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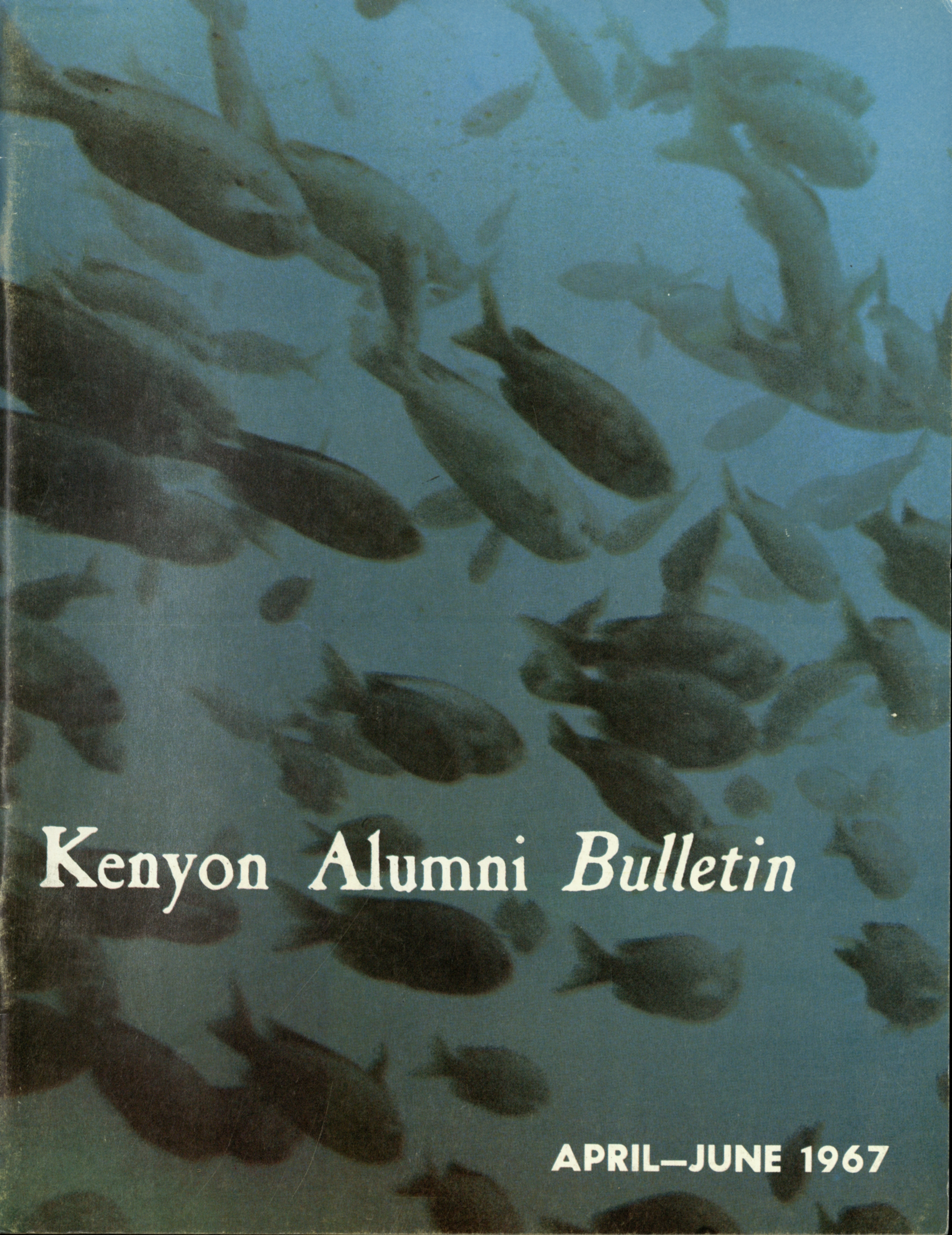

# Kenyon Alumni *Bulletin*

APRIL—JUNE 1967

**KENYON COLLEGE**
*Publisher*

**PETER G. EDWARDS**
*Editor*

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# Kenyon Alumni *Bulletin*

**VOLUME XXV APRIL/JUNE 1967 NUMBER 2**

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## ON THE COVER

A diver's view of "Our Neglected 'Liquid Planet' " from a feature article on the world beneath the sea's surface

Pictures in this issue are by: Borg-Warner Corporation; Kevin O'Donnell; Peace Corps; Howard Earl Day, St. Louis; Kenyon College News Bureau; Steve Willner; J. R. Deaver, Mt. Vernon; Dale F. Mara, Mt. Vernon; D. Garverick, Mt. Vernon; Peter Jessup; U.S. Navy; U.S. Army; U.S. Air Force; Ed Nano, Cleveland; Norton Company, and Rebman, Cleveland.

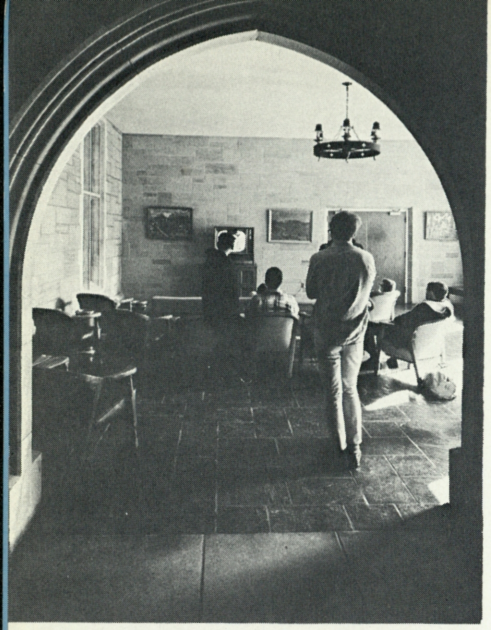
# *Letter from the HILL*

The principal concern of this letter will be to convey the specifics of weekend plans for commencement, June 2, 3, 4, 5. Alumni reunions and all other alumni activities will take place during the first two days of the weekend. Then Sunday, June 4, and Monday morning, June 5, will be given over to parent and graduating senior activities. Baccalaureate Service will be held Sunday afternoon at 3:30 o'clock in the Church of the Holy Spirit. The Rt. Rev. John H. Burt, Bishop Coadjutor of Ohio, will deliver the sermon. The one hundred thirty-ninth Commencement exercises will be held in front of Samuel Mather Science Hall Monday morning, June 5, at 10:00 a.m. The Commencement speaker will be Honorable Abraham Ribicoff, Senator from Connecticut.

Important alumni events scheduled for Saturday include the following:

| | |
|---|---|
| 10:30 a.m. | Annual Meeting of the Alumni Council and the Kenyon Alumni Association, Philomathesian Hall. |
| 12:30 noon | Annual Alumni Luncheon, The Great Hall, Peirce Hall. |
| 12:30 noon | Ladies' Luncheon (to coincide with the Alumni Luncheon) Lower Level, Peirce Hall. |
| 6:30 p.m. | Class Reunion Dinners, Peirce Hall. |
| 8:30 p.m. | Play, Charley's Aunt, Hill Theater. |

Make plans to attend these events. The Alumni Council and Association meetings are for all Kenyon Alumni on the Hill. At that time alumni will hear from the President of the College and from the Alumni Association officers. There will be an opportunity to meet the staff members of the College and to ask questions. This year the College would like to introduce our new Athletic Director and



head football coach, Mr. Philip Morse. You will want to meet him and hear about his plans for the next couple of years.

The Annual Alumni Luncheon provides an opportunity for the Alumni Association and the College to recognize the efforts of many alumni who have been particularly active in the affairs of the Association. Also, this is a time when you will have an opportunity to meet members of the senior class and the faculty. The business meeting is held during the morning session, so there are no more long luncheons. I hope you will plan to attend this luncheon. For your convenience, a luncheon for the ladies is scheduled at the same time in Lower Dempsey Hall. The College singing group "The Chasers" will provide entertainment for both groups.

Saturday evening at 8:30 p.m. the Dramatic Club will produce the play Charley's Aunt in the Hill Theater for your entertainment. If you would like to see this play, be certain to order your tickets in advance of arrival. Last year the Theater was filled to capacity. No tickets were available at curtain time.

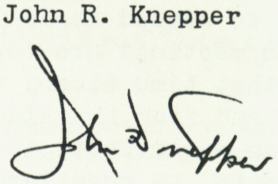
For your convenience I would suggest that all tickets be purchased in advance. If your order is placed now, the Alumni Office will have your tickets in an envelope at the registration desk when you arrive. And, believe me, a lot of unpleasant congestion will be eliminated, allowing for more time at the beer tent (almost directly adjacent to the registration area). Limited accommodations will be available in the freshman dormitories on a first-come first-served basis. Accommodations for children over five years old will be available through Mr. Charles Imel, Camp Kokosing, Gambier, Ohio 43022. The phone number is 427-2791, area code 614. The charge will be $10 per child for a two-day period or less. Last year about fifty children stayed at the Camp.

The form on page 41 will enable you to order tickets in advance and to secure accommodations. You will be notified if accommodations cannot be filled. Be certain to come to the registration desk in Ransom Hall (old library) immediately upon arrival to pick up your tickets.

I hope you will be able to come to Gambier this June. While I cannot guarantee good weather, I can assure you that the weekend will be a lot of fun and will be very informative.

Please make reservations early to avoid disappointment.

John R. Knepper



Alumni Secretary

# Don't Yankee, Go Home

by
KEVIN O'DONNELL

TAKE eight kids and live in Korea for two years? Leave an executive position in industry, a comfortable home in the suburbs, and the well regulated life for a temporary Peace Corps position in a strange Oriental land, doing who knows what?

These are typical questions our more intimate friends asked aloud. With a little imagination, one can assume what the casual acquaintances thought. Realizing that such a decision and subsequent relocation might be of some interest to our fellow Alumni, might we share with you some of our experiences?

We are the O'Donnells, husband Kevin and wife Ellen, and our children: Kevin Jr., Susan, Michael, John, Maura, Neil, Megan, and Hugh, ranging in ages from 16 to 2. We arrived here last autumn for a two year stay. Formerly of Fairview Park, (Cleveland) Ohio, we have settled down to a busy, productive and stimulating life in Sudaemun, Seoul, Korea. I am the first Peace Corps Director in Korea.

Exactly one year ago I became interested in Peace Corps service. I wanted to do, if only for a short time, something more meaningful and personally rewarding and satisfying. With Ellen's encouragement, I wrote the Peace Corps in Washington, which acted promptly and hired me. After some intensive Washington orientation, I left for a one month tour of Korea. Meanwhile, Ellen and the children back in Cleveland were all excitedly preparing for their trip to the far-away Orient. Some items were stored, some were sent to Korea, and some even given away. We sold our large home, although with considerable regret. After six weeks of Korean Language training in Hilo, Hawaii, we arrived in Seoul.

Korea has been called the "Land of the Morning Calm." To the newcomer this should be the first indication that he is entering a most paradoxical environment. It's about as calm as the "Hill" on a dance weekend.

Our big jet approached Seoul's Kimpo Airport over postage stamp size rice paddies many of which are still being

*ABOUT THE AUTHOR — Kevin O'Donnell, a native of Ohio, is the first Peace Corps Director in Korea. A member of the Kenyon Class of '47, he received a master's degree in business administration from Harvard University. Mr. O'Donnell left a position as general manager and director of Atlas Alloys Division of Rio Algom Corporation to serve his fellow man. In his other business connections he has served as a consultant with Booz, Allen and Hamilton and as general sales manager of Steel Improvement & Forge Co.*

cultivated with the tools and animals of by-gone centuries. En route from the airport, the contrast of Korea further unfolds. The concrete four lane highway is clogged with all forms of locomotion. Massive diesel powered buses rumble past ox drawn wooden carts. Chic women in the latest Western fashions walk alongside women garbed in centuries old traditional dress with water jars or pans of foodstuff balanced on their heads. Men who would be inconspicuous on Madison Avenue or State Street, step around Genghis Khan-like costumed males burdened with incredible loads on their backs.

Noise, noise, noise is everywhere. Bicycle bells clang, horns blare, oxen grunt, men shout, newsboys holler, and one's pulse quickens as the exciting sounds of a rousing city of 3,000,000 reverberate around you. To the sophisticated long termer, the sounds are readily identifiable, and announce as succinctly as a 30 second T.V. commercial the wares or services being huckstered. The clang of tin shears announces the junk man will trade his homemade candy for pieces of metal, or old bottles; the clap of a cymbal tells you the Dickenish character, a chimney sweep, is handy; and so on through the various merchants down to the chant of the beggars and the little tot who sticks a package of gum in your car window proudly proclaiming, "It's American."

The enigma continues as you observe the wide main city streets, with their well spaced traffic lights and smartly uniformed policemen; only to realize that hardly anyone is observing the controls or lanes, or any other semblance of orderliness. It's a free for all, with the victory going to the daring while the cautious must plod defensively along their way.

Once off the main roads, unpaved twisting narrow alleys intrigue the visitor. Here the mystery of the Orient is felt. What lurks behind the walled and iron gated façade? Is the dark and ominous tea room just that or a front for some diabolical intrigue?

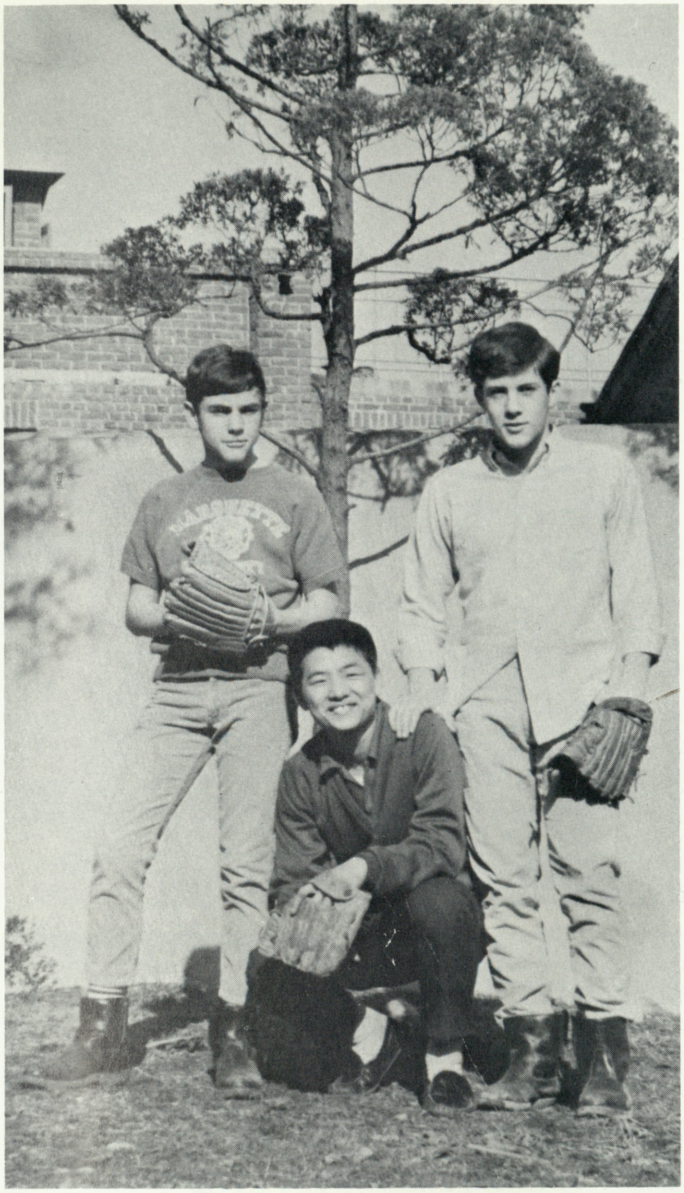
Such are the initial impressions of Seoul, Korea. But what about the inhabitants, the Koreans? At first, one is hopelessly confused. The faces all blur into one fuzzy image, and individual recognition appears impossible and hopeless. With time, the indistinct caricature fades, and a singular and sharply focused image is had. Actually, this is a basic transition in cultural adjustment. The individual's identity in the group composite is restored, as the newcomer adjusts to his new neighbors. When he sees them and accepts them as persons and not groups, he has changed and not they. We now find the Koreans to be quite similar to people back home. Some are tall, short, fat, thin, rich, and poor. They laugh easily, sing at the drop of a note, and have a natural curiosity about everything. Most work hard, enjoy a joke on themselves; and like everyone else can be pompous, humble, honest or otherwise.

Obviously our life in Seoul is different from Suburban Cleveland, Ohio, living. The foreigner who is living "on the economy," or put another way, sans Army PX or Embassy Commissary and Compound privileges, while inconvenienced, is benefitted by getting to know his environment through necessity.

The Sudaemun section in which we live cannot be compared to anything in Cleveland, or in the United States for that matter. It contains many small open markets, barber shops, a hospital, two Embassies, schools, a wedding hall, Christian Churches, including the unheated parish church we attend, hotels, homes of the very wealthy, the very poor, and some squatters, who live in "lean to's" against a stone wall. The side streets in Korea are rarely paved and the dirt path leading to our house is slightly larger than a car's width.

Our Sudaemun house, like most, has a stone wall surrounding it with an iron gate. The yard, which by American standards is small, can be considered in landshort Korea more than adequate. There is even a fish pond, surrounded

The O'Donnell Family in their Korean home. Front row, from left: Neil (8), Hugh (2), Megan (4), Maura (10), and Kevin, Jr. (16). Back row, John (14), Susan (16), Kevin and Ellen O'Donnell and Michael (14).



by a garden. Three rooms of this large home are Korean style, or "ondol," whereby the floor is heated from below and everyone sits on floor cushions, after having removed their shoes outside. The rest of our home is heated by an oil burning hot water radiator system. During the cold winter, similar to Cleveland's except for less snow and clearer air, we were usually warm.

Marketing means visiting many shops and stalls. There is no "One Stop, put it in the back of the wagon" shopping. Each purveyor of a given commodity must be visited, and just to keep the living costs in line, comparison shopping becomes a buyer's weapon and not a seller's protection. "Caveat Emptor" is the mandate until the foreigner gains acceptance by the small merchants who then will switch to a one-best-price-the-first-time arrangement.

