ABM blast may cause the uranium-235 detonator in an RV to melt or lose shape and be then unable to explode.

Blast damage causes the RV to deaccelerate with a force several hundred times that of gravity, incapacitating the weapon.

If the RV is intercepted outside the atmosphere (in all cases, a direct hit is neither necessary nor probable), X-rays from the ABM strike the RV and cause its heat shield to undergo radical thermal changes and break from or detach from the RV.<sup>4</sup>

All of the above appear to be enough to destroy an RV, but an RV need only be made structurally more durable to withstand those effects and there is certainly only a small problem in doing so.

There are also other reasons why an ABM system could be ineffective. Both the long range Spartan and smaller Sprint interceptors, the two missiles proposed for ABM, are guided by a radar system which, though highly sophisticated, is nonetheless afflicted by the same shortcomings of other radars, i.e. inability to distinguish the exact nature of an object it has detected.

Therefore, to confuse the defense's radar, the offense need only to deploy a number of decoys which, on radar, would appear to be the same as the RV. This is most easily done when the RV is outside of the atmosphere and lighter decoys will travel, unimpeded, along with it.

Were these decoys, which could be balloons, scrap metal, even fragments of the spent booster, spread over a large volume of space, the defense would expend many of its ABM's in an attempt to destroy all of the potential RV's.

The offense could even scatter large amounts of metal chaff over huge volumes of space that would look to the defense's radar to be a large cloud and thus mask the attacking RV.<sup>5</sup>

Even if none of the above measures was taken, though, the explosions of the ABM's themselves would practically insure penetration by the enemy's RV's.

This seeming irony is due to the radar blackout caused by the nuclear explosion of the ABM. This blast heavily ionizes the surrounding space or atmosphere creating an area to become visible once again to the defense's radar. Each succeeding blast will only lower the radar ceiling further.

It is obvious, too, that the defense will not wish to intercept too close to the ground or the purpose of interception will be nullified.<sup>6</sup>

Because ABM is to intercept rapidly approaching RV's, the decision for their use must be made very quickly. This decision could be entrusted to a machine, but because of the chance of machine failure, the decision would probably be the responsibility of some high human authority.

Warning time of the approach of an RV could be as long as 10 minutes, if it were launched in a regular ballistic trajectory or as little as three minutes if the RV were launched in a fractional orbit.

Even if the decision can be in so short a time, the ABM must work perfectly the first time it is called upon or it is useless.<sup>7</sup>

The defense is thus faced with a number of problems. The offense may launch enough RV's so as to completely overwhelm the defenses ABM capabilities or he may employ any number of simple methods to ensure that his RV's find their targets.

At any rate, the offense is assured that his missiles will indeed find their destination.

The consequences, then, appear to be obvious. A nation could exhaust its money and efforts to build a "heavy" ABM shield only to find that shield to be completely ineffective. No system, as now envisioned, could possibly halt an aggressor's missile offense.

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### FOOTNOTES

- 1 Wernher von Braun and Frederick Ordway, *The History of Rocketry and Space Travel* (New York, 1966), pp. 135, 139.
- 2 Herbert F. York, "Military Technology and National Security," *Scientific American*, CCXXI (August, 1969), pp. 18-19.
- 3 *Ibid.*, p. 20.
- 4 Hans A. Bethe and Richard L. Garwin, "Anti-Ballistic-Missile Systems," *Scientific American*, CCXVIII (March, 1968), pp. 26-27.
- 5 *Ibid.*, pp. 27-29.
- 6 *Ibid.*, pp. 29-31.
- 7 York, p. 26.

## TRANSITION

Continued from Page 33

flagrant desire to have a good time are not characteristics which educate youth or inspire maturity. Lazy work habits, slovenly attitudes, and selfish values are the ear-marks of purposeless students at the University and in the Fraternity.

It is now that we return to the message of the creed. I believe in Delta Tau Delta for the education of youth and the inspiration of maturity should be the guiding principle of every chapter. Delta Theta has been, as a social group, instrumental in the support of various "good-times" attitudes while it has ignored its responsibility to lead the University in the education of youth and the inspiration of maturity.

Actives, Alumni, and Head Office have allowed a subculture of irresponsibility to go on ignoring a very worthy ideal.

Delta Tau Delta at the University of Toronto is not the only irresponsible drop-out. Many fraternities repeat the pattern and so many of the "new" student, the independent, free thinking type, abound that it is often difficult to find some rational responsible young students on the campus.

Let us not pin blame and crucify. Let us consider what it may be possible to do with our small but significant group. First of all, let us agree upon a goal. Let that goal be in harmony with our other goals and let nothing stand that would defy an objective of *unity*.

The things we have in common upon which we can indeed build a unified and harmonious goal are our University, and our growing up. Therefore, let our goal be "the education of youth and the inspiration of maturity" not maturity in the traditional or social sense, but maturity of purpose and maturity of action.

Now the task begins to eradicate old patterns of social behaviour and reinstitute goal-oriented healthy patterns. New patterns must be based on a concept of the fraternity as a social group whose existence is solely for the purpose of attaining the better education of its members and

## Reviewing the Review

The *Rainbow Review* was created in 1968 as an annual departure from the regular editorial course of the magazine, focusing solely on undergraduate opinion. The project was masterminded by National Fraternity Scholarship Supervisor Dr. Frederick D. Kershner, Jr., *Butler '37*, Professor of American Social and Intellectual History at Columbia University. This is the third issue of the *Review* and plans already are underway for the next edition, scheduled for the spring of 1971. All undergraduate members of Delta Tau Delta are invited to submit articles, photographs, and art on issues facing the nation, the campus, and the Fraternity, or on topics of cultural interest.

the inspiration of them to a mature, dignified way of life.

Replace the old patterns of parties, booze, broads, late nights, sleeping in, slovenly attitudes, and childish behaviour with new patterns of the concept of school as a nine-to-five proposition with several hours of study after dinner weeknights. Then consider meeting on weekends for recreation and entertainment.

The difficulty is that Actives and Alumni represent the old patterns. Can the parties involved be responsible enough to earn a new lease on life for Delta Theta? Can the education of youth and the simultaneous inspiring of mature ways be our goal?

The fraternity group must commit itself to this new image; the image that joining a fraternity will assist every member to become a better student because the group is oriented solely towards scholarship during the week and towards "playing hard" the rest of the time.

It is a decision that the majority must choose before any action is possible. The details are simple. Let the fraternity demand of its members every task which would move them toward its goal of the education of youth and the inspiration of maturity, and the freedom it once had to choose individualism and the mass drop-out will be replaced by the

freedom of security and confidence in the fact that there is a purpose to its members' University careers.

The results of our study conclusively proved that concern for scholarship was a significant factor for certain people deciding to not join a fraternity. Thus heeding the message of our own creed should be the objective of every chapter of Delta Tau Delta. We plead with Delta Tau Delta International to make this a reality, for it is in the interest of survival and a bright future.

## LEADERSHIP

Continued from Page 30

kota is one of strong tradition. Tradition—an excellent force in maintaining a group, but a force in which one can also become bogged down in the past.

It is my feeling as President of Delta Gamma and a member of the I.F.C. Executive Council that if we Greeks are to strengthen ourselves and our universities, we must follow the adage "Take from the altars of the past, the fire—not the ashes."

If our system is to remain strong, then one answer lies in a strong, cooperative Interfraternity Council.

## NOT COED

Continued from Page 24

ble finding dates for everybody at the Southern Division Conference last year. Hope all you Dixie boys have fond memories of our party that night.

As fraternity treasurer, I have also spent many nights wondering how we could get money out of the Little Sisters, because even though they were great morale boosters, they didn't contribute much to our perennially shaky financial situation.

I thought about the possibilities of charging House Fees, since a lot of the girls were at the house more than some of the Brothers, but this was rather impractical. So I looked upon the idea of going coed as a way to keep the house full all the time and pick up some extra revenue on the side for the social fund.