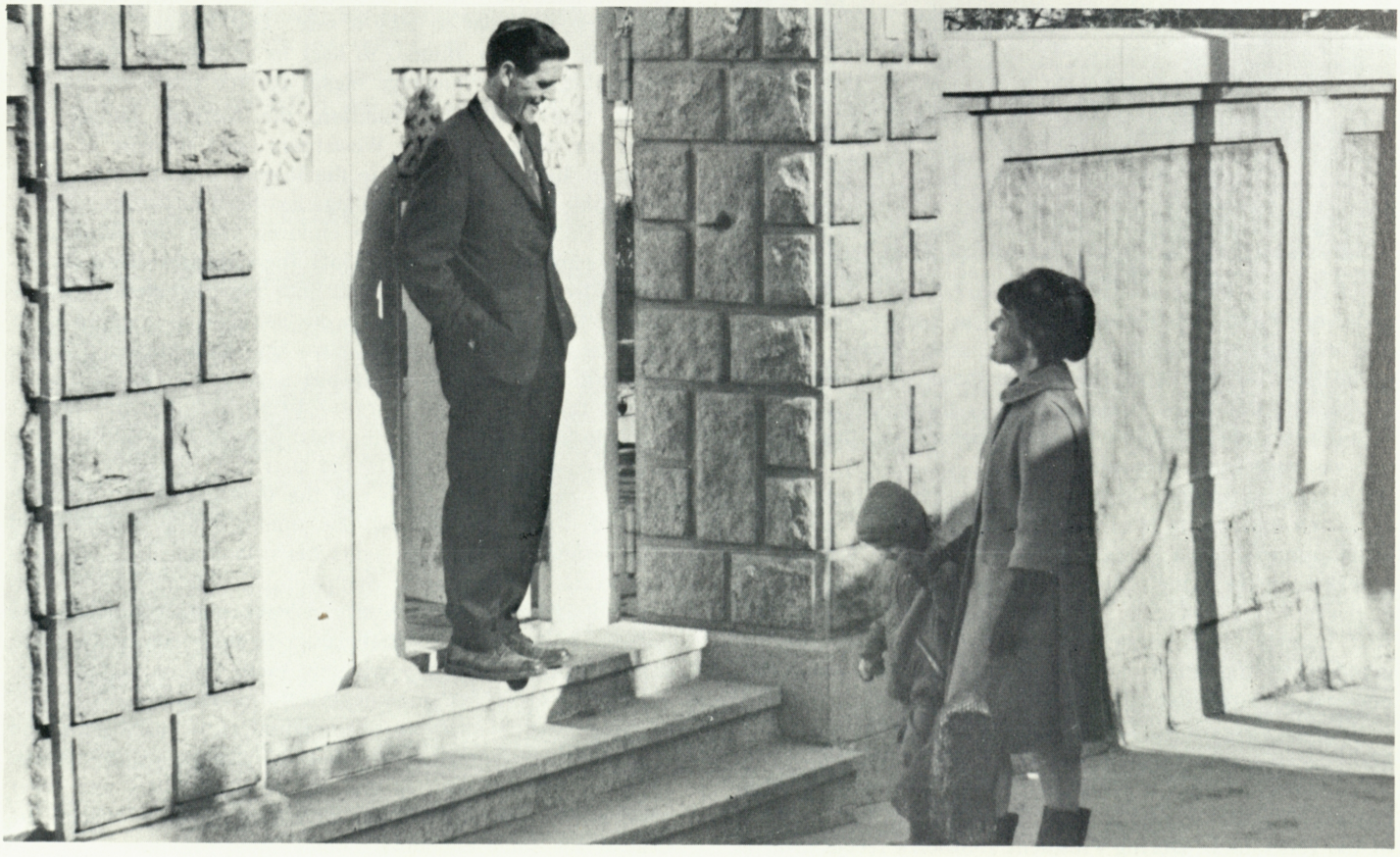
Water and electricity are classed as utilities here, too, but dependability becomes another question. Dinner parties by candlelight reflect a power failure more often than creating atmosphere. No one is really immune from the fickleness of the generators. During President Johnson's recent visit, as hundreds of important dignitaries were passing through the official receiving lines; yes, you guessed it, no lights. There was only about a seventy-five second lapse, but several Secret Service Agents probably felt their lives were measurably shortened.

Telephone service intra-Seoul can tax one's patience. Only the extremely confident types will accept a busy signal the first try as authentic. We less self assured types assume we misdialed or the system failed to function properly, as we spin the wheel again. Long distance calls require Oriental fatalism coupled with leather lungs should the connection be made.

The Korean Language is rated among the top most difficult for the English speaker to master. Yet even here, the paradox of Korea is continued. In the 14th century, Korean scholars developed and printed with movable type the Hangul alphabet. This phonetic system is extremely orderly and relatively easy to understand in written form. It's just the manner in which it's used that confuses the novice, plus the introduction of sounds unfamiliar to our ears. Originally there were about nine levels of honorifics, but today only four or five are popularly used. In other words, there is a separate language structure, including modifiers, utilized when speaking to a child as compared to speaking to the president. In between, there are variances for age, sex, profession, and of respect intended. Most foreigners try to learn the highest level first, in order to play it safe. Our Korean friends are more than slightly amused to hear us address the waitress or shoe-shine boy in language meant for the respected teacher.

In true Confucian tradition, the Koreans hunger and thirst for education. We Westerners can't imagine or comprehend the burning desire in the Korean parent for his child to become educated. One college has been nick-named "Cow Bones College." It caters to children from the rural area, whose parents literally s e l l off their meager livestock resources so that a son can enter into the respected sphere of college graduates. Apparently no sacrifice is too great for them to make. Further on down the academic ladder, the competition is fierce. Korea has a compulsory educational system through the sixth grade. From here on, the student competes for entrance to the next school. For those going into middle school (grade 7) and later high school (grade 10) there is not enough supply for the demand. Also there are marked differences between the quality levels of individual schools and each parent wants his offspring to gain admission to the better schools. Such admission usually insures future admission at the high school level and subsequently the colleges into which one finally matriculates. Hence the sixth, ninth, and twelfth grade graduate faces intense competition. It is not unusual for areas nearby the best schools to be seas of humanity on entrance examination days, as parents and relatives wait outside while their children take the exams. One by-product effect is that the fortune tellers and other sooth-sayers have a field day, as anxious parents consult the oracles for some encouragement.

양 철



Seoul Foreign School, an English speaking school which six of my eight children attend, was originally designed to meet the educational needs of the Protestant missionaries. It has expanded to provide a college prep curriculum for the "International Set" of diplomats, businessmen, voluntary agency officials, and missionaries, whose children don't or can't attend the U.S. Army Dependent's school. Seventeen nations are currently represented in the school.

Kevin Jr. and Sue are in the 11th grade, and recently were elected class president and secretary respectively. Mike and John are in the 9th grade. John was elected class president. All three boys are active in scouting. Sue is active with the school newspaper and yearbook.

Although the number of high school students is small (60), the courses offered and the extracurricular activities are just about the same as those back home in Cleveland. College boards are given in Seoul and since the school has a good academic standing, entrance into a U.S. college should not pose any extra problems.

Maura is one of 20 fourth graders and Neil's 3rd grade class is the same size. They are progressing in school pretty much as they would have back home. Megan, age four, decided to attend a nearby Korean kindergarten and appeared to be enjoying it, in spite of the language barrier. When they started serious work, she promptly graduated herself and now stays home with Hugh, age two.

To help run the house, Ellen has an experienced cook, a boy helper and a young girl. Petro Lee, proud of his Christian name, cooks, and speaks English. We have to resort to sign language and pantomime, however, with the boy and girl helper. English-Korean dictionaries are strategically located about the house.

The water we drink must be boiled. Fresh produce when available must be washed in a Clorox-type soap and rinsed with water previously boiled. We have fresh milk delivered twice a week, and find it comparable to that in the United States. A local butcher delivers special Western cuts of meat regularly for our big family.

In my position as Peace Corps Director, I am in charge of 93 PCV's of which 30 are located in five major cities, while the other 63 are scattered throughout towns, villages and hamlets. Two-thirds of the PCV's teach English, while the other third teach basic science courses and physical education.

My staff consists of a deputy director, an education specialist, a medical doctor, an interpreter and a secretary. The Korean Ministry of Education which works closely with the Peace Corps, has assigned three of its employees to our office to help with the general work. Adequate space in a modern building was also provided by the Korean Government.

About three-fourths of my time is spent on the road; I have been in every province of Korea and to almost all the 93 different locations of the PCV's. I drive a new International Carry-all, or fly via Korean Air Lines, or take a train. A typical trip of three days may take me to five towns and a side trip to visit a PCV teaching in a remote village. On the road we stay at Korea inns, or "yogwans" and eat off the economy, although we are careful about the water, fish, vegetables and fruits.

I am grateful to have inherited a tradition of good relations between Koreans and Americans beginning with the Christian missionaries to the present-day activities of the United States Information Service and the U.S. Army. All have contributed in creating an atmosphere favorable to foreigners, especially Americans. As a result of this, no "Yankee Go Home" cries are heard.

The Korean government has been notified that other PC programs, including PCV's specializing in public health and sanitation, are available for service in Korea. One ministry has requested a substantial number of volunteers for a rural health program, which is being reviewed along with a request for more teaching PCV's.

We are often asked why the teaching of English is so important in a developing country like Korea. We believe English is the key with which the Koreans can unlock the storehouse of resource material. For example, the Korean doctor or engineer with a knowledge of English, can read and comprehend specialized publications pertaining to his work and thereby greatly expand his knowledge. Further, the English language is becoming the common denominator language of international business and Korea is seeking active participation in such commerce.

In addition to my regular job, I have made numerous speeches to Korean and American audiences. Included have been educators and students, U.S. Army officers' and enlisted men's groups where I manage to get in a little recruiting for the Peace Corps. Presently, I am actively working with Korean Catholic laymen and priests to introduce the Cursillo Movement to Korea. Ellen, who was formerly a primary grade teacher does volunteer teaching of English remedial reading twice a week at a local school and Susan tutors some Korean youngsters in conversational English at home.

All in all, we lead busy and active lives. There are frustrations due mainly to language difficulties. But with patience and a sense of humor, they can be surmounted. There have been memorable times too, like attending the state dinner given by President Chung Hee Park for President Johnson last October.

With six months of getting used to a new country behind us, we O'Donnells look forward enthusiastically to the next year and a half with hope, and great expectations. Our living and working environment is different, and often perplexing, but it is offset by the opportunity to learn and understand a new culture. We now understand many of the things which at first perplexed us. We realize that much of the paradox is really change — change brought about by an energetic proud people, who are struggling to select the best from their ancient culture and the best from the present to prepare themselves to meet the future. The old and the new are continually meeting in Korea, and out of this will come a changed Korea. We are confident, from our observations, it will be a better Korea. We feel honored to witness and in a limited way to share in this development.

# *Winds Of Change*

by
THE REV. ROBERT J. PAGE

A RECENT graduate of Bexley Hall was asked how he felt about the education he'd received after having had a taste of the parish ministry. He expressed gratitude for his years in Gambier, the friendships made, the teaching of the faculty, the concern he'd felt for himself and his family. Then he went on to say, "It's rather like learning all about handball and then finding yourself trying to play basketball." Presumably this says something about the seminary, the man, and the parochial ministry as he first experienced it. The implications for theological education as it is now carried out are sobering. A newly ordained priest who had attended another seminary said casually, "I'm convinced that 20 years from now a denominational seminary will seem about as relevant as a dinosaur." From a number of quarters there are clear signs of dissatisfaction with doing the same things in the same old way. At its last General Convention the Episcopal Church was sufficiently concerned about the problems of theological education to ask a distinguished committee, chaired by President Nathan Pusey with Dr. Charles L. Taylor as executive director, to make a comprehensive survey and report to the convention meeting in the fall of 1967. I take the unrest to be an encouraging sign. Nobody can long afford to neglect the recruitment and training of its future leadership.

What is the present situation? There are 11 Episcopal seminaries located haphazardly about the country with enrollments ranging from 30 to nearly 200 students. In addition, there are several diocesan schools holding classes in the evenings and on weekends in Garden City, Detroit, Pasadena and other cities whose relationship with the seminaries accredited by the American Association of Theological Schools is anything but clear.

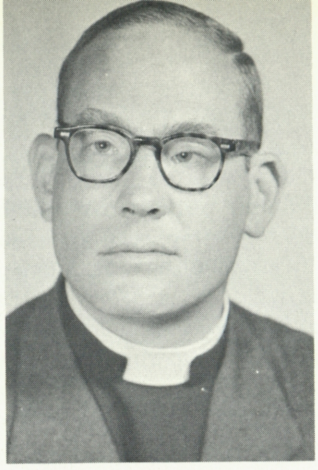
In the seminaries sound and godly learning is hopefully ensured by faculties of priest scholars nearly all of whom have the Ph.D. degree or its equivalent. A strong feature of the present pattern is the solid ground a student receives in

the traditional disciplines of church history, theology, ethics and biblical studies. Daily worship is an important aspect of the corporate life of the seminaries. There is a strong tradition of pastoral care and concern on the part of faculty for students, sometimes more impressive in theory than in actual practice. This pattern of education, which has served the Church for more than a century, clearly implies that the norm for ministry is a man, professionally trained for ordination, who anticipates a career as a parish priest. Any person not fitting this mould has a difficult time finding a place in our seminaries as presently constituted. It is assumed that the primary task of seminaries is to prepare ordinands and that a man is best prepared for ministry in the Episcopal Church by attending one of the seminaries of that tradition.

Such a pattern and the assumptions which underlie it raise many a question both practical and theological. The *cost* of operating a theological seminary as now conceived doubled in the decade between 1940 and 1950 and doubled again by 1960. The spiral shows no indication of leveling out. This means that a first rate seminary may expect by 1970 a budget roughly eight times what it was 30 years ago. Endowments, student fees, and annual giving cannot maintain that pace. The strongest schools are now or will shortly face serious financial difficulties if they are to maintain the quality of their educational program.

A related problem is that of *size*. In the last decade enrollment in the Episcopal seminaries has declined slightly from the high level of the previous decade which reflected the effects of World War II and the Korean War on men's educational plans. Presently there are roughly 1100 men in Episcopal schools. Some 2250 men have been added to the roster of the active clergy in the last decade. There is now no clergy shortage for already existing positions. A student body of roughly 100 men and a faculty of 10 to 12 would seem a minimum size for a church seminary as presently conceived. A smaller faculty finds itself hard pressed to cover the expanding range of theological knowledge. A small student body easily falls prey to the temptation of self-preoccupation in an environment where ordinary problems loom larger than life. Only three of the Episcopal seminaries presently have more than one hundred students, however, and the temptation to compromise with quality in processing applications is difficult to resist.

A third major problem is that of *isolation*. Whether by intention or inertia, theological education has been very largely carried on in small schools somewhat aloof from the world at large. In some cases isolation is the product of geographical location, in others the result of complacency and indifference. The best friends of the seminaries would scarcely describe them as participating fully in the mainstream of American life and culture. There are notable exceptions to such a generalization, to be sure, on the part of some students, some faculty, several schools. They remain exceptional, however. One expression of such aloofness is the predominantly clerical cast of faculties and atmosphere. Another is preoccupation with the narrowly religious, often to the neglect of that involvement and concern in the secular world which is the heritage of Christians. Association with the students and faculty of Kenyon College over the years has greatly enriched the life of the Bexley community in this connection.



It is easy to point to the problems faced by the seminaries. It is important to remember that they are common problems. It is also essential to remember that seminary faculties and trustees are keenly aware of them. To date the problems of finance, size, and isolation have seemed manageable, and heroic attempts are being made to cope with them. One wonders if time is not running out, however. For all their difficulties the seminaries have done a remarkably sound job considering the lack of adequate financial support, misunderstandings, and the often extravagant expectations of the Church at large. The point of this article is not to belabor the seminaries as they now are, but to inquire whether the needs of the Church and the times themselves do not require some radical and far reaching changes both in our assumptions and mode of operation.

Present experience and reflection is calling into question many of the assumptions which underlie the traditional patterns of theological education. For example, one of the sources of renewal in the churches is a recovery of the importance of the laity. If mission and ministry properly belong to the Church as a whole, laity and clergy alike, why limit theological education to men preparing for ordination? Is ministry exclusively a male prerogative? If not, where and how best are women to be equipped to exercise their various ministries? Need we any longer assume that a person with a conscious sense of vocation to ministry be ordained? Clearly the seminary faculties and libraries have a role to play in the education and training of the laity for ministry. What is that role and how might it be effected?

Roughly 75 per cent of the ordained clergy now active are resident parish priests, and a majority of the remaining 25 per cent have at one time served parishs. At the same time we are seeing a marked expansion of non-parochial ministries of various sorts as the Church seeks to meet the needs of those to whom traditional parish ministrations are not sufficient or relevant. This in no way need signify the demise of the parish as an institution. It merely points up the fact that the resident parish priest is not the exclusive model for ministry in this century. Need we assume that all men seeking ordination should be expected to serve par-

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*"Winds of Change" appeared in the March, 1967, issue of* The Bulletin of Bexley Hall. *Because of current concern over the future of Bexley by both the priesthood and laity, the article is reprinted as the thinking of a dedicated professor of the seminary.*

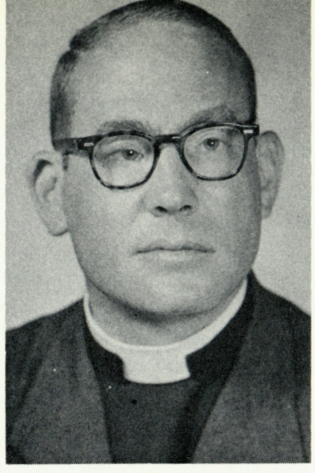
ishes? Must the ordained man devote himself exclusively to full-time professional church work or is there a place, indeed pressing need for non-stipendary or 'worker priests'? If so, what sort of training is required and where can it best be carried on? What can and must be done to encourage theological students of various sorts to seek out exploratory and experimental ministries, many of which will be extra-parochial and perhaps lay in nature?

It has been observed that the "half life" of an engineer is roughly ten years; that is, that one half of what a competent engineer will need to know ten years hence is not presently available for him to learn. The day has long since passed when a person could hope to acquire in three years of seminary study the knowledge and skills required to carry him through the following three or four decades of ministry. The explosion of knowledge and the rapid pace of modern life in our century make this utterly unrealistic. As centers of research and learning, the seminaries ought properly to play an important role in continuing theological education and training. Some modest beginnings have been made here and there such as the Watson Fellows program at Bexley. The resources of a university and the experience of men engaged in special forms of ministry are required if the need is to be met at all adequately. One cannot escape the impression that however conscientiously all our seminaries have gone about their work, the task and opportunities have outrun the achievements. An important agenda of unfinished business lies on the table waiting to be dealt with.