We had just been victimized the quarter before by two marriages and an early graduation, and had three vacancies in the house. Since our house rent is almost half of the coed dorm rent, going coed could be a solution to our immediate house problem. At any rate, we wouldn't have to worry about that ridiculous "If you can't get a date, get a Delt" rubbish the Sigs always spread during rush.

But apparently there were several disadvantages. One problem was that the Brothers in the three upstairs rooms treasured their rooms more than the downstairs rooms, and connecting coed rooms is still slightly risqué, even for us. Coed bathrooms might lead to some embarrassing and sticky moments. More serious than this was the problem of securing University and National approval.

Tacit approval came from the Dean of Men when we brought up the coed question abruptly during a meeting in his office. He almost dropped his cigarette, but he managed to keep his Kool and told us that if we submitted a "responsible plan," he didn't see anything wrong with it. But then, at Emory you can come up with almost anything and get away with it as long as you do it "responsibly." We had planned to counter the Dean's expected opposi-

tion, and his approval surprised us.

But we got his approval, and the next step was National approval. At one of the regional conferences we talked to several people, and here we found out some interesting facts.

Frank Price informed us that almost all of the fraternity chapters that had gone coed had done so in the face of dropping membership, hoping that girls would lure more pledges. This was not our case at all, since our membership has been at a peak for several years, but this point was quite valid, even coming from our Great Amorphous National.

Even as I write this, however, I still am impressed with the novelty of the idea of going coed. Just think of the changes that would foreseeably have to be made in the mystics. Women's liberation in the frat house. Coed beer-guzzling contests and arm wrestling. Could it be possible? A female field counselor—or—"Brother and Sister Delts, welcome our national President—Sister Raquel Welch!"

Our official inquiry to National on going coed was answered with the predictable but straight-faced reply that it was "unconstitutional under the present Constitution."

So for the present, Beta Epsilon has tabled the motion to go coed, returning to the more traditional activities of playing cards and bringing up occasional motions to ball Mystery Meat from the Delt menu.

We still haven't closed the door on our coed studies, however, and the Brothers try to keep the rumor alive for the benefit of the girls' dorms. It has boosted our prestige more than we thought it would, and even today it isn't unusual for a coed with a fiery twinkle in her eye to ask one of the Brothers if the Delts are *really* going coed next year.

And of course, he just smiles and says, "Well, you never know."

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### Please Verify!

On the back cover of this issue is an important notice concerning the verification of your chapter, year, name, and address. The Fraternity must make necessary corrections for membership record conversion. Please read the back cover!

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## BETTER COED?

Continued from Page 25

Many of these changes were made for financial reasons as many students preferred to attend co-educational institutions. It seems very likely, therefore, that many would also prefer to be members of a co-ed fraternity.

The question of co-ed housing is one which must be faced and answered by the entire Greek system. For, when one member moves toward a co-ed format, pressure will be placed upon the others to move in that direction also.

One possible alternative would be for chapters, if the school administration and house corporation approve, to operate their houses as rooming houses, allowing anyone who wishes to live there to do so. In this way empty rooms could be filled, and the house itself rather than the fraternity could be operated on a co-ed basis.

Thus, the houses would be able to compete with the dorms; yet the problems of co-ed fraternity would not be raised. This is not suggested as an ideal solution. It is only one alternative to creating a co-ed fraternity.

It has become rather obvious that different parts of the country are faced with different problems, as are different kinds of schools faced with different problems.

Some chapters may find that it is necessary to go co-ed, whereas, others will find that it is necessary *not* to do so.

The question of co-ed fraternities raises several more, even deeper questions. Is it possible for one system of member selection to work for all chapters of a national fraternity, especially if some of the chapters are co-ed? Can all chapters be governed closely by the same national rules? In fact, is the concept of a strong national fraternity, considering the regional differences in the country, one which can actually be used effectively, or must some other system be found?

It is more than simply a choice of co-ed, or dead; it is a choice of vibrant, questioning, and experimental, or dead.