What are some of the principles likely to influence the future shape of theological education? Theological schools will require *ready access to an urban environment* with all of its problems, challenges, and opportunities. Since 90 per cent of the American people will live in or near metropolitan centers in the foreseeable future, the place to prepare persons for ministry in the secular city is the environment where that ministry is to be carried on. Even those living and working in town and country settings will increasingly be drawn into the orbit of the great cities. Study of the mission of the Church to a predominantly technological urban culture cannot adequately be done in a country setting, however attractive and historic. It is in the city that one encounters first hand the complex social problems with which the Church must deal. It is in the city also where one may hope to develop the kind of field and clinical programs which will thoroughly expose a student to practice as well as theory in his training.

A theological school should also have close *affiliation with an outstanding university*. Theological faculties neither can nor should be expected to duplicate the kind of resources available in graduate departments of, for example, sociology and psychology. The resources and insights of graduate departments of a university are likely to be increasingly important in developing the kind of understanding and professional competence required of a clergyman. Only a university can provide the kind of resources required for post ordination training of clergy in real depth. Theological students and faculty alike need to breathe the air not only of the secular city but of the university as well. Theological scholarship is most vital when it is open to and keenly aware of the best that is being thought and done in other scholarly disciplines. A university is the place for such influences on a continuing basis. Moreover, the impact of men like Reinhold Niebuhr and Paul Tillich in university circles in recent years indicates that however secular our universities may appear, there is hope of a ready hearing for the truly competent theologian and moralist.

The ecumenical movement surely requires Christians to do everything possible in common and only what seems necessary in separation from one another. Real and *tangible ecumencial relations* with Roman Catholic, Protestant, and, if possible, Jewish scholars and students is a third important ingredient. Increasingly it is apparent that there is no more place for denominational biblical studies, church history, ethics, or pastoral care than there is for Roman Catholic or Protestant geology, physics, or literary criticism. One thing which the churches can and must do together is to share as



fully as possible in joint education for ministry in an ecumenical era. This need not involve indifference to past traditions or the realities of our separated forms of church life in the present. Some schools will doubtless evolve into the sort of ecumenical institution for which Union Theological Seminary in New York provides a model. One can also envision clusters of theological schools in close proximity to one another and to a university along the lines presently developing in Berkeley, Calif. Such a cluster would in effect be a theological university in which previously independent schools would share faculty, library collections, classrooms and dining facilities, even chapels, while remaining distinct communities of scholars and students participating in the life of the smaller and larger units at one and the same time.

Anyone who has tried to play handball on a basketball court and that includes most graduates of our seminaries as presently constituted, would plead for a much *closer union between the traditional academic disciplines and the actual work of ministry.* This does not imply any dilution of the ingredient of sound learning in theological education. Academic standards and expectations need to be raised rather than lowered. At the same time graduates of the seminaries repeatedly speak of the unnatural separation between theory and practice and the relative weakness of so called practical and pastoral studies. A man learns theory best when at the same time he experiences the difficulties and excitement of trying to put theory to the test of practical action. The example of certain medical schools where from the first day prospective doctors have regular contact with patients as well as studies in the classroom is significant and instructive. Theological education has made some important steps in the direction of clinical pastoral education and various kinds of on-the-job training during summer vacations. Such experiences, however, along with regular "field work" during the academic year, has scarcely begun to be fully integrated into the total educational program of most schools.

It is essential that there be a *continuous creative relationship between the seminary and the churches.* One of the functions of a seminary is to be a graduate school for the study of theology. If this function is understood in such a way as to down grade professional preparation or to exclude full participation in the on-going life of the churches, the seminary easily becomes the cloistered ivy covered narrowly academic institution many accuse it of being in fact. Regretfully, it is the case that the research and study carried on in the seminaries does not seem to affect the decisions made on a diocesan and national level to the extent that it might. In the seminaries the institutional church and its power structures are subjected to searching theological and sociological criticism which leads many a student to question whether the institutional church *as presently constituted* furthers or actually hinders Christian faith and action in the modern world. There is often a genuine cleavage between the kind of student the seminaries seek to graduate and the conscious expectations of the institutional church on a diocesan and parish level. Probably there will always be a degree of tension in this area. The prospects of a church made over to the specifications of a seminary faculty or a seminary graduating exclusively the kind of man sought by the average parish are equally alarming! There does need to be much greater communication and commerce all around if the present separation and cleavage is not to deepen and become genuinely divisive. Both Church and seminary need the other and neither will flourish without continuous relationship and inter-action on various levels.

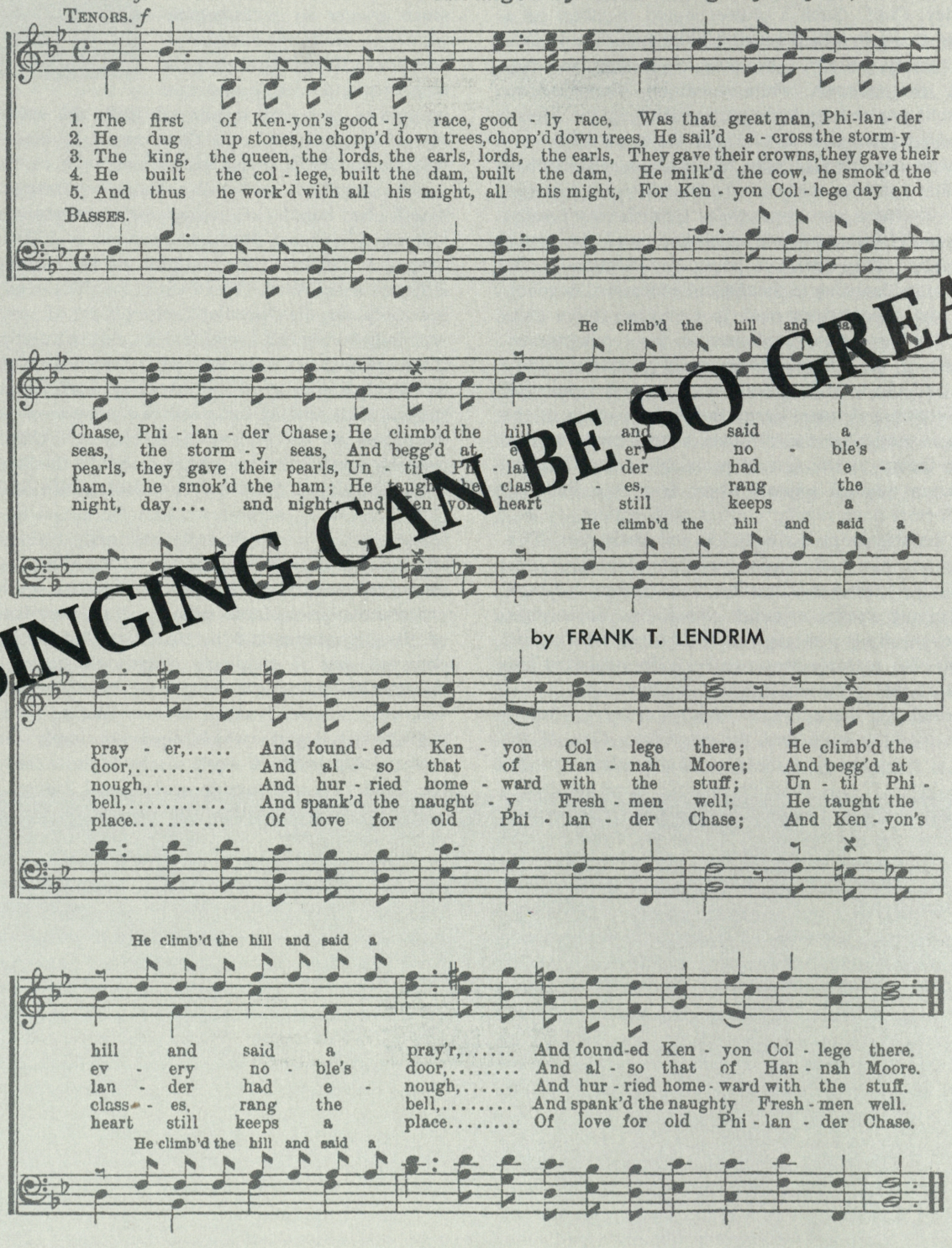
Finally I would plead for much *greater lay participation in every area of theological education.* Theological study is much too stimulating and important an enterprise to allow it to be the exclusive prerogative of the ordained and those about to be ordained. The reasons which have led institutions such as St. Louis University, Fordham, and Notre Dame to arrange for predominantly lay boards of trustees seem to me clear and convincing. Ought not theological schools to follow suit? In the Orthodox Churches, the tradition of lay theological scholars is firmly established. Theological faculties need lay scholars, not only in the "secular" disciplines of psychology and sociology but in the traditional theological disciplines as well, if we are to develop the kind of lay theology and lay spirituality which life in a radically secular world requires. On the student level nothing but good can come from throwing open the doors of classrooms in theological schools to anyone properly qualified who wishes to study theology and its related disciplines. How can a school justify limiting students to those seeking ordination? It is the laity who for better or worse must live with the professionally trained products of the seminaries! They deserve a stake in the educational process at every level. Serious lay theological education could proceed on various levels ranging all the way from lay schools of theology conducted by seminary faculty both in parish churches and in seminary classrooms during the evening, through undergraduate courses for those enrolled in the university, to more advanced courses leading to one of several professional degrees which need not imply ordination, and ending with graduate work of the highest caliber leading to the Ph.D. or a comparable professional degree.

Theological education has been much too narrowly conceived in the past. Some new patterns of theological education are beginning to emerge with greater clarity. To apply the principles outlined above would work far reaching changes. *These are the kind of principles which are guiding those planning for the future of Bexley Hall.* The transition from present existence in Gambier to life as part of the kind of institution the Church and the times require will undoubtedly be a trying one fraught with many a difficulty and surprise. It is no simple task to disentangle the threads of history, tradition, and the legal and emotional ties which have bound Kenyon College and Bexley Hall together for more than a century. At the same time the prospects for the seminary are stimulating and promising. *There is ample evidence that Bexley Hall will play a significant role in the emerging kind of theological school needed for the future.* All schools must sooner or later open their doors and windows all around and allow the winds of change to blow away some of the dust and cobwebs which have accumulated over the years. Bexley is one of the first of the Episcopal seminaries to undergo this process. I, for one, wholeheartedly welcome the prospects.

# PHILANDER CHASE.

Words by the Rev. George Franklin Smythe, D.D. Tune:—"The Pope."

*Boldly.* Arranged by Alfred Kingsley Taylor, '06.




SINGING CAN BE SO GREAT

by FRANK T. LENDRIM

IN WRITING an article on singing as it exists today at Kenyon, one is tempted to say to his reader, "To hear and see one of the groups in concert, could tell a far better story than any article." Many alumni have heard choral groups from Kenyon and have shared the pride and enthusiasm which such a concert engenders. As so many areas of Kenyon life, the choral program has developed rapidly in recent years. Singing as it exists today, while perhaps different from that which many alumni remember, nevertheless, still has the aim of enriching and making a memorable contribution to the student's undergraduate life.

To the average student entering Kenyon, singing perhaps represents the juvenile days of secondary school where it may not have been the *thing* to do. Or perhaps, to some college freshmen singing may have meant the weekly grind of rehearsing in a church choir and "at Kenyon, so I hear, nobody has to go to church." To others, singing memories may even go back to boy soprano days and to the embarrassing moments when vocal manhood set in and somehow with it, the loss of any desire to continue with this newly acquired and oftentimes uncontrollable singing voice. Finally, to some, singing has always been *the thing* to do. This type of student approaches singing at Kenyon with thoughts as "I might as well continue, that is if the guys who sing here aren't all finks!"

Thus during orientation week, when the reputations of most campus organizations are made or broken, membership in a singing group comes under the cautious eye of many a freshman.

Once on the campus, previous musical considerations may be temporarily bypassed or forgotten by freshmen who hear it is fun to sing. Oftentimes students express an interest, if for no other reason than the fact that "the fellow who sat next to me in Peirce Hall said I should sing. But gosh! I can't read music . . . I've never sung before." Let no one forget the ever-recurrent thought, consciously or subconsciously expressed, "How many girls will I meet through singing?" And I am always grateful when I hear such statements as "I heard and met some boys from Kenyon last year when they were on tour and decided then that I wanted to sing when I came here."

Occasionally singing ability manifests itself through such queries as "I see the Choir sang some Monteverdi last year," or "What was the Brahms work the Singers sang two years ago?"

These and other reasons somehow supply the impetus which gets or pushes many a Kenyon freshman into the somewhat terrifying initial move which puts him into contact with the director of the musical group. And let no one deny that to many a student, particularly to one who has never sung before, it is a terrifying moment to approach the faculty director and to say to him, "What do I have to do to be in the Chapel Choir or the Kenyon Singers?" Perhaps equally terrifying to the student is the usual response of the director, "I want to hear you sing."

Once our prospective singer "makes it" — that is somehow survives singing alone, letting others hear what is buried deep down in those vocal cords—and assuming what is heard is moderately pleasing to the listener, he begins his singing days at Kenyon. And, as has been the case with the majority of those selected for membership, once a student is "in," he usually finds the whole experience so satisfying he elects membership not only for the school year but for all of his Kenyon experience. For example, 21 of the 25 singing seniors last year had sung for their entire four years.

Of course, it must be admitted that the rushing and recruiting campaign put on by officers and members of both the Choir and the Singers during the opening days of school is fairly strong, to say the least. (Members of the choir had a party for all freshmen the first Sunday afternoon of the fall term. Results were highly favorable, so much so that one freshman, mightily impressed with the high degree of sociability in evidence, wondered if the choir had such a

custom every Sunday afternoon during the school year!) While it is certainly not true that "any freshman caught singing in an unguarded moment during orientation week is whisked off to Lendrim," the upperclass students do sell their musical program with fervor, and well they should.

The two principal campus musical groups are the Kenyon Singers and the Chapel Choir. Neither is new, and there are alumni who have belonged at one time to one or to both organizations. The Singers, Kenyon's so-called glee club, primarily perform secular music, and wear the familiar (and now somewhat fading) blue blazers. The Chapel Choir, singing exclusively sacred music, wear purple robes. (What is sometimes worn underneath those 70 purple robes is highly unpredictable!)

Because the number of concerts and accompanying rehearsals for each group have increased in recent years, students are no longer permitted to be in both groups. This decision was made with some reluctance since certainly any student should be allowed admission to both groups if he so desires. However, it was felt that a student could not do justice to both organizations. Thus, the Singers and the Chapel Choir each have their own separate membership and officers, sing their own music, but in no sense compete with each other.

Each group spends about one and a quarter hours in rehearsal each week. In addition, both the Choir and the Singers have regular weekly sectional rehearsals accounting for another hour or so of the student's time. Of course, before any concert or trip extra rehearsals are scheduled.

Interestingly, in the last few years about the same number students have shown interest in membership in the Singers as well as the Choir. And let no one think in spite of all the good times that it does not take work and dedication to belong to either organization. Each group meets throughout the entire school year, and oftentimes there may be a rehearsal or even a concert which interferes or interrupts a student's schedule.

Members of the Chapel Choir, in particular, deserve special mention for its response to the frequent "dark" Sunday mornings which Kenyon peculiarly seems to have. As alumni may remember only too well, thoughts of rousing oneself out of bed, let alone of stumbling forth to the Chapel to sing, can be the furthermost thought from any student's mind. And yet, through some small or large miracle, usually in the form of a sympathetic roommate or an unfriendly alarm clock, the choir members do stumble forth on a Sunday morning and are able to sing remarkably well during the Chapel service.

What is in the present choral program at Kenyon which interests and motivates so many students? Is it the music sung, the comradeship, the great and good fun — particularly on trips — or the opportunity to meet girls? Probably the answer is to be found in all or in a combination of these. The fact that so many students belong to the Singers or Chapel Choir, about 125 students or roughly some 20 per cent of the student body, shows that the program has vitality and meaning. In addition, the attrition rate of students leaving either group, once they are "in," is gratifyingly low. Equally pleasing is the increasing number of students who somehow "escaped" musical detection in the freshman year, and now wish to join in their sophomore, junior, and even senior years.

## SINGING CAN BE SO GREAT

It is probably true that for the last few years the membership in both the Choir, this year with 70 members, and the Kenyon Singers, with 55, is at an all-time high. A rather interesting paradox here is that while these groups, as well as the College have grown, there has been a decline in the type of informal singing which many alumni remember. This was characterized by regular singing of the student body in Peirce Hall and the regularity of fraternity singing down Middle Path. Unfortunately, both traditions are rather rare now. While many present-day alumni are sometimes disappointed, distressed, and even outraged that the songs which were sung in their student days may not be sung by today's students, let alone known by them, they may rest assured that even though some songs might be different and the occasions upon which those songs are sung is different, the same enjoyment and pleasurable singing memories are still being provided the present-day students.

Paralleling the increase in membership of both the Choir and the Singers has been a rise in the number of concerts each group sings, both on-campus and off. This year, in addition to participation in the annual Advent and Lenten concerts, both the Choir and the Singers have sung with four women's choirs who have spent a weekend on campus. Two of these schools, Lake Erie and Western colleges, are familiar names to Kenyon alumni. The other two names are relative newcomers to the list, namely Stephens (Missouri), and Notre Dame (Cleveland).

The typical plan for such gala weekends has the girls arriving in the early part of Saturday afternoon. Joint rehearsals are scheduled with both the Choir and the Singers for the remainder of the afternoon. Following dinner, a concert is held with the men (Kenyon Singers) and women each singing separately as well as together. On Sunday morning the visiting choir sings with the Chapel Choir at the regular Chapel service. On two occasions this year a mixer followed the Saturday evening concert with members of the Choir and Singers raising the necessary funds.

However, it is in the area of off-campus concerts where there has been the greatest increase in the last few years. Highlighting these off-campus concerts are the spring tours each group makes in alternate years. The first such tour was made by the Singers in 1964, with that group making its second tour, in 1966. The Chapel Choir made its first tour in 1965, and by the time this article is read the second tour, hopefully, will be a fond memory.

The Choir's tour this year is a typical one with the students, the entire Choir membership of 70, traveling some 2000 miles in two charter buses and presenting 14 concerts in 10 days. Principal cities visited this year were Washington, Philadelphia, and New York. The 10 days came during the first part of spring vacation, and following the last concert, the students wearily but happily headed homeward.

Undoubtedly, any student's most vivid memories of his Kenyon musical days are to be found in the funny, exciting, and sometimes frightening things that happen on these tours: the good singing (hopefully all of the time); the meeting of friends, alumni, and not incidentally families — on last year's Singers' tour, about 25 students had parents hear them in concert; the race to see whether clean shirts will hold out (but best no mention about similar conditions regarding underwear and socks); the unending bridge games on the bus, interrupted perhaps by an occasional glance at a textbook; the opportunity to visit for the first or umpteenth time interesting geographical regions in this country; the chance to

show Kenyon at its best, and lastly, the not soon-to-be-forgotten friendships made within the group and with it the opportunity to meet new friends when staying with different hosts every evening while "on the road."