# DELTA TAU DELTA IN A TIME OF CHANGE

Continued from Page 23

## Revision of the Field Counselor System

The comments and observations by undergraduates and alumni alike point out a tremendous dissatisfaction with our present field secretary or field counselor system. The results of present field staff visits are not only ineffective, but expensive. Besides these adverse conditions, the practicality of not being able to pay sufficient salaries to recruit the necessary number of qualified men (plus the draft, of course) leaves us with little choice but to direct our efforts into other, more effective areas.

Certainly we cannot eliminate the field counselor system entirely. We must, however, utilize our fieldmen more effectively, learn to handle problems by other means, and take positive steps to reduce problem areas.

Perhaps the following ideas would help in rearranging the field secretary system:

(1) Major use of field counselors on special projects such as:

- a. in specific trouble areas
- b. problem chapters
- c. struggling colonies and new chapters
- d. petitioning locals.

The important point to be made is that field counselors should not be limited to a two- or three-day visit. In fact, the bulk of the counselor's schedule should be left to his discretion as to how long he should stay in each chapter in each specific case.

(2) Encourage more specialization. It would appear to be more efficient if the staff could be specialists in certain areas (rush, finance, internal administration, pledge education). Not only would this come in handy when planning and conducting officer workshops, but it would allow a wide range of expert consultants for chapters with specific problems.

(3) Longer chapter visits with colonies, new and problem chapters. But as previously mentioned this should be left mostly up to the field counselor and his evaluation of the situation.

(4) Elimination of routine visits twice yearly. It is obvious that the three-day, twice-a-year visits are ineffective and the time and money could be better utilized elsewhere and in other ways. Granted, a problem exists in trying to evaluate chapters for the Hugh Shields Award, but this can possibly be handled entirely by Division officers.

## Utilization of Undergraduates

Obviously if we are to decrease the number of field counselors and use them mostly on special assignments, we must find other ways to provide these services. The answer to this can partially be found in a more extensive program for the utilization of undergraduates.

At present, our source of undergraduate talents is virtually untapped. Many fraternities have had great success in using undergraduates and many depend upon them for a majority of their fraternity's programs. Delta Tau Delta Fraternity is supposedly programmed to attract and keep mature and intelligent men, yet we have never given these undergraduates the responsibilities they rightfully should have.

Perhaps the following points can serve as a basis for greater undergraduate participation:

(1) Use of undergraduates for more expansion work and help in surrounding chapters,

(2) Creation of Undergraduate Assistants to the Division President. These special assistants would be directly under the Division President. They could serve as excellent sources for the undergraduate point of view on Division matters when the Division President is seeking opinions and ideas. Perhaps a "Division Undergraduate Council" could be created to assist in planning Division and Regional Conferences or workshops as well as discuss problems within the Division. This Council, composed of the Undergraduate Assistants to the Division President could also be consulted on special Division policies and used in assisting problem areas within the Division as well as assisting in fields approved for expansion.

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## IMPORTANT NOTICE!

Be sure to read the back cover of this issue! It contains information that is of vital importance to the Fraternity's record-keeping operation. Your cooperation will be appreciated.

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## Streamlining Correspondence

There cannot be enough emphasis upon the fact that there simply is too much superfluous paperwork involved with our Central Office. Not only do the extensive and repetitious mailings cost a great deal, but these mailings require much time for preparation and processing in the Central Office itself. Another real problem is that many of the forms and questionnaires are too involved, and most undergraduates balk at the thought of attacking such monstrous report forms (ex: financial and scholarship).

The following recommendations would help alleviate the problem:

- (1) Simplification of forms and questionnaires,
- (2) Redesigning of forms and reports to require less writing and effort—i.e. checklists, yes/no, gradients, etc.
- (3) Reduction of superfluous letters and copies of letters.

We cannot fall into the trap of thinking that the more correspondence sent to the undergraduate chapters the greater the service to these chapters! Realistically half of the correspondence received is hardly skimmed and finds itself in the wastebasket. Although correspondence is necessary, beyond a point the amount spent can be put to better use.

## New Image for National Leaders

All too often we hear Central Office and Arch Chapter referred to as the "powers that be," "the hierarchy," "the Big Guys," "National," and even worse. Much of this, of course, is in fun and is to be expected, but in many cases that this represents true underlying attitudes cannot be discounted.

A growing number of fraternity men (undergraduate and alumni alike) are becoming hostile to the idea of the "Big Brother is watching you" concept. Perhaps this is unfounded in many cases, but nonetheless we must admit that this is truly a problem.

Our National Fraternity must become less of a police force and more of a genuine service to its member chapters in an effort to create good public relations between the Fraternity and the Fraternity's chapters. (Unfortunately we must make a distinction in many cases between the Fraternity and the Fraternity's chapters.) We must make great progress to improve Fraternity-chapter relations immediately.

Delta Tau Delta has always been a recognized leader in the fraternity world, and I have little doubt that it will continue to lead the way into a new era of Greek life. I know the men of our Fraternity staff and of Arch Chapter, who are striving to keep in time with the undergraduate ideas and are dedicated to reevaluating and restructuring

our Fraternity into a modern, meaningful, and relevant Greek organization.

There are many undergraduates disenchanted with our Fraternity, and there are many undergraduates who express "anti-national" sentiments. There are few undergraduates, however, who are actually concerned enough to try to come up with solutions to the problems; there are few undergraduates who direct their energies toward seeking constructive programs to improve Delta Tau Delta.

If you feel strongly that our Fraternity is not proceeding on a proper course into the future, if you feel there are areas that need much improvement, then let your ideas be known. Let your Fraternity hear—there are many eager to listen. Then start applying your ideas in your own chapter, in your own Division, in your own Fraternity—now!

KENT: CLOSED

Continued from Page 14

deaths of four of my fellow students must be met with positive actions that will lead to the elimination of causes.

I contend that the reason students and other protesters have despaired the use of words is that they have not mastered them. When clenching fists, shouting obscenities or burning buildings, the demonstrators' mindless actions have reverted back to primitive man and animal.

The university is a place where learning and discussion should be foremost. Our views should be tested by the reason of our instructors and our opinions supported by logical facts, not emotionally laden words and actions. The words and actions of demonstrators are desperate attempts to communicate their feelings of dissent, but they fail in their attempts because they only tend to assail generalities, not specific problems.

Too many people are then alienated against the protestor, resulting in a polarization that is increasing within America. Throughout history, dissent has been more effectively expressed by words than by violence. Violence itself is the confession of ultimate inability to effectively communicate through socially acceptable means.

Words are still a powerful force and it is up to the university students to put down their rocks and find their voices. Today, with the nation in turmoil, we need less destruction and more constructive action. Rebuilding should follow the university tradition of leadership through positive action, not anarchy.

# INDIANA: OPEN

Continued from Page 15

Monday morning and set up closed picket lines around the entrances. They also barred the doors of Bryan Hall, the administration building. The police were called, a small scuffle resulted, and eight students were arrested.

This outright attempt to completely and forcibly close down the university made apparent the split in the student body. Many people were angry and disappointed that the same students who had demanded peace were engaging in violent acts and infringing upon the rights of others.

That afternoon, President Sutton and Chancellor Byrum Carter met with student government leaders at an open assembly. Sutton tried to defend a statement he reportedly made, that he would close the university only in the face of mayhem and bloodshed.

Carter commented on the student demands. He pointed out that the university already was working on programs to increase the number of black students and criticized the students for setting limits, saying that any number of black people, not just a proportionate percentage, should have access to an education. He further pointed out that university funds could not be allotted legally to the defense of any person regardless of his political affiliations, that it was the job of the university to educate not to issue statements regarding foreign policy, and that the books of the foundation were indeed open and always have been.

Student leaders Mike King and Keith Parker criticized Sutton's remarks, and stated that they could do nothing to stop the closed pickets. The entire meeting was conducted in an atmosphere of a circus. People yelled and interrupted speakers, and nothing was accomplished except to widen the gap between students and administrators, and the different student factions.