While touring is always pleasant, the demands of such a schedule, musical as well as social, are vigorous. The ability to be able to give one, sometimes two, full concerts in one day asks a lot of each participant. (Some of the Singers still talk of their tour in 1964 when four concerts somehow were scheduled in one day, and all of them successful.) Each student returns from a tour with the wish and almost determined vow to do it again, and statements such as "Why do we have to wait so long to do another one?" are common.

Three years ago at the retirement of the Presiding Bishop, the Rt. Rev. Arthur Lichtenberger, a 1923 Kenyon graduate, the College sent a singing delegation to the convention assembled in St. Louis to pay tribute to one of its most distinguished alumni. A small group was chosen for that occasion, and because their experiences together proved so enjoyable, the students decided to stay together. Thus was born the Chasers. Named for Philander Chase, the group has become one of the most popular of the singing organizations at Kenyon and because of the size, 10 members, the Chasers are easier to transport than either the Choir or the Singers. The group, selected from members of the Chapel Choir, has as its trademark red vests and a varied repertoire. Like the Singers and the Choir, the Chasers have made numerous off-campus trips. Alumni in Cleveland, Pittsburgh, Toledo, Boston, and New York heard them last year. This year they sang in many of these cities again and added Chicago to their list as well as being featured on the tour program of the Choir.

Perhaps the most exciting thing to happen to the Chasers or for that matter any Kenyon singing group in recent times, has been their selection to sing at Expo 67 in Montreal on June 7. On that day they will give two 30 minute programs, the first at 10:30 a.m. and the second at 5:30 p.m. Thus for the first time in recent memory, perhaps ever, a singing group from Kenyon will travel outside the confines of this country. Any alumni who will be at the Expo on June 7 should plan to hear the Chasers. Bandshell B will be the location.

Finding additional rehearsal time for this group, over and above their Choir duties, has been a problem which has sometimes been met with late evening or afternoon rehearsals. However, this year the group meets three times a week for 45 minutes during the noon hour. Those members who have classes both before and after the regular lunch hour eat, or try to eat, during rehearsals. A simple box lunch is provided for those who need it by Saga Food Service. (Ever try to sing and learn music while chewing on a ham sandwich?) If any of the Chasers have a harried look this year, it is perhaps because their formerly peaceful noon hour has been turned into yet another busy rehearsal.

While this article has concentrated on the Singers, Choir, and the Chasers, there are numerous other examples of mushrooming choral activities on the campus. During the last school year the Gilbert and Sullivan Society, organized largely by students with faculty assistance, had a smashingly successful first season with a highly praised production of *Patience*. This same production was seen by numerous alumni later in the year when performances were repeated at Commencement. This year *The Mikado* was given in an equally successful production. The future of the group looks secure. Still another choral group, modeled in size after the Chasers, came into existence last year. This group, equally full of enthusiasm and verve and called the Kokosingers, is entirely student led with most of the members coming from the ranks of either the Singers or Choir.

Indeed with the prospect of a co-ordinate women's college, one can see further possibilities for even more choral groups at Kenyon, and the singing future does appear to be bright. Thus as reflected in the pictures accompanying this article, as well as in these few words, there is wide participation and enthusiasm in singing on the Hill. In the words of one recent graduate, "I never knew singing could be so great."

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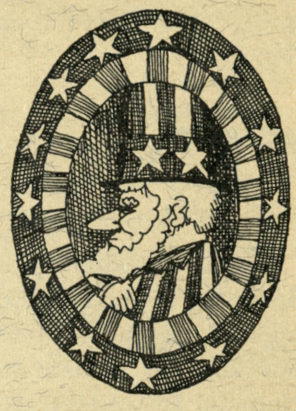
*America's colleges and universities, recipients of billions in Federal funds, have a new relationship:*

# Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over $300 million.

▶ Colleges and universities would lose some $2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.

▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.

▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.

▶ Planned or partially constructed college and university buildings, costing roughly $2.5 billion, would be delayed or abandoned altogether.

▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

# *A partnership of brains, money, and mutual need*

eral institutional support which they have been receiving since the nineteenth century.

▶ Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of $1.2 billion far exceeded all gifts from private foundations and alumni. The $5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and —recently, in modest amounts—for the general strengthening of the institution.

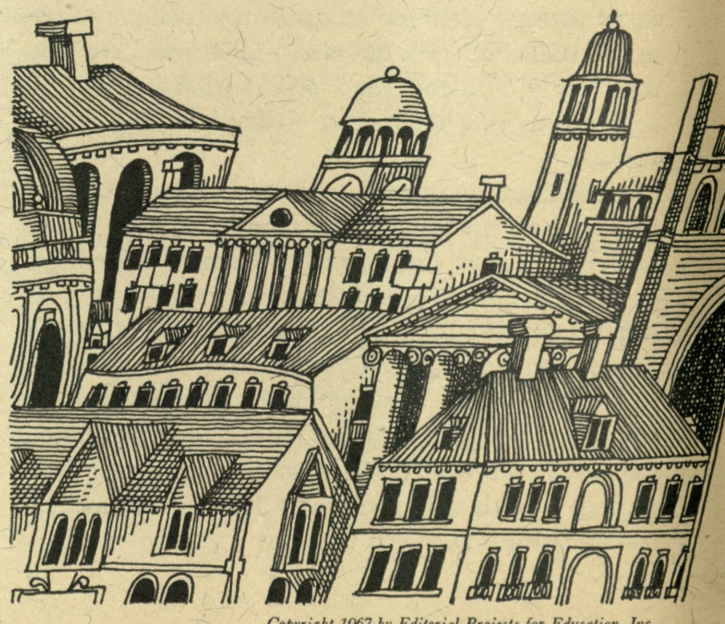
There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

*Every institution, however small or remote, feels the effects of the Federal role in higher education.*



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sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

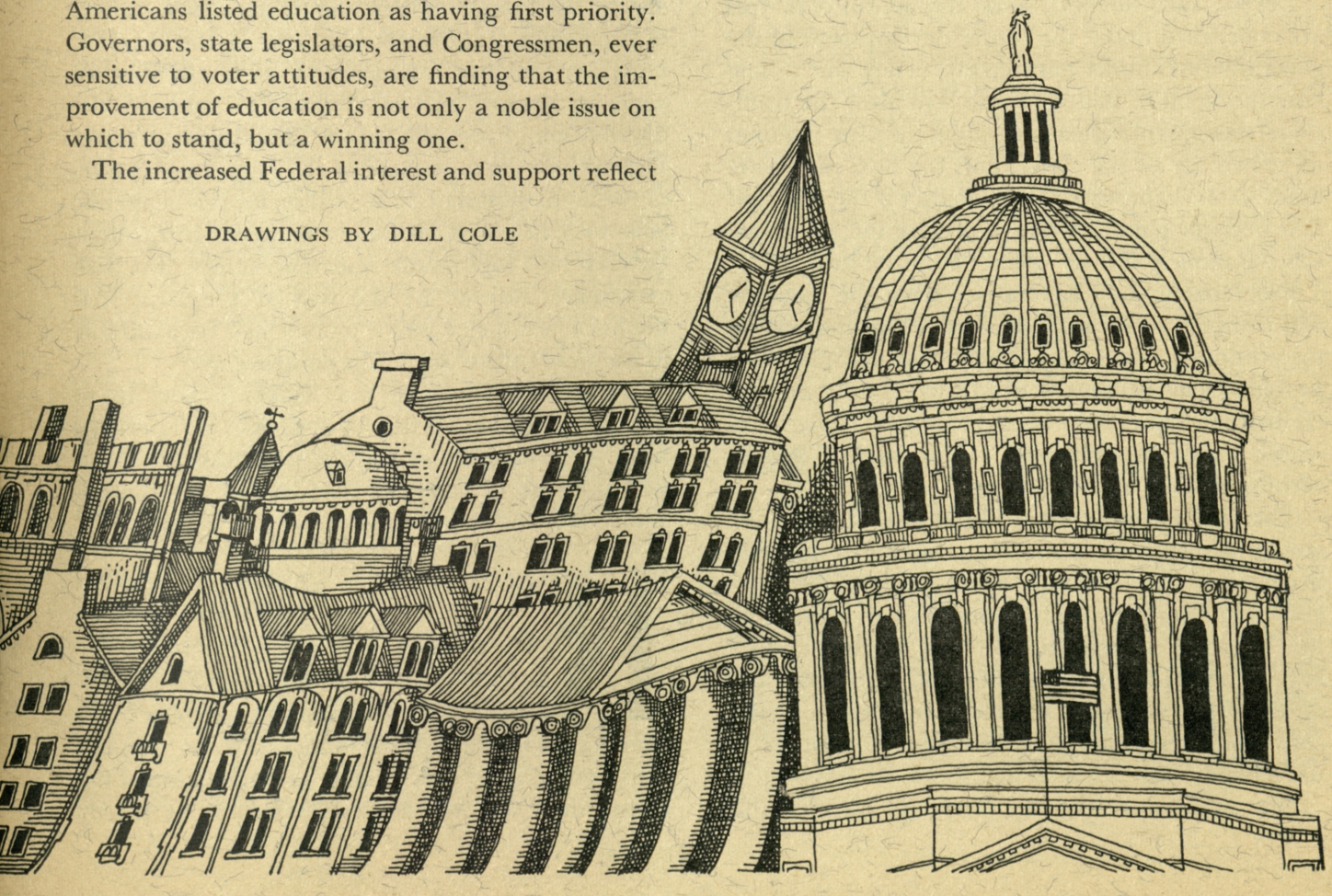
The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

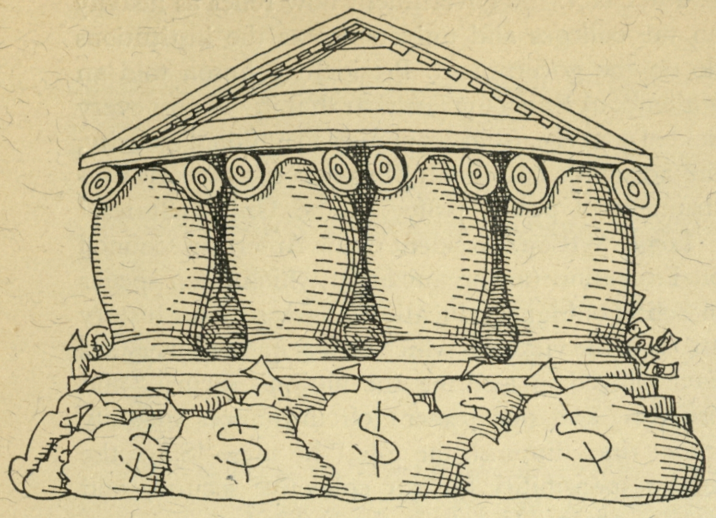
The increased Federal interest and support reflect another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

## *The haves and have-nots*

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated $18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

# *compete for limited funds*

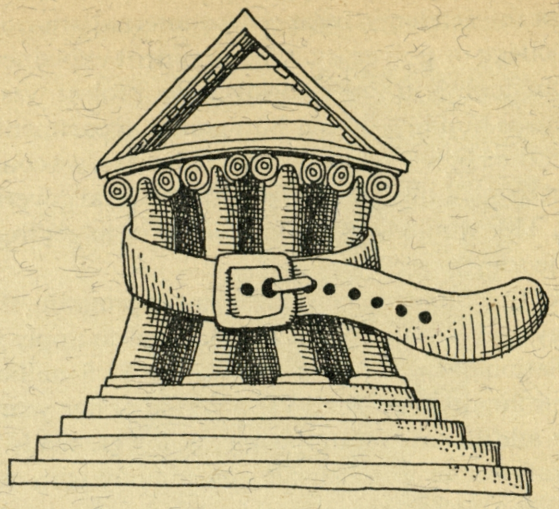
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than $300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the prewar days "a horse-and-buggy period." In 1930, colleges and universities spent less than $20 million on scientific research, and that came largely from private foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.



Some three decades and $125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a $3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave $2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for $1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a $4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid —those of the humanities and those of the sciences. For $2 million of private money, I could either build a $3 million humanities building *or* I could build a $4 million science building, get $1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

# *The affluence of research:*

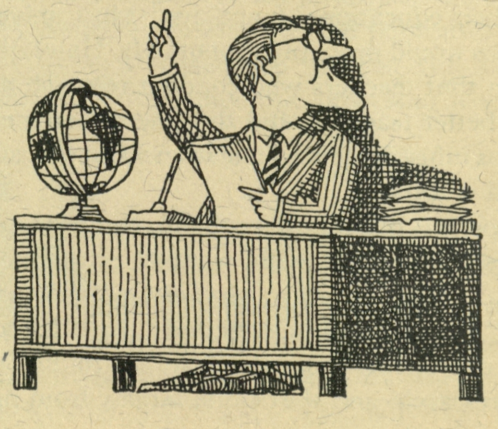
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to

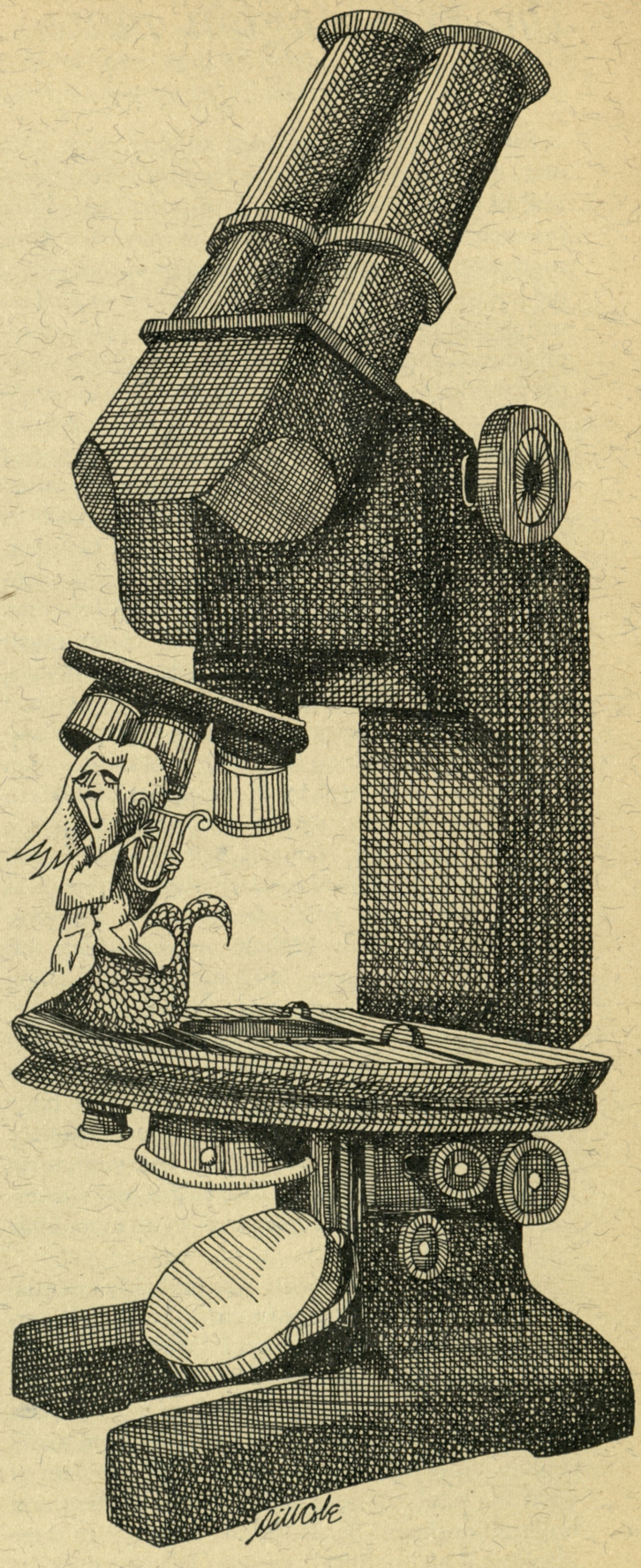


# *a siren song to teachers*

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.



THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.