From then until the end of school, nothing constructive was even attempted. Movie theaters were picketed with the reasoning that this would force Nixon to end the war. A few rallies were held but without a substantial turnout. And the "shut it down" movement slowly dissolved in the face of oncoming finals.

Student factions at Indiana were not created over goals. Very few people were at all happy with our Cambodian involvement. Most even disagree

that it is a good way to end the war gracefully. Almost every one was appalled by the deaths at Kent State. The first rally saw the largest turnout ever assembled on this campus for a political meeting.

The split resulted from a disagreement regarding how to end these undesired situations. Those advocating closing the university as a means to the end used tactics of emotionalism and voiced their views quite loudly. They were representative of the militant or radical element. They can be exemplified by their leaders, Parker and King. The other group seemed to desire working through established channels and contacting legislators to eliminate the problems. The first group was unsuccessful due to a lack of numbers. The second was unsuccessful due to a lack of leadership.

There were really no results from the actions at Indiana University this spring. Perhaps there could have been. At first, a large majority of the student body was willing to unite and work for a common goal. But no constructive outlets were established whereby results could be obtained.

Parker and King were almost wholly responsible for the lack of destructive violence, but their leadership capacities were hindered by the fact that they were surrounded by radicals and were therefore quite misinformed as to the wishes of the total student body. At the assembly, when asked by a student what he would do to end the picket lines, King looked astonished. He wasn't even aware of the other student faction.

It is quite apparent from all this that students could play a much more important role in political decision making if they could unite and work constructively instead of concerning themselves with petty grievances, and creating factions among themselves. Change is a necessity, but to bring about change, people must work peacefully through established, legal channels. This was overlooked at Indiana University this spring.

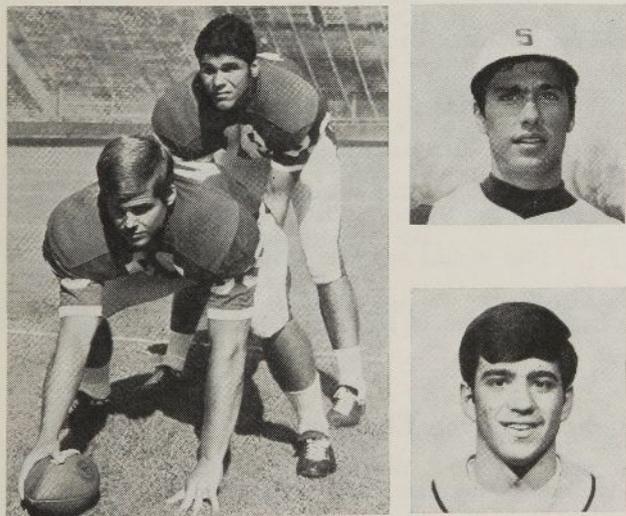
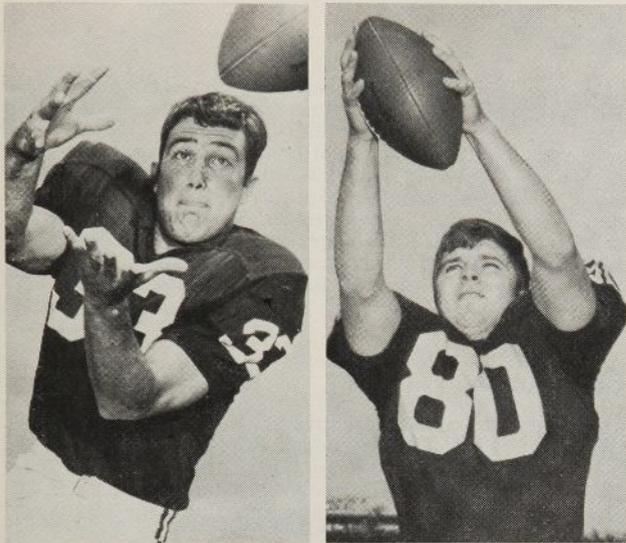
Coming in the Next Issue:  
THE ALL-TIME DELT  
FOOTBALL SQUAD

# Delt Spotlight

By JAY LANGHAMMER

## TRACK

Named to the all-American track team for the second year was Ken Swenson of Kansas State, the 1970 NCAA and AAU champion in the 880-yard run.



Hauling in passes for their schools this fall will be flankers John Shelley of Oklahoma, upper left, and Kevin Hamm of Minnesota, upper right. Both were in the starting lineups as sophs last fall. Bidding for All-American honors this fall are Stanford center John Sande and quarterback Jim Plunkett, lower left. Jim was awarded the Biff Hoffman Trophy as the school's outstanding athlete for 1969-70. Baseballers are Rick Krueger of Michigan State, top, and Art Kale of Albion.

Ken's time of 1:46.3 in the NCAA finals was the season's best time in the event. He's currently touring Europe with the U.S. track and field squad.

The Southwest Conference's 120-yard high hurdles champ was junior Larry McBryde of TCU, who won the conference meet with a time of 13.8. He placed second in the "Meet of Champions" and also ran in the NCAA championship trials and the U.S. Track and Field Federation Meet.

Hurdler Rick Tipton, who missed most of the season due to injuries, was named a Stanford track co-captain for the 1971 season. Also elected for next season were Mike Carerre of W.&L. and James Good of Maine. Drew Thomas of W.&L. and Mac Clouse of Willamette were captains this spring.

## BASEBALL

Michigan State's top lefthander hurler was senior Rick Krueger, who posted a 5-3 record and a 2.70 earned run average. Also tough in Big Ten play was pitcher Earl Foster of Iowa. Oklahoma lefthander Ron Hall was a three-year starter and was drafted by the Los Angeles Dodgers.

Tufts' co-captains were outfielder Rich Giachetti and pitcher Bill Richardson. Rich was named the school's outstanding athlete for the second straight year, was a co-winner of the league's Most Valuable Player award, and led the league in hitting with a .429 average.

Albion catcher Art Kale batted .294 and threw out 21 men attempting to steal. He was named to the All-MIAA second team and will co-captain the squad next spring. Alabama's Mark Gray starred at shortstop, batting .264 in 31 games.

Freshman shortstop Don Bodenhamer moved into TCU's starting lineup and hit .293 for the season while senior pitcher Jim Chase closed his career with a 2-hit shutout against Texas A.&M. Ray Coates captained W.&L.'s team and was named to the all-conference team. Jim Baxter was a Lehigh co-captain.

## MISCELLANEOUS

Boyd Dowler, Colorado '59, has retired from pro football and is now an assistant coach with the Los Angeles Rams. Carroll Hardy, Colorado '55, is the new director of scouting for the Denver Broncos. Iowa lineman Mike Edwards signed with the Dallas Cowboys. Co-captains for the University of Texas football team this fall are linebackers Scott Henderson and Bill Zapalac.

Lee Edmundson was Michigan State's leading golfer this spring with a 76 average for 23 rounds. He played in the NCAA golf tournament. Phil Gable of Cincinnati was one of the top linksmen in the Missouri Valley Conference.

Winning Stanford Buck Club awards for leadership and ability in their sports were Bill Palmer for basketball and Leon Hartvickson, Stanford '68, for rugby.

# 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

## Founders

RICHARD H. ALFRED (1832-1914)  
 EUGENE TARR (1840-1914)  
 JOHN C. JOHNSON (1840-1927)  
 ALEXANDER C. EARLE (1841-1916)

WILLIAM R. CUNNINGHAM (1834-1919)  
 JOHN L. N. HUNT (1838-1918)  
 JACOB S. LOWE (1839-1919)  
 HENRY K. BELL (1839-1867)