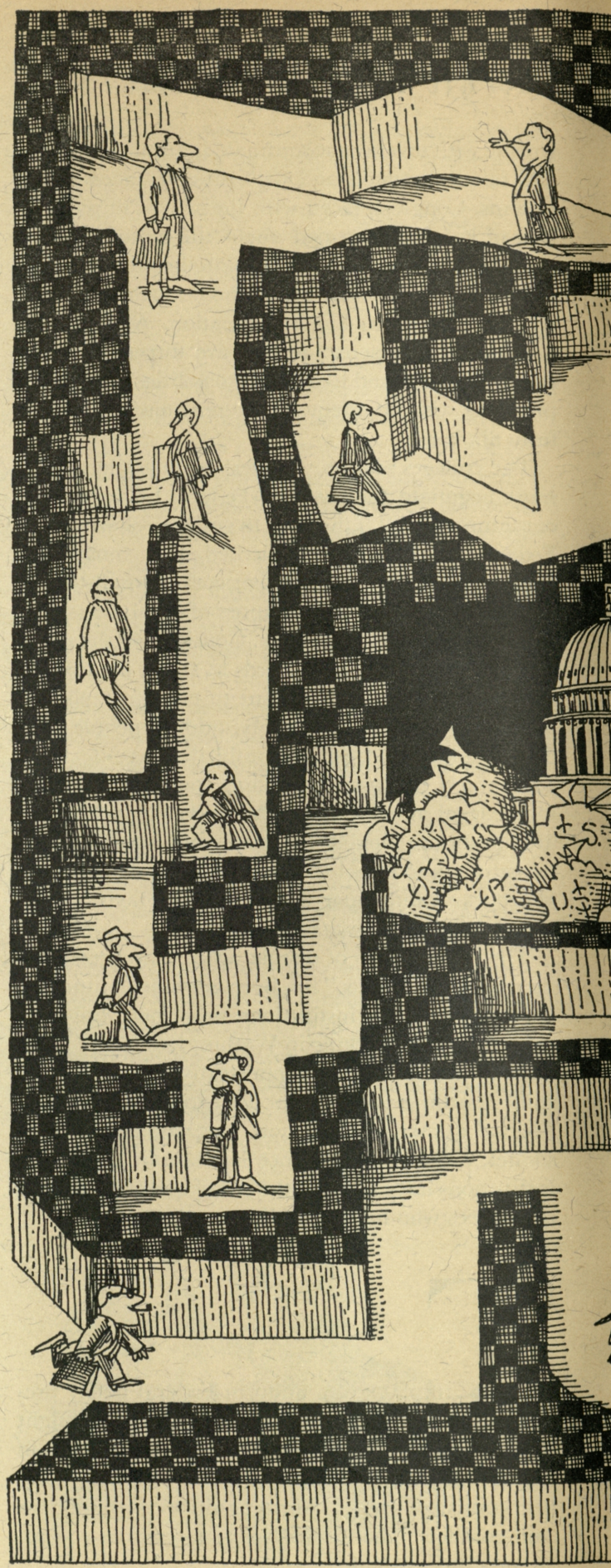
# *Fund-raisers prowl the Washington maze*

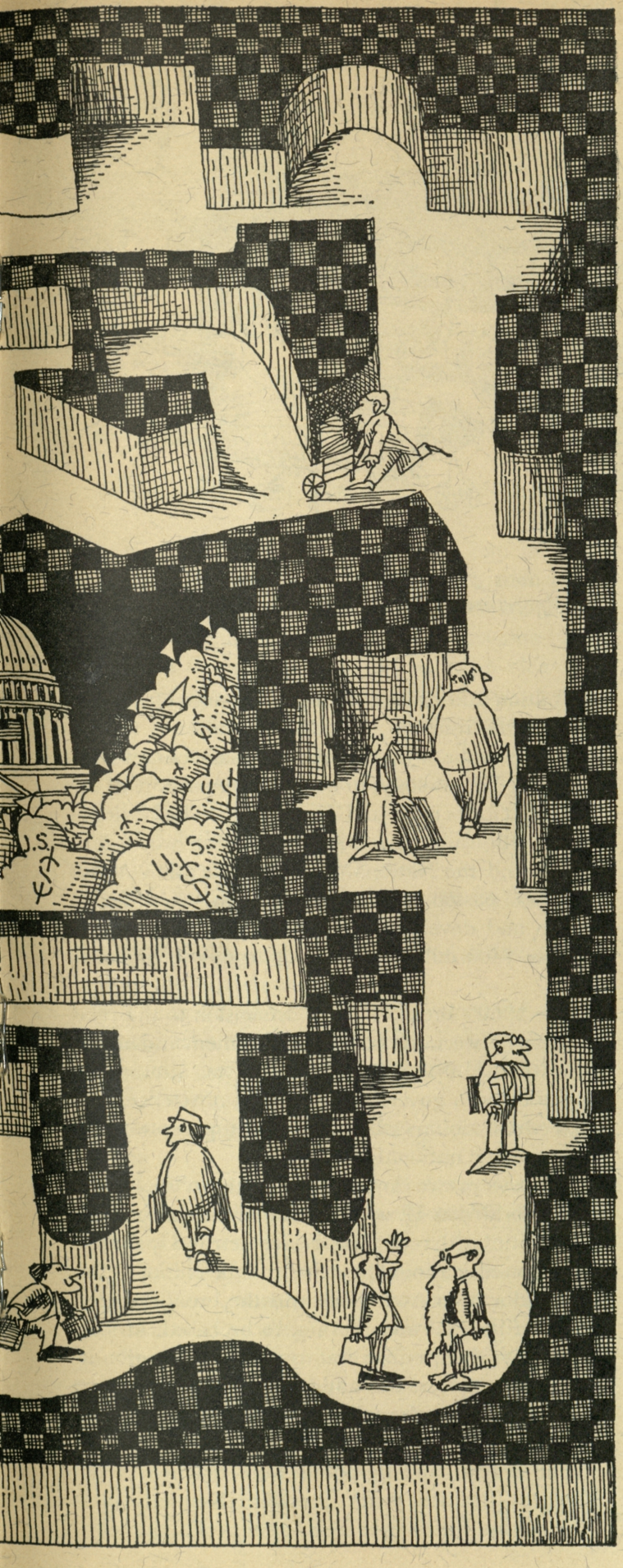
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

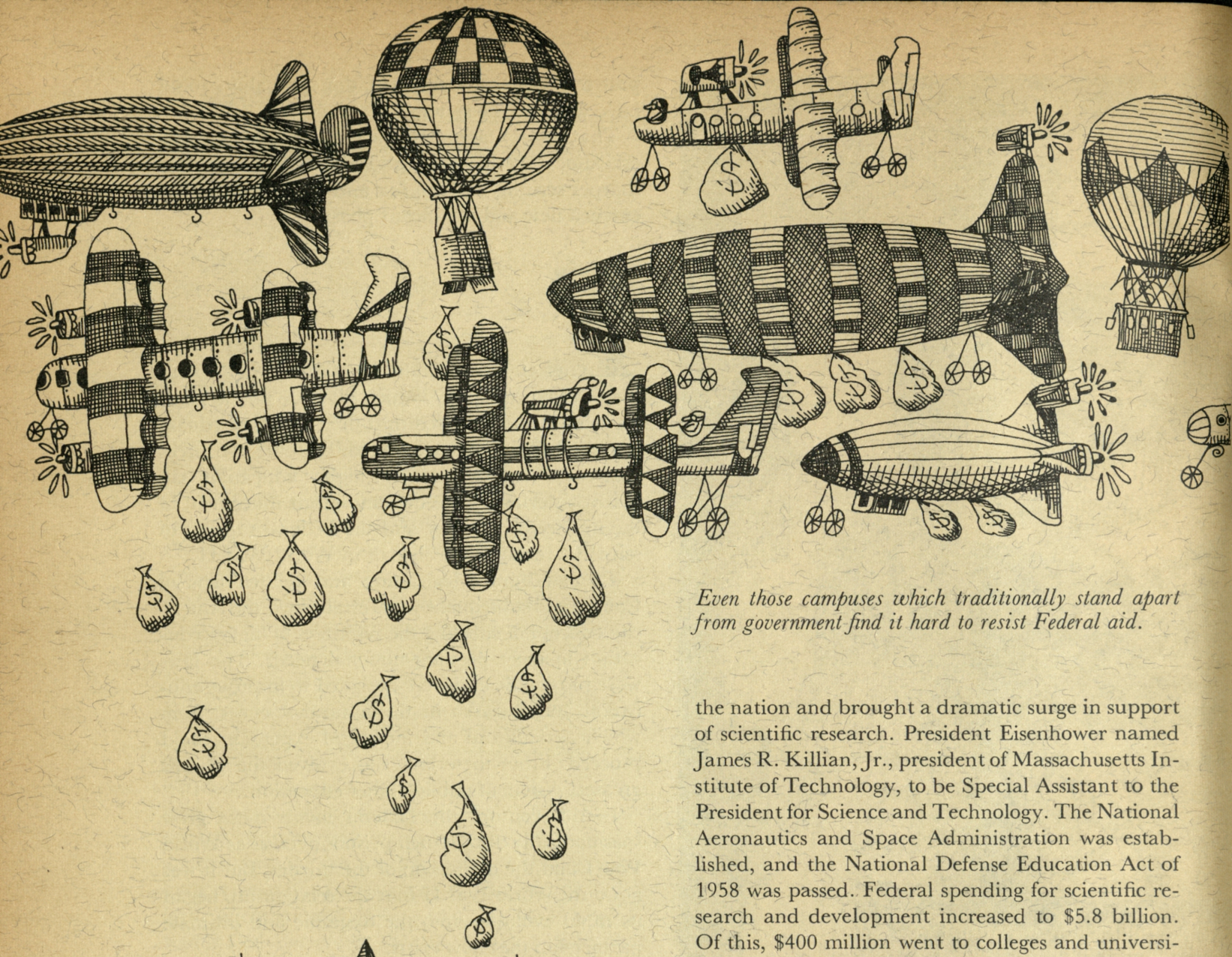
The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than $200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled $1 billion.

The Soviet Union's launching of Sputnik jolted



*Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.*

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to $5.8 billion. Of this, $400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent $19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-

cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

▶ $1.5 billion in matching funds for new construction on the nation's campuses.

▶ $151 million for local communities for the building of junior colleges.

▶ $432 million for new medical and dental schools and for aid to their students.

▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.

▶ Grants to strengthen college and university libraries.

▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.

▶ The first significant support of the humanities.

In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

## *A new phase in government-campus relationships*

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a $612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state allocations to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.

*"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."*—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: " . . . A university is now regarded as a symbol for our age, the crucible in which —by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

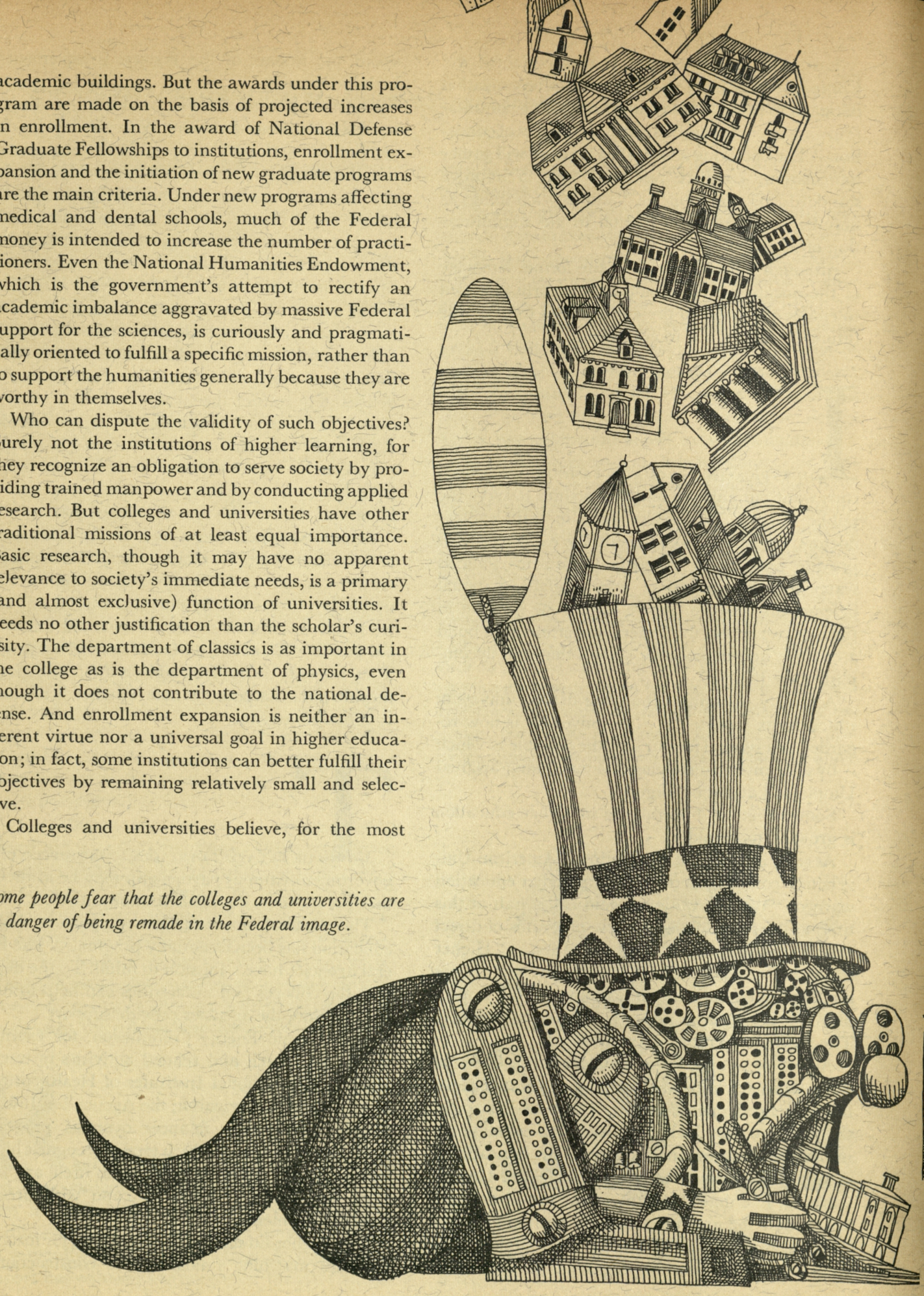
The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most



*Some people fear that the colleges and universities are in danger of being remade in the Federal image.*

# *When basic objectives differ, whose will prevail?*

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in universities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

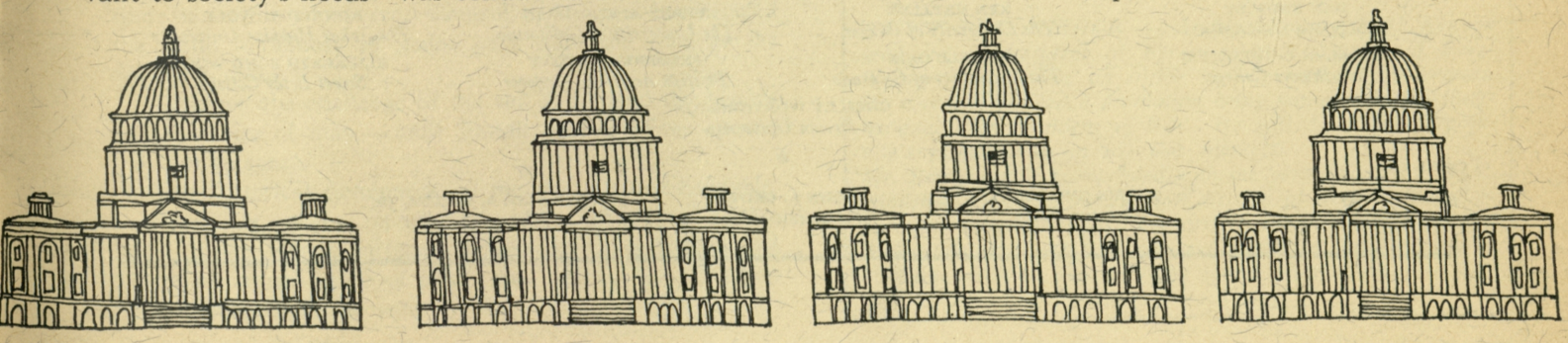
One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the $2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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# OUR NEGLECTED "LIQUID PLANET"

By Andrew W. Rose

UNTIL Sputnik I the oceans of the world had historically been the great challenge and the great opportunity for man. The sea, and man's confinement by the sea — or man's control of the sea — had measured our pace of progress and defined the course of our history up to that time.

Early in his primitive searching, man pushed off from the security of the land to probe the sea. The familiar shore was out of sight. The unknown, frightening yet alluring, was there to be explored by men who had the courage — and the equipment.

Long before the Trojan Wars (1200 BC), the people of Crete established regular shipping trade between their island and Egypt. The Phoenicians were sailing to Cornwall for tin by 600 BC. The Vikings reached out with their longboats and found America centuries before the voyage of Columbus.

Conquest of the surface of the seas opened the great trade lanes for commerce. Control of the sea has decided the result of almost all major wars since the time of the ancient Greeks.

Certainly the challenge of the sea dominated the history and literature of man — until Sputnik and Explorer opened the door to space.

This historical dominance of the sea is understandable. Physically, water represents nearly 140-million square miles of the earth's surface — compared to something like 57-million square miles of land. And yet we have touched only the *surface* of the sea.

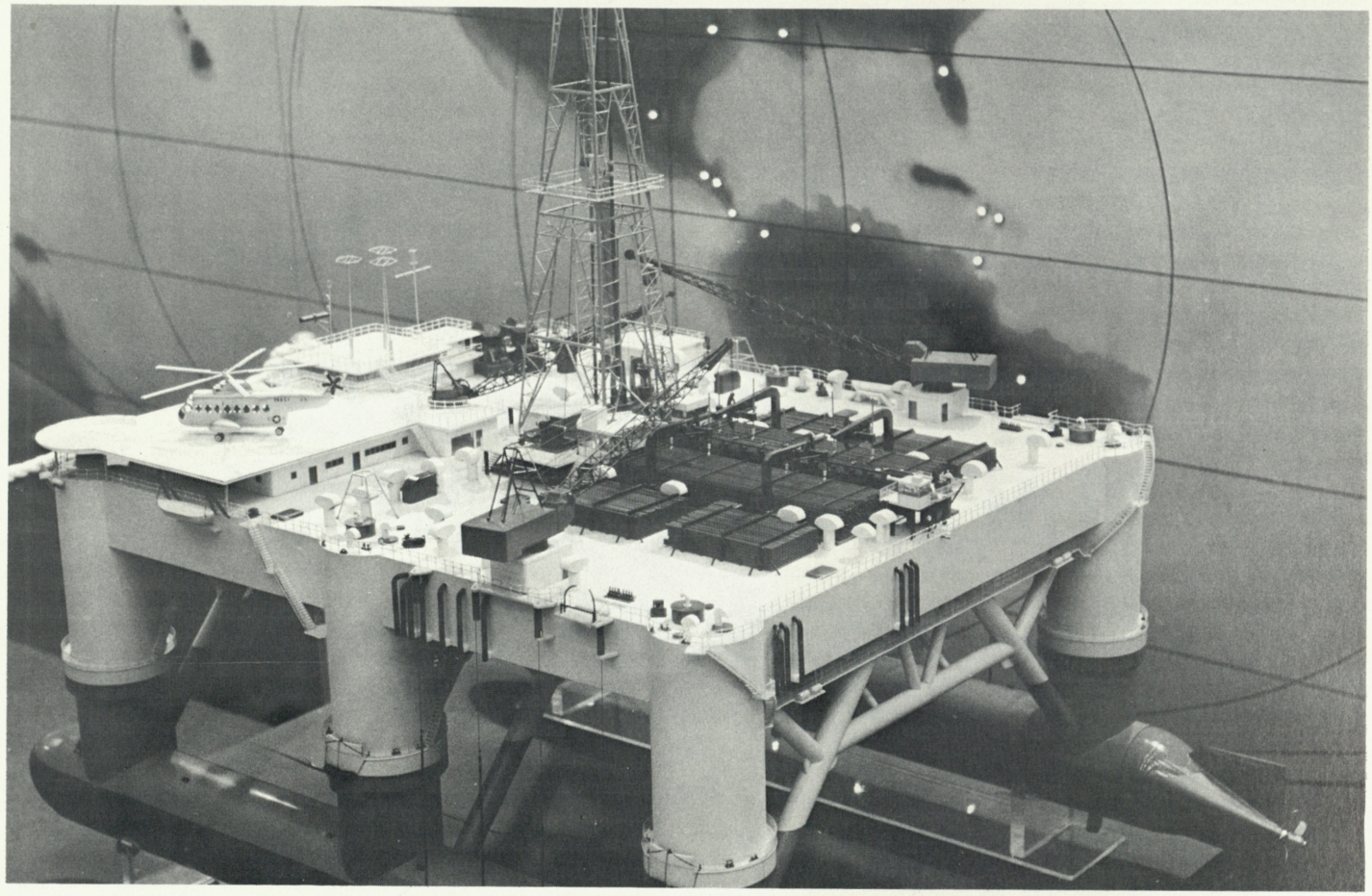
We have spanned it but we have not really begun to explore it. We have looked at this great water area as a sort of marine highway. On it we can transport people or goods — or take a pleasure drive.

On it we can police our shores — or patrol the world. We have wandered off this marine highway to do some "farming" in the form of fishing. But even here our efforts have been as primitive as man's first scratching of the earth with a stick.

In 1869 an imaginative Frenchman took a deep breath and plunged deep below the surface to sound out a new subsea frontier — and chart with remarkable clarity the underwater journey we have just begun. The words of Jules Verne's Captain Nemo read like a preamble to an Offshore Exploration Conference:

*ABOUT THE AUTHOR — Andrew Rose, a 1931 Kenyon graduate, is president of Byron Jackson division of Borg-Warner Corporation, an office he has held for nine years. He recently received a promotion being named the first International Vice President of B-W. He will direct the corporation's participation in overseas markets.*

*Mr. Rose's article is reprinted with the permission of* BYJAC, *published by the Byron Jackson division of Borg-Warner Corporation, copyright 1966. The article was originally presented during the Offshore Exploration Conference, first meeting of its kind, held last year at Long Beach, Calif.*



The ocean deeps will be probed when Project Mohole (its floating base here seen in scale model) gets under way in the Pacific. Moored in nearly 15,000 feet of water off Hawaii, floating Mohole rig will drill another 20,000 feet through the sea's floor into the earth's mantle in a dramatic attempt to learn the secret of how the earth was formed. Special equipment developed for Mohole will be useful in other deep-sea operations.

"The sea is everything. It covers seven-tenths of the globe. Its breath is pure and healthy. It is an immense desert where man is never alone, for he can feel life quivering all about him. The sea is only a receptacle for all the prodigious, supernatural things that exist inside it. It is the living infinite. It contains the three kingdoms of nature — mineral, vegetable and animal. The sea is a vast reservoir of nature. One must live — live within the ocean. The world, so to speak, began with the sea, and who knows but that it will also end in the sea!"

If it is true that, in the beginning of time, web-footed, gilled creatures rose from the sea to evolve into air-breathing, land-based residents, then it is reasonable and right that rubber-finned and aqua-lunged men should return to the water to conquer the undersea world. Man with his acquired adaptability to environment — and with great new technological capability — is now ready to work and live within the ocean.

But what is this last new frontier on earth — and is it worth the effort that will be required to conquer it?

Because space exploration has upstaged earth exploration — and more particularly sea exploration—perhaps we should begin by a comparison with Project Moon.

For the past few years we have spent more than $5 billion annually on space programs, much of it toward our goal of landing men on the Moon. Additional billions of dollars are committed. Yet unknown new funds will be applied. At least two million persons, directly or indirectly, are involved in this space effort.

All this money and manpower are being invested in a target that is 239,000 miles away. It has no atmosphere, no moisture, no rain, no oceans, no evidence of animal, fish or plant life. Its temperature extremes are unbearably hot and unbearably cold. Based on the fastest commercial transport available today, the jet airplane, it would take two or three weeks to deliver crews or equipment — more than a month to make a round trip. Based on our rocket transport, one second of error in timing can result in our missing the moon by several thousand miles.

And yet, just a few hundred miles from our shorelines is an unexplored, rich and wonderful subsea planet. The mass of liquid in the oceans and waters of the earth, if formed into a sphere, would create a liquid planet approximately equal in diameter to the moon (2000 miles of liquid diameter compared to 2160 diameter-miles of arid, lifeless moon waste).

Think of that. In *water alone* our own unexplored underseas frontier matches the mass of the moon. In the content of that water — and in the richness of the earth floor below the water — there is a known, almost limitless and economically attainable store of food and mineral resources.

This "liquid planet" we possess weighs 3 quintillion (3,000,000,000,000,000,000) tons. It equals in liquid content all the water that all the rivers of the earth could pour forth in 40 million years.

Forgetting, for a moment, our first target — the oil and gas below the ocean floor — let us look at some of the other wealth of the sea that awaits harvesting.

Consider aquaculture — the science of exploiting the resources of the sea to man's advantage. To date man has been almost casual in his use of the sea, literally skimming the surface. Yet this treasure house can feed an exploding world population and supply the raw materials for our booming technology.

And I am not talking about far-off things like the processing of plankton as a substitute for food. We may some day find Captain Nemo's sea turtle steak, braised dolphin livers, sea cucumbers and whale's milk to be gourmet delights — especially when topped off with a seaweed cigar— but let's not wait for that day.

And I *am not* talking about refining from sea water the glamorous and precious metals of the sea — the gold, the silver, the uranium — which may be technologically remote from us.

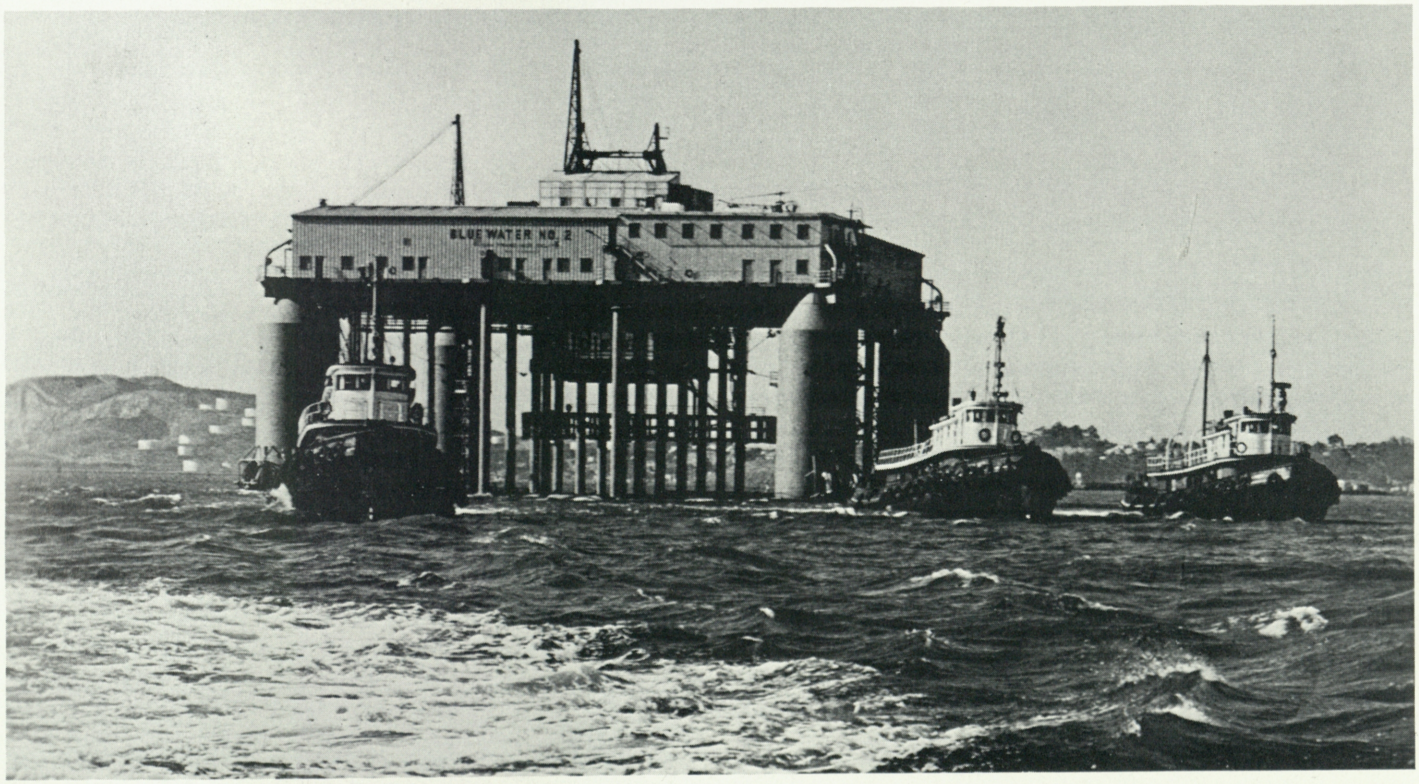
But I *am* talking about the immediately available, commercially practical resources of the sea. For example, since 1930, virtually all the world's supply of magnesium metals has come from the sea.

There are, under shallow waters, rich tin ores off Indonesia and Thailand. Gold exists off Nome, Alaska. Iron ore is being recovered near Newfoundland, coal in Nova Scotian and Chilean offshore waters and sulphur in the Gulf of Mexico. Diamonds are being mined off South Africa with a dredge that scoops up 22,000 carats per day. And we have not begun to stake out other close-to-shore mineral deposits that will require little, if any, new technology for profitable commercial exploitation.

For example, there are minerals all packaged and ready to be plucked from the ocean floor. These packaged nodules range from granules to chunks as big as an office desk.

We have known for almost a century that such nodules existed, but the International Geophysical Year dredging surveys demonstrated the great abundance of these lumps of mineral wealth. Our Pacific Ocean floor is practically paved with them. While the nodules are particularly rich in manganese, they also contain important amounts of iron, copper, nickel and cobalt.

Best of all, these mineral "fruits" of the ocean floor grow in layers, like onions. The supply is replenished slowly, it's true — but the crop is so great, according to one engineer's estimate, that even harvesting the whole world's man-




"Blue Water No. 2," a floating offshore oil well drilling platform an acre in area, is towed to a drilling project in 400 feet of water. Main buoyant portion of the unit lies 40 feet below the surface to escape most of the effect of wind and waves. Offshore continental shelves hold untold treasures in petroleum and minerals.

ganese needs from nodules, the growth rate would still be three times the rate of depletion.

Putting that in oilman's terms, picture an oil well or a field which replenished itself three times as fast as you could produce it!

It is also possible that we can "grow" minerals in vast underwater farms located in shallow waters close to mineral "refineries." Much is yet to be learned about how marine plants and animals selectively concentrate specific minerals in their tissues.

Iodine, as you know, is concentrated by certain seaweed and can be profitably processed from its ashes. Knowing more about aquaculture, we can "plant" organisms on convenient "mineral ranches" and harvest the crop when it is ripe with aluminum, copper, mercury, vanadium or other minerals.

It is estimated that one cubic mile of water holds 160 tons of solids, including 60 commercially important elements. This same water probably contains the marine plant and animal life that can serve as first-stage gathering stations.

If underwater farming sounds impractical to you, consider how oyster beds, for example, have been harvested for centuries. Marine fertilization: is it practical? It has already been demonstrated that outlets of sewage purification plants, delivering wastes rich in nitrates and phosphates, create a rich green crop of plant life in their vicinity. If accidental fertilization works, then planned programs should be effective.

But let's be even more realistic about things we know. Many of us are fishermen. Think of the tremendous harvest of food in the fish of all the oceans — a harvest that we cannot today even measure. Commercial fishing is still extremely backward in technology. There is also much to be learned about the many species of fish, very few of which are known to us for their food value.

There is also much to be learned about migratory habits, and how these can be used to our advantage in total fish resources. How about selective breeding of fish? Certainly we have improved the quality of our beef, pork, mutton and poultry by scientific breeding and feeding.

What about fish conservation? Perhaps fishing banks, like soil, should be rotated to avoid depletion and loss of fertility.

Famine and disease caused by diet deficiencies are real and immediate and needless blights. One of every five persons in this world is drained of vitality and strength by lack of sufficient protein in his or her diet. At least 100 million people suffer from protein diet-deficiency diseases.

Fish are abundant, rich in protein and low in cost. Fish flour has been developed which is 80% protein. It can be used as a food supplement, or even made into bread.

Much of this is not new. Certainly every oilman is acutely aware of the great petroleum potential of the continental shelves and the ocean floors. The oil and gas reserves that we are beginning to tap promise to dwarf all of our onshore production since Spindeltop.

You have only to look a few hundred feet out from the Long Beach shoreline to see U.S. drilling records being set. Soon a well will be completed every other day! By the end of this year THUMS (a company formed by several cooperating major oil corporations), will have developed the Wilmington field into the largest single crude-oil producer in the country.

Continental shelves add about a fifth more to our existing land masses. Author Dean McGee has pointed out that this is equivalent to adding another continent the size of Asia. About 20% of this continental shelf opportunity is off North American shores. And it appears that these shelves are loaded with oil.

About 50 billion barrels of oil and 62 trillion cubic feet of gas have already been discovered and developed on the continental shelves of the world. This represents about 11% of all the oil found in the world since the first oil well was drilled . . . and almost 6% of all gas previously found.

When you compare the animal, mineral and plant resources of this great "liquid planet" on earth with those of the moon, then the importance of applying new dimensions of dollars and technology to exploring and exploiting these resources becomes obvious.

I am not saying that the exploration of outer space is not valuable and necessary. But I am suggesting that some balance has to be brought into our total thinking as a nation to put proper emphasis on our great underwater frontier.

If we feel that the race with Russia for the moon is vital, then let's ask ourselves how well we are doing in the race for the 70% of the world still unexplored. Edith Kermit Roosevelt in her February 6 newspaper column pointed out that Russia is investing almost one-third of a billion dollars each year in the development of its fishing industry alone. I believe we are spending something like one-half that amount on our total ocean science programs . . . although a larger 10-year plan was proposed by President Kennedy.

Here, at this Offshore Exploration Conference, we are looking squarely at the opportunities and challenges the underwater frontier offers us. We are men and companies that have well-established capabilities in research and development, in manufacturing, testing and operating tools, systems, materials, services, vehicles and communication devices related to the present need — and responsive to the demands of the future.

Eight years ago, America placed a basketball-sized satellite in orbit. In the short, short span of time since, miraculous technological progress has been made.

Today we are embarked on a similar bold new voyage into the inner space of our subsea earth. In a similar decade we can do the impossible — and do it profitably.

What do we need? Perhaps we need a melding of hard-nosed petroleum technology and the "imagineering" of a new breed of aquanauts. We need an even higher degree of reliability in equipment, techniques and services than has been demanded by onshore operations. In remote water drilling, there's no margin for breakdowns or failure; no allowance for wasted time. There's no environment for try-try-again

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Spiralling gracefully downward, a scuba diver enters the gloomy shadows of a kelp bed. Ever-multiplying mankind may some day find it necessary — and possible — to farm offshore areas of the sea as intensively and successfully as is now done on the American Great Plains.

operations on the ocean floor; no second or third chance for aquanauts pioneering a return to the sea.

If we are *practical,* we have to be *profitable.* No Great Sea Society should subsidize our submergence into this last great frontier. But if we are to be profitable, we must be economically efficient — economically efficient beyond any previous demands on our petroleum and aerospace industries.

For example, if the close-to-home operations of a unit working offshore in Texas or Louisiana cost between 10 and 15 cents per second, then a deeper push into the subsea world will make every second even more critical.

But don't you believe that we can do it together?

The oilmen who have tapped the toughest terrain on this planet and have joined pipelines across some of nature's most unyielding surfaces and climates should be natural partners to the aerospace engineers who have challenged and beaten sonic barriers and the forces of gravity.

We have only begun to apply computer techniques to oilwell drilling and production. Even more must be done in the new world of subsea discovery and production.

In a short period of time we have seen great progress in bottom-setting rigs and in floating rigs that can drill at depths too great for ocean-floor footing. Perhaps floating supply stores and submerged drilling rigs are not too far in the future.

We've seen underwater completion successfully made and we have accomplished subsea sampling at depths below 600 feet.

Recently a survey of members of our Petroleum Equipment Suppliers Association was made to measure the degree of current involvement in offshore activity by PESA manufacturing servicing and supply-company members.

On an average, according to the companies responding, offshore operations represent one-fifth of their equipment and service sales *right now.*

Companies involved in offshore equipment or service sales are heavily committed to new equipment and techniques. About 25% of this business involves new or significantly modified technology. Many companies reported a 50 to 95% investment in new developments for offshore sales.

Much has already been achieved. The PESA survey revealed such developments as pneumatically sealed telescoping joints to compensate for vertical displacement . . . a continuous-string workover unit that feeds out and winds in like a giant fishing reel . . . salt-water cements . . . pitch, roll

→

U.S. Navy "aquanauts" spent weeks living on the sea floor in Sealab II (right), shown here with its surface support units, to test the physical effects of prolonged exposure to an undersea environment. They also tested equipment and observed marine life. In the future, offshore oil well crews may live for extended periods underwater while performing drilling operations.

←

Scuba diver displays a giant crab he caught. Shellfish, including crabs, oysters, the famed Maine lobster and scallops, provide an important part of America's diet. But some other nations far exceed U.S. in per capita sea food consumption.

and tide motion recorders . . . ocean-going service vessels . . . dockside bulk materials stations for offshore well servicing . . . emergency fueling pads for helicopters, with fueling pumps driven by gas produced by nearby offshore production platforms . . . tension-measuring instruments for mooring, riser pipe and anchor lines . . . subsea hangers and connectors that are diver-free . . . power subs . . . on-and-off production trees for testing and evaluating offshore production requirements . . . packaged workover rigs that can be transported by cargo boat . . . platform-to-shore transfer pumps . . . telemetering that communicates drilling and logging data direct to remote onshore control centers in much the same way that space control centers receive data and direct outer-space operations . . . and many other examples of more compact, higher-powered, self-propelled features created for offshore programs.

We have only b e g u n to use automation in this offshore and underwater world. Yet it is a world which needs automated operation because the distances and the demands on labor and equipment put too great a premium on the purely physical powers of man.

Amplification of man through power-actuated "muscles" is only beginning in the oil industry. Our push into the subsea world will accelerate this need, just as it has in supersonic aircraft and missiles. Power slips, power tongs, power pipe racking are just the beginning. Logging will precede, not follow, the bit. Computerized drilling will anticipate and adjust programs to achieve greater efficiency and avoid unnecessary shutdowns.