## Arch Chapter

Robert L. Hartford, B, '36	President	Penton Building, Cleveland, Ohio	44113
DeWitt Williams, ΓM, '29	Vice-President and Ritualist	6543 N. E. Windermere Rd., Seattle, Wash.	98105
W. H. Andrews, Jr., ΓΩ, '20	Second Vice-President	Box 20570, Greensboro, N. C.	27420
Edwin L. Heminger, M, '48	Treasurer	Rural Route 4, Findlay, Ohio	45840
William P. Raines, ΓΣ, '48	Secretary	31 Pumpkin Hill, Westport, Conn.	06880
Frederick D. Kershner, Jr., BZ, '37	Supervisor of Scholarship	106 Morningside Dr., Apt. 51, New York, N. Y.	10027
William J. Fraering, BΞ, '46	President Southern Division	16 Wren St., New Orleans, La.	70124
William O. Hulse, ΓI, '44	President Western Division	510 S. Ballinger St., Ft. Worth, Texas	76104
Edwin H. Hughes, III, BB, '43	President Northern Division	Suite 800, 130 E. Washington St., Indianapolis, Ind.	46204
Donald G. Kress, N, '58	President Eastern Division	68 Branch Brook Rd., Wilton, Conn.	06897



## Division Vice-Presidents

Carl E. Stipe, Jr., BE, '43	Southern Division	Spratlin, Harrington & Co., 620 Peachtree St., N.E., Atlanta, Ga.	30308
J. Carlisle Myers, Jr., ΔE, '43	Southern Division	725 Beechmont Rd., Lexington, Ky.	40502
Hamilton S. Beggs, ΓH, '62	Southern Division	5001 Seminary Road #503, Alexandria, Va.	22311
Anthony J. Clesi, Jr., BΞ, '52	Southern Division	435 Louisiana Ave., Baton Rouge, La.	70802
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Grover C. McElyea, M, '48, Ω, '48	Western Division	5923 Royal Lane, Dallas, Texas	75230
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Robert W. Hasebrook, BT, '54	Western Division	The United States National Bank, P.O. Box 3408, Omaha, Neb.	68103
Darrel L. Johnson, ΔΓ, '40, ΓP, '40	Western Division	527 Pacific Bldg., Portland, Ore.	97204
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G. Dryver Henderson, Ω, '59	Eastern Division	1845 Walnut St., Suite 1599, Philadelphia, Pa.	19103
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John C. Adams, Jr., BN, '48	Eastern Division	Coffin & Richardson, Inc., 141 Milk St., Boston, Mass.	02109



## Committee of the Distinguished Service Chapter

Francis M. Hughes, M, '31, Chairman	Suite 800, 130 E. Washington St., Indianapolis, Ind.	46204
G. Herbert McCracken, ΓΣ, '21	Scholastic Magazines, 50 W. 44th, New York, N. Y.	10036
C. T. Boyd, ΓΩ, '21	Box 127, Greensboro, N. C.	27402

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 FRANK H. PRICE, JR., EA, '59, Director of Program Development  
 GALE WILKERSON, ΔX, '66, Manager, Chapter Services  
 DAVID N. KELLER, B, '50, Editor  
 JOSEPH F. DeLILLO, ΓE, '68, Field Counselor  
 JAY LANGHAMMER, EB, '66, Field Counselor  
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 PAUL S. STEVENS, ΓN, '69, Field Counselor  
 F. DARRELL MOORE, B, '16, Historian  
 3665 Washington Blvd., Indianapolis, Ind. 46205  
 Telephone: 924-4391

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# Important Notice to all Delts

## Your Mailing Label Now Is Being Prepared By Computer

Due to conversion of 80,000 membership records, corrections may be required. Please verify your chapter, year, name, and address as they appear on the above label. The number in the upper left hand corner of the label is a computer control number. Please ignore it. However, the alphabetic characters and four digit date on the upper right side of the label are your chapter and class year and should be verified. If any correction is necessary, please indicate any changes in information in the spaces provided below, detach this entire page, and forward to:

**Delta Tau Delta Fraternity**  
**3665 Washington Blvd.**  
**Indianapolis, Ind. 46205**

Your Cooperation Is Greatly Appreciated. Thank You.

Title	First Name and Initial	Last Name	Suffix (if any)
Chapter Initiated	Class Year	Second Chapter (if any)	
Street Address (Please limit to 44 characters)			
City	State	Zip Code	