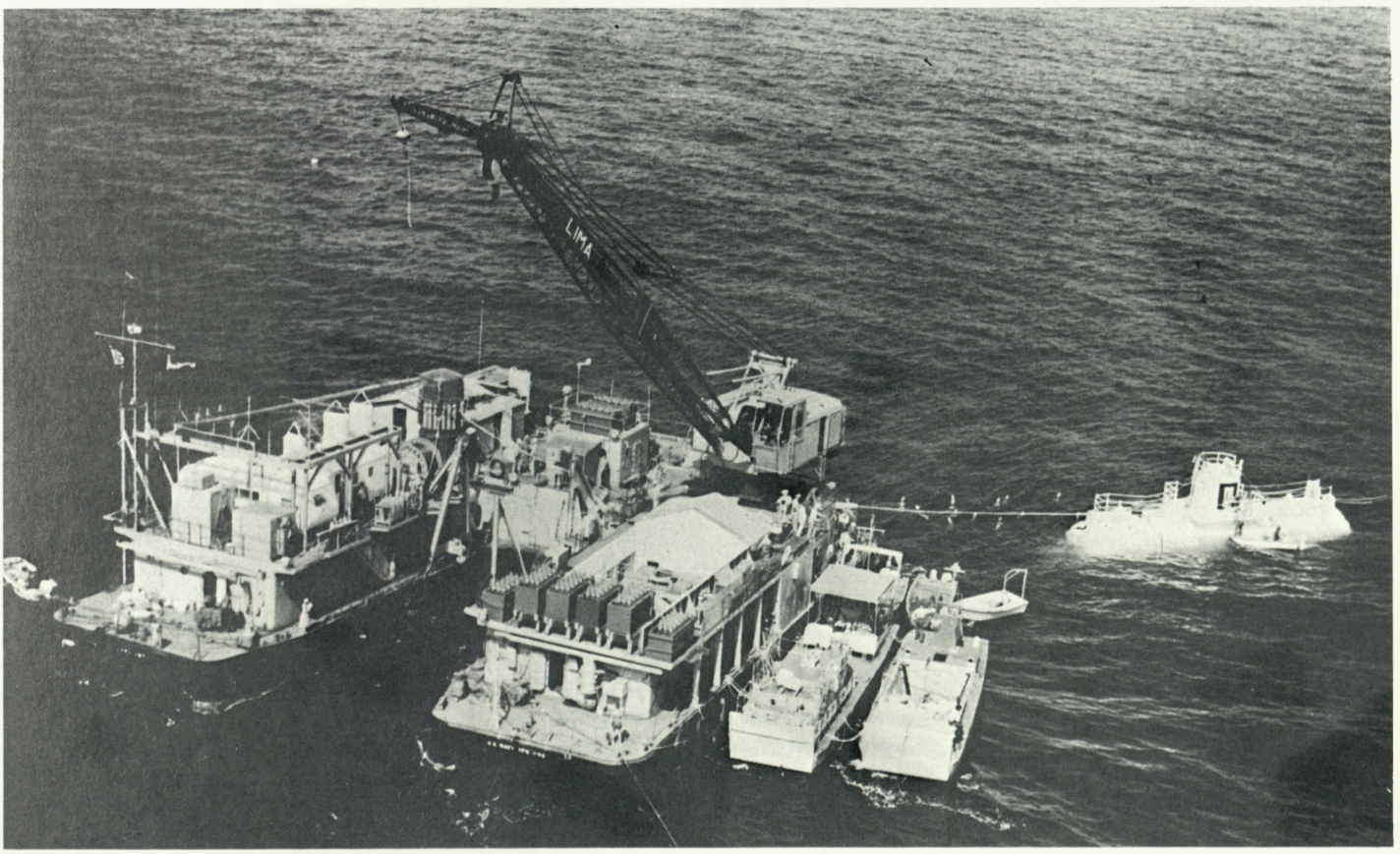
Just as submersible pumps have submerged the motor to close-couple it to the pump, it seems logical that drilling and servicing power will close-couple to their points of application — t h u s eliminating much of the long-distance loss that becomes even more critical when shifting surface platforms are involved.

The problems of high-speed transport a n d bad-weather transportation to remote offshore platforms or marine stations are a challenge. Ninety-mile-per-hour hydrofoil craft may soon be the well-service and supply vehicles of the sea. Cargo-copters and new developments in vertical-takeoff craft can shorten and simplify overwater logistics.

Obviously, there is plenty of work to be done, much of it involving new or highly sophisticated technology. For example, pressure-resistant "sea elevators" are needed to take subsea crews down and bring them up with shorter exposure to underwater pressures.

Projects such as *Sealab* are showing us the way to create "sea camps" and work stations on the ocean floor. Underwater vehicles that can crawl along the ocean floor as well as maneuver like a submarine are yet to be developed. Powerful hydraulic pumps, like giant underwater vacuum cleaners, could be the answer to economical mining of the rich fields of mineral nodules.

But there is more elementary work to be done too. While less glamorous, it is basic to everything we hope to do offshore and underwater. We need more knowledge of ocean



**Support of life in the ocean depths is being researched by a number of basically aerospace companies, which have accumulated experience with life-support systems in space operations. This experimental underseas living quarters was designed by North American Aviation.**

currents and more reliable charge of these currents. We need more knowledge of the make-up of ocean floors.

We need more progress in marine biology concerning the breeding, feeding and migratory habits of fish and mammals. Great benefits could be gained from more information on marine plant life, water temperature, variations in chemical and mineral content of the ocean at different levels.

We need more information on the climate of the ocean below the surface. We need improved weather-warning networks to assure better communications with remote marine stations and drilling rigs. In many ways we know more about the moon than we do about our own "liquid planet" here on earth.

Perhaps most of all, we need a better understanding of our mutual opportunities and responsibilities in this great new underwater frontier. We need forums for regular communication of ideas, problems and developments.

The treasure house of our "liquid planet" offers new, different and broader interests to the petroleum equipment manufacturers and to service and supply companies. While our first investment in this underwater world is through our specialty of oil technology, there is much we can do that is related to the total opportunity. There is much we can learn in this broader latitude.

Likewise, I am sure that you aerospace, communications and other non-petroleum people have a similar interest in applying your unique capabilities both to the new needs of the offshore oil industry and to the total exploitation of sea resources.

This Offshore Exploration Conference is a chance to get better acquainted. But with all our various scientific and trade associations, it seems to me that we are lacking in an organized means of sharing and exchanging practical knowledge in these new ocean developments.

We all could benefit from a "shirt-sleeve" relationship where we talk about current needs and developments. Perhaps we could become more systems-oriented in relating our individual capabilities to programs beyond the reach of our single effort — and certainly to programs which could be achieved more effectively and economically by shared effort.

I'd like to suggest, for your consideration, the forming of a trade association of people and industries vitally concerned with the research, development, manufacturing, servicing and operation of offshore and underwater programs to exploit, commercially and profitably, the mineral and food resources of the oceans for the immediate and long-term benefits of our country and all the inhabitants of this somewhat forgotten planet earth.

Such a work association — and I stress "working association," for I am sure that none of us needs to join another club or participate in any empty fraternity in name only — might be called SUBSEA EXPLORATION ASSOCIATION or "SEA" for short (if we aren't infringing on some already established use of that name).

If any of you think, as I do, that a SUBSEA EXPLORATION ASSOCIATION would be a good business investment for your company — and a practical communications vehicle for advancing this whole program — I'd be interested in hearing from you.

Finally, speaking for my company, Byron Jackson, for our parent company, Borg-Warner, and for all the excellent companies in the Petroleum Equipment Suppliers Association, may I say that we intend to adopt the motto of Captain Nemo — "Mobilis in Mobile" — and we promise to be mobile in this mobile element.

Perhaps all of us together can answer the quotation from Ecclesiastes which closes "20,000 Leagues Under the Sea": *"That which is far off, and exceedingly deep, who can find it out?"*

As equipment service and supply people we say, in conclusion, to all those bold men who are determined to master this offshore and underwater world: Tell us What You Need, Captain Nemo. We'll Do Our Darndest to Supply It.

# Alumni Notes

Please indicate requirements and remit in advance to the Alumni Office, Kenyon College, Gambier, Ohio 43022

_____ rooms Friday night @ $4/person/night (all rooms double with twin beds)
_____ rooms Saturday night (same as above)
_____ tickets for Alumni Luncheon (Sat. noon) @ $3 each
_____ tickets for Ladies' Luncheon (Sat. noon) @ $2.50 each
_____ tickets for Class Dinner (Sat. eve., coed) @ $3 each
_____ reserved tickets for the play **(Charley's Aunt)** 8:30 Sat. night @ $1.75 each

All advanced orders and room keys will be available at the Commencement reservation desk upon arrival.

NAME (please print) _____

Class: _____

## '12

ROBERT WEAVER, Hon.'38, retired Mar. 31 as director of the Ferro Corp., Cleveland. He will continue with the firm as director emeritus and honorary board chairman.

Fiftieth Reunion
Class of '17
Commencement 1967

## '17

Dana Hill
1254 Hathaway Ave.
Lakewood, O. 44117

DANA HILL, who is organizing the 50th Reunion for members of this class, reports that six couples have already made commitments to return to the Hill in June. Alumni and their wives making plans are HERBERT HAMILTON, THE REV. ALEXANDER McKECKNIE, ROBERT CRAIG, WILLIAM KERBER, ELLIOTT THEOBALD, and DANA HILL.

## '21

David L. Cable
5826 Briarwood Lane
Solon, O. 44139

RAYMOND BLANGUERNON, in a letter to Dr. and Mrs. William F. Peirce, reports that he is a grandfather five times. Writing from his home in Antony, France, he reports on the activities of his children, one of whom is named François André Kenyon.

THE REV. CANON ALMON PEPPER, Bex. '22. See Under Bexley Notes.

Forty-Fifth Reunion
Class of '22
Commencement '67

## '22

Malcolm Adams
4201 Bonita Rd., #210A
Bonita, Calif. 92002

THE REV. BENSON HARVEY has retired as rector of St. Philip's Episcopal Church in Easthampton, Mass. A service of evening prayer and a reception to honor Mr. and Mrs. Benson was held in January. A recent communication from Mr. Benson says that he will be on hand for his reunion.

MALCOLM ADAMS has retired as assistant manager of the Linde Company semi conductor plant at Mountain View, Calif. He had been with Union Carbide Corporation for 40 years.

## '26

George Farr, Jr.
2681 Edgehill Rd.
Cleveland Heights, O.

THE REV. RICHARD PETERSEN, Bex. '30. See under Bexley Notes.

Fortieth Reunion
Class of '27
Commencement '67

## '27

J. Thomas Grace
2250 Seymour Ave.
Cincinnati, O.

H. HARRISON GREER is vice president of sales for the K-V Pharmacal Co. of St. Louis. His position involves research, product development and contract manufacturing of pharmaceutical specialties.

JOHN DANGLER is serving as vestryman at St. Barnabas' Episcopal Church in Bay Village, O. A member of the Cleveland Chamber of Commerce, he is vice president of Dexter-Carpenter Coal Sales Corporation, miners and shippers of bituminous coal.

## '28

D. Morgan Smith
Sears, Roebuck and Company
Dallas, Tex.

JOHN CORRELL, retired diplomat, writes to inform us that he still serves as a consultant to the Department of State and is busy as a director of the Venice (Fla.) Library, International Circus City Club and the Sarasota County Democratic Club.

## '29

Col. William Baird
1874 Collingswood Ave.
Columbus, O.

THE REV. CANON JOHN ZIMMERMAN, Bex. '29, Hon. '53. See under Bexley Notes.

## '30

George Hammond
71 E. State St.
Columbus, O. 43215

MARK McELROY, JR., has announced that he intends to seek — for the fourth time — election as mayor of Cleveland. In a feature story in the *Cleveland Plain Dealer*

Mrs. William F. Peirce, wife of Kenyon's eleventh president, has written expressing the appreciation of the man affectionately known as "Fats" on the occasion of the 99th anniversary of his birth.

In part, she wrote, "The day passed very pleasantly and quietly as is suitable for a gentleman entering his 100th year of life on this earth. Billy continues about the same — a gradual lessening of strength, but fortunately his mind is clear, keen and extremely alert. He doesn't have any pain for which I am most grateful."

it was pointed out that Mr. McElroy has never let defeat stop him. Now in his sixth public job — as county recorder — he has been defeated for office eight times. The story notes that it was Mr. McElroy who was quarterback of the Kenyon football team that lost, 70-0, to Western Reserve in 1928. The candidate remembers the game, the paper said, because he completed 14 of 21 passes.

THE REV. CULBERT RUTENBER, professor of religious philosophy at Andover Newton Theological School, was the speaker at the Virginia Intermont chapel program. Mr. Rutenber is the author of *The Dagger and the Cross, The Price and the Prize, The Doctrine of the Imitation of God in Plato and Reconciling Gospel.*

D. BRUCE MANSFIELD, president of the Ohio Edison Co. and a member of Kenyon's board of trustees, was the subject of a feature story in the *Youngstown Vindicator.* Gist of the story is that Mr. Mansfield is the "kind of man who can turn his hand to most anything (and he does), and do it expertly."

## '31

The Rev. W. Robert Webb
207 S. Lincoln Park Dr.
Evansville, Ind. 47714

ANDREW ROSE, first international vice president of Borg-Warner Corporation, is the author of a fascinating article on underwater research and development. His writing, "Our Neglected 'Liquid Planet,' " appears on page 33 of this *Bulletin.*

EDWARD WORTHINGTON, '41

NOVICE FAWCETT, president of The Ohio State University, has been appointed to a six year term on the Ford Motor Company Fund's Scholarship Board. The program provides 70 scholarships each year to children of Ford employees.

THIRTY-FIFTH REUNION
CLASS OF '32
COMMENCEMENT '67

## '32

The Rev. Charles Stires
225 Stolp Ave.
Syracuse, N.Y.

HAROLD BURRIS, in business for himself, has a new address: 11820 S.W. 62nd place, Miami, Fla. 33156. Active in boating and a member of the United States Power Squadrons, Mr. Burris retired in 1958 from the pretzel and potato chip business he operated in Canton, O.

MAURICE BELL is professor of geophysics and assistant dean for research, College of Mineral Industries, at The Pennsylvania State University, in State College, Pa.

THIRTIETH REUNION
CLASS OF '37
COMMENCEMENT '67

## '37

Edmund Dandridge, Jr.
4316 Galax Dr.
Raleigh, N.C. 27609

PAUL GRIFFITHS, JR., is working for United Shoe Machinery Corporation of Boston and is director of marketing personnel and assistant to the director of marketing. He worked for Scott Paper Co., and was a marketing consultant before joining United Shoe last year.

EDMUND DANDRIDGE, JR., associate professor of English at North Carolina State University, reports that he will not be able to make an appearance at the 30th Reunion because of previous speaking and consulting commitments in Chicago. He does report, however, that his summer home on Martha's Vineyard is "always open to Kenyonites."

## '38

David Jasper, Jr.
115 Hampshire Rd.
Syracuse, N.Y. 13203

RUSSELL ELLIS, district sales manager at Washington, D. C., for Trans World Airlines, has been named regional vice president of sales for the company's mid-Atlantic region. In his new position, Mr. Ellis will be responsible for TWA's marketing functions in the District of Columbia, Philadelphia, Baltimore, Harrisburg, Delaware, Virginia and North and South Carolina.

JAY EHLE, president of Cleveland Builders Supply, was the subject of a feature article in the *Cleveland Press.* The story points out that 1967 is a momentous year for Mr. Ehle's firm since it is pouring foundations for an automated concrete plant, the largest in the eastern part of the country. Though automated, the new plant will create 100 new jobs.

## '40

Donald McNeill
Edgehill Dr.
Darien, Conn. 06823

ROBERT WISSINGER has been promoted to the new position of director of purchasing for Frye Manufacturing Co., Des Moines. Mr. Wissinger, who has been with the company for 15 years, had been director of research and engineering.

## '41

Charles Mitchell
3305 Dorchester Rd.
Shaker Heights, O.

THE REV. WILLIAM SEITZ, JR., Bex. '50. See under Bexley Notes.

WILLIAM BRADFORD, '42

HALLOCK HOFFMAN has retired as president of Pacifica Foundation, operator of non-commercial, listener-supported FM radio stations in New York, Berkeley and Los Angeles, but remains as chairman of its board. He is now working full time in Santa Barbara, Calif., with Fund for the Republic, Center for the Study of Democratic Institutions.

HARRY KINDLE has moved from Columbus, Ind., to Toledo, O., where he is president of Lake Port VW, Inc. Mr. Kindle and his wife Marilyn announced the birth of a son, Harry III, last Nov. 29.

RICHARD WARMAN is working in Columbus, O., as a statistician with the Ohio Bureau of Unemployment Compensation. He is a member of the American Statistical Association and is president and a member of the Ohio Civil Service Employees Association executive board.

EDWARD WORTHINGTON is vice president of marketing for the WOLFAC Corporation of Cleveland. A member of the Cleveland Skating Club, he also maintains an interest in tennis, politics and church work.

TWENTY-FIFTH REUNION
CLASS OF '42
COMMENCEMENT '67

## '42

Nicholas Riviere, Jr.
808 W. Waldheim Rd.
Pittsburgh, Pa.

THE REV. GEORGE DeGRAFF has written to say that he plans to attend his 25th reunion. He is rector of Grace Episcopal Church in Galesburg, Ill., and of Trinity Mission in Monmouth. Mr. DeGraff and his wife Avel are parents of a son and daughter.

WILLIAM BRADFORD has been appointed regional vice president, midwest district for McGraw-Hill Publications. He takes over his new duties June 1. Mr. Bradford has been with McGraw-Hill since 1949, beginning as an advertising salesman. Since 1954 he has been connected with *Business Week*.

## '43

Herbert Long
232 Thirty-third St., N.W.
Canton, O.

KENYON KNOPF has accepted a new position as Dean of Whitman College and professor of economics. A member of the faculty at Grinnell (Ia.) College, he will begin his new duties in Walla Walla, Wash., July 1. Mr. Knopf is the editor of a new series of textbooks on introductory economics and the co-author of one volume in the series.

THOMAS SMITH, vice president for academic affairs at Ohio University, delivered the address at the university's 212th commencement exercise last January. His topic was " . . . And the Responsibilities Pertaining Thereto."

JACK VRIEZE has moved from Milwaukee to Frostburg, Md., where he is chairman of the speech and theater department at Frostburg State College. Active in the American Educational Theater Association and the National Children's Theater Conference, Mr. Vrieze is working on the establishment of a festival of the performing and creative arts in Frostburg. His new address is 162 Maple street, Frostburg, Md. 21532.

TWENTIETH REUNION
CLASS OF '47
COMMENCEMENT '67

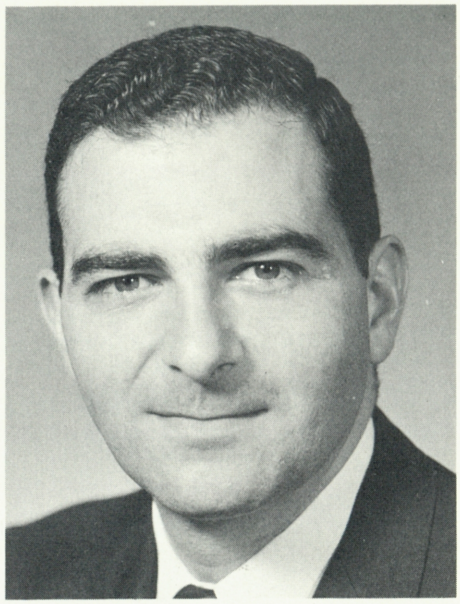
## '47

Carl Cooke, Jr.
61 Hutchinson Ave.
Worthington, O. 43085

KEVIN O'DONNELL is serving as Peace Corps Director in Korea. Full details of his assignment may be found in this issue of the *Bulletin* in the article "Yankee, Don't Go Home!"

LLOYD DERRICKSON has been named general counsel of the National Association of Securities Dealers, the self-policing body of the over-the-counter market. Mr. Derrickson will continue as secretary of the organization and will assume the responsibility for the association's legal activities. He was formerly associate general counsel.

FRANKLIN UHLIG, JR., '51



RICHARD ALLIEGRO, '52

## '49

William Porter
681 Hampton
Grosse Pointe, Mich. 48236

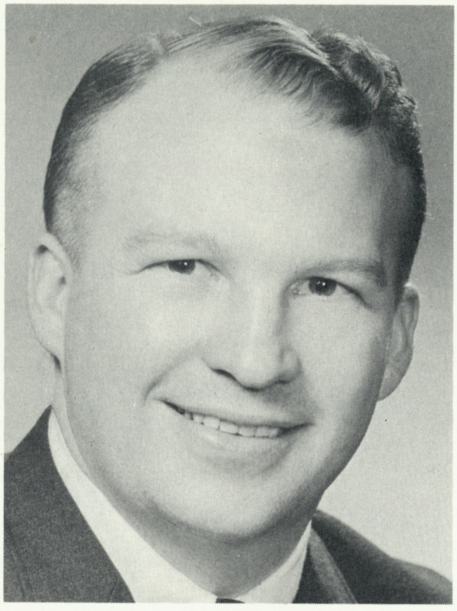
PAUL NEWMAN, Hon. '61, stars in *A Year Towards Tomorrow*, a film on VISTA (Volunteers in Service To America). The movie received the academy award this year as the best short documentary produced. The film is scheduled for showing on the Kenyon campus, May 8.

## '50

Louis Whitaker
Principio Recess, Rt. 1
Wheeling, W. Va. 26005

ROBERT COLLINGE, chief information officer for the U.S. aid program in Saigon, will enter the Foreign Service Institute in Beirut, Lebanon, for Arabic language training. The training, which will begin July 1, is to prepare him for assignment to Cairo as information officer for U.S. affairs in the United Arab Republic. He previously held a USIS post in Turkey for three years. (See Engagements.)

JERRY FINK reports that he has completed a full ten years of life in Taiwan. He is now assistant secretary of Air Asia Company Limited and serves the company as deputy



WILLIAM WILLIAMS, '54

legal counsel. Mr. Fink reports the good health of his wife, Pat, and their daughter, Pamela.

## '51

David A. Kuhn
Oglebay Norton Co.
1200 Hanna Building
Cleveland, O. 44115

FRANKLIN UHLIG, JR., is now editor of the *Naval Review,* an annual book of professional thought published by the US Naval Institute, a private publishing house in Annapolis, Md. In addition, Mr. Uhlig is responsible for publication, at irregular intervals, of the small books termed "Seapower Series" of monographs. Connected with his job is an annual trip to see the U.S. Navy at work, such as the Mediterranean, Caribbean, Arctic, Viet Nam and so forth.

JAMES JONES, assistant professor of literature at Northern Michigan University, is a recipient of one of the first fellowships to be awarded by National Endowment for the Humanities. With the aid of the fellowship, Mr. Jones will begin study and research in September and will revise his doctoral thesis, "Shakespeare's Transformation of His Sources in King Lear." Mr. Jones, his wife, Julia, and their four sons live at 814 W. Kaye avenue, Marquette, Mich. 49855.

PETER CRAWFORD is now serving as senior economist with the First National City Bank, N.Y. A former assistant professor at St. Lawrence University, he is a major contributor to the bank's "Economic Letter." Mr. Crawford and his wife are parents of two sons.

DONALD GILLIS has been installed as president of the Ferdale (Mich.) Kiwanis Club. Following graduation from the New York University Law School he began a law practice in the Detroit area.

LEROY MEIER has received a master of science degree in interior design from Western Reserve University. The award was made at the February convocation.

FIFTEENTH REUNION
CLASS OF '52
COMMENCEMENT '67

## '52

Peter Knapp
3920 Pocahontas Avenue
Cincinnati, O. 45227

MARTIN NEMER is an assistant member of the Institute for Cancer Research at Fox Chase, Pa. (See Engagements.)

CHARLES TRANFIELD, on an exchange program from Hebron (Maine) Academy, is teaching mathematics at Charterhouse, an English school in Godalming, Surrey. He, his wife and three children — including his one year old son — are adapting to the change. The Tranfields will return to this country in August when he will resume his duties as chairman of the Hebron department of mathematics.

WILLIAM BRIGGS, '56

WILL REED, '60

RICHARD ALLIEGRO has been appointed assistant director of research and development for Norton Company's Refractories Division. He will be responsible for both product and process research and development programs for armor protective products and for special materials. He has been connected with the firm since 1957.

WILLIAM CAMP III, political attache at the American Embassy in Oslo, Norway, has been selected as one of the outstanding young men in America by the Junior Chamber of Commerce. Mr. Camp is a political reporter. He is married and has three children.

## '53

Joseph Rotolo
3674 Townley Rd.
Shaker Heights, O. 44122

R. JEREMY McNAMARA will become head of the Monmouth (Ill.) College English department in September. He has been a member of the faculty since 1964. He and his wife, the former Alice Frantz of Portsmouth, O., are parents of two children.

THE REV. CANON JOHN ZIMMERMAN, '29, Bex. '29, Hon. '53. See under Bexley Notes.

RICHARD THOMAS, vice president of First National Bank of Chicago, has been named one of the outstanding young men in America by the United States Junior Chamber of Commerce. Head of the international banking department, Mr. Thomas, his wife Helen and three children, live at 219 Leicester road, Kenilworth, Ill. 60043.

## '54

Ronald Petti
9510 W. Beverly Place
Wauwatosa, Wis. 53213

WILLIAM WILLIAMS has been promoted to vice president of the National City Bank of Cleveland. He has been with the bank since 1956 and has held officer positions in the metropolitan division since 1961. He is married, has two children, and lives at 1265 Elmwood road, Rocky River, O. 44116.

RONALD PETTI has been named general manager of industrial relations for Inland Steel Products Company. The Milwaukee based firm manufactures steel building systems and components. Mr. Petti, his wife, Louise, and four children, have moved from Chicago to 9510 W. Beverly place, Wauwatosa, Wis. 53213

DAVID SMITH is engaged in general law practice in the offices of William H. Dentzel, Van Nuys, Calif. Mr. Smith and his wife, Diana, are parents of two children, Erika, 2, and Craig, 6 months. He recently was re-elected secretary of the California Lacrosse Association and still plays mid-field.

## '55

James Hughes, Jr.
3225 N. Hackett Ave.
Milwaukee, Wis. 53211

JOHN HARRISON has entered the general practice of law in the offices of Floyd Koogler, Dayton, O. A former trust officer with the Third National Bank and Trust Co. of Dayton, Mr. Harrison gained his LLB degree from Chase Night Law School in Cincinnati. He and his wife, Roxanne, are parents of four children.

PAUL SHARP, '61

## '56

Arthur Wolman
c/o Library
Middletown, O. 45042

WILLIAM BRIGGS has been appointed general manager of Distribution Depot, a Columbus, O., subsidiary of Distribution Centers which operate public warehouses in major Ohio cities. Mr. Briggs, before joining the firm as office manager, was associated with International Business Machine for seven years. For the past 18 months he has been in charge of installing and operating a new computer service for Distribution Centers.

THE REV. BRUCE JACOBSON is serving as rector of St. Paul's Episcopal Church, Mayville, N.Y.

E. RICHARD YEE has been named district sales manager for Abbott Laboratories in Honolulu.

TENTH REUNION
CLASS OF '57
COMMENCEMENT '67

## '57

J. Thomas Rouland
2500 N. Van Dorn St.,
Apt. #1423
Alexandria, Va. 22302

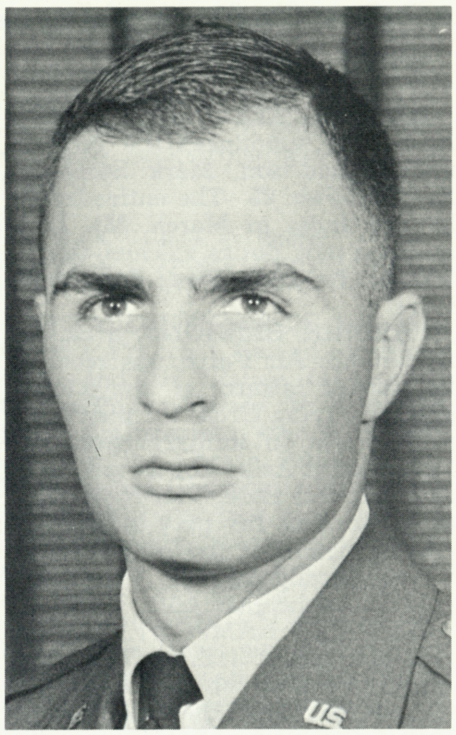
EUGENE NASSAR has been awarded a four month study grant by the National Foundation on the Arts and Humanities. He will use the grant to complete his second book of essays on literary criticism.

THE REV. DAVID ALLARDYCE has accepted a call as rector of St. Philip's Episcopal Church, Circleville, O. For the past three years he has been vicar of Trinity Church in Bellaire.

## '58

Robert Price
1034 W. Upsol St.
Philadelphia, Pa. 19119

W. WAYNE SHANNON has won the national competition for the 1967-68 American Political Science Association Congressional Fellowship. With the aid of the fellowship, financed by a Ford Foundation grant, Mr. Shannon will go to Washington, D. C. for a year of study. Currently in the Louisiana State University department of government, he recived his Ph.D. degree last year from Cornell. Mr. Shannon and his wife are parents of two children.



JON TROIKE, '61

RICHARD HAUDE will join the University of Akron faculty as assistant professor of psychology, effective Sept. 1. He is presently research associate of the Psychology Research Laboratories at the Veterans Administration Hospital in Pittsburgh.

## '59

Hugh Gage
3239 Davenport Street
Washington, D. C. 20008

HOWARD STEVENSON, JR., has been appointed a casualty adjuster for the Allstate Insurance Companies. He will make his headquarters at the offices of the Columbus, O., district.

JONATHAN KASTNER and Miss Marianna Pinchot, daughter of Dr. and Mrs. Gifford B. Pinchot of Upperso, Md., were married Apr. 1. The ceremony took place at the home of the bride's grandparents in Wilton, Conn. The couple will reside at 425 W. 21st street, New York City, where both are staff writers in the books division of Time, Inc.

## '60

The Rev. Richard Kerr
St. Paul's Church
981 Garrison
Denver, Colo. 80215

WILLIAM REED and his wife, Ann, have announced the birth of their second son, Mark Stoneman Reed, on Feb. 25. The entire family left for India in March. Mr. Reed assumed new duties as chief administrator for the Ford Foundation there.

FREDRIK BERGOLD, a captain in the U.S. Air Force, has received his second award of the Distinguished Flying Cross for meritorius achievement in military operations in Southeast Asia. The award, made at Pleiku Air Base, Viet Nam, came as a result of his part in the successful rescue of five soldiers who were critically injured. Capt. Bergold is a helicopter pilot.

RICHARD LAMPORT, JR., has returned from Dhrahan, Saudi Arabia, with a new job and a one-year old son, William. He will be director of international operations for the *Reader's Digest*. The Lamport's new address is 1 Spruce Hollow, Windmill Farm, Armonk, N.Y. 10504.

JOHN STANLEY is an associate professor of political science at the University of California at Riverside. He recently received his Ph.D. degree from Cornell. Mr. Stanley's new address is 2032 Linden street, Riverside, Calif. 92507.

MARK POWDERMAKER, his wife and three sons, will take up residence in Monterey, Calif., after June 1. A lieutenant in the U.S. Coast Guard, he will study for a master's degree in financial management. Currently, Lt. Powdermaker is serving as Chief, Reserve Training Branch, Fifth Coast Guard District, Portsmouth, Va. His new address will be Box 1578, U.S. Naval Postgraduate School, Monterey, Calif. 93940.

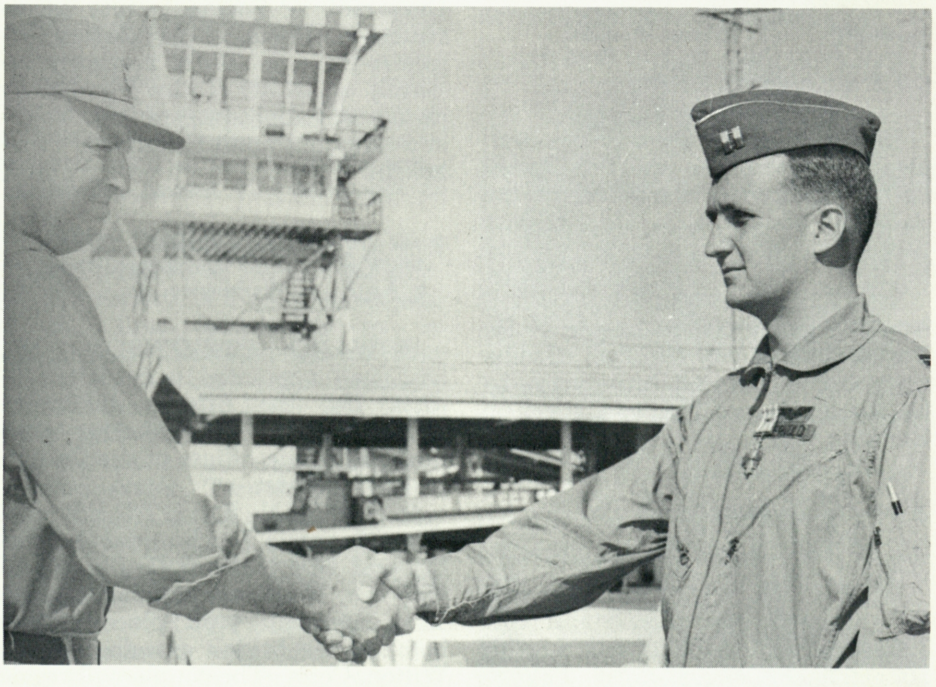
## '61

Norman Hane
137 Harrison St.
Oak Park, Ill.

PAUL SHARP a captain in the U.S. Air Force, is serving as an intelligence photo-radar officer at Tan Son Nhut Air Base, Viet Nam.

JOHN WOOLLAM received a Ph.D. degree in solid state physics from Michigan State University in March. He is now conducting original research for the NASA Research Center in Cleveland. Mr. Woollam's new address is 25735 Lorain road, Apt. 324, North Olmsted, O. 44070.

JON TROIKE, a first lieutenant in the U.S. Air Force, recently graduated from navigation school at Mather AFB, Calif., and won his silver wings. He is married to the former Miss Ellen Erdman of Sandusky, O.



FREDRIK BERGOLD, '60, right, is congratulated upon receiving his second DFC in Viet Nam. Making the presentation to Capt. Bergold is Col. A. P. Lovelady, a group commander.

JOHN DUVALL, a captain in the U.S. Air Force, is serving as logistics staff officer with the Tactical Air Command's 19th Air Force, Seymour Johnson AFB, N.C. The 19th Air Force, with less than 100 men, stays ready for immediate deployment anywhere in the world.

FIFTH REUNION
CLASS OF '62
COMMENCEMENT '67

## '62

Martin Skinner
c/o Dept. of Medicine
Health Center Hospital
University of Pittsburgh
Pittsburgh, Pa. 15213

THE REV. DONALD LANGLOIS was ordained a priest of the Episcopal Church in a service conducted Jan. 7 at Christ Church, Hornell, N.Y. The Rt. Rev. George Barrett, Bishop of Rochester, conducted the service.

WILLIAM RUSSELL and his wife have announced the birth of a daughter, Christina Lynn, Sept. 28. Mr. Russell, discharged from the Navy in September, is working with Illinois Bell Telephone's sales program as a management trainee.

STEWART BROWN has been transferred to Los Angeles, Calif., where he is field salesman in the plastics department of Dow Chemical Co. The new address is 471 Landfair avenue, Los Angeles, 90024. Mr. Brown and his wife, Judy, became parents last October when Libby was born in Midland, Mich.

## '63

Calvin S. Frost
Procter & Gamble de Mexico, S.A. de C.V.
Apartado Postal 1554
Mexico 1, D.F.

DONALD WADLAND and Miss Jean Diane Werner, daughter of Mr. and Mrs. Walter F. P. Werner, North Royalton, Mich., were married Jan. 14. The couple is expected to return this month from four months of study and travel in the British Isles and Europe.

KENNETH SCHAEBETHAL has been promoted to captain in the U.S. Air Force. He is a Minuteman missile launch officer at Vandenberg AFB, Calif. Capt. Schaebethal is a member of the Strategic Air Command which maintains America's force of intercontinental missiles and jet bombers.

ERIC STROMBERG has been awarded an internship in medicine at the Indiana University Hospitals in Indianapolis. Mr. Stromberg will receive his doctor of medicine degree from Washington University (St. Louis) School of Medicine in June.

TIMOTHY PIERCE and his wife Lee have announced the birth of their first child, Robert Lee, on Apr. 8.

SAMUEL SUGDEN and Miss Diane Wilbur Alexander exchanged wedding vows, Mar. 25, in a service performed in Annunciation Episcopal Church, Oradell, N.J. The bride is the daughter of Dr. and Mrs. Stewart F. Alexander of Park Ridge, N.J., and Block Island, R.I. LT. DAVID McKEE, '63, was an usher. Mr. Sugden, a lieutenant in the U.S. Air Force, is waiting assignment in the Judge Advocate General Corps. A member of the Wall Street firm of LeBoeuf, Lamb and Leiby, he took his law degree from Vanderbilt University.

G. FREDERICK SCHLADEN, JR., has earned a master of arts degree from The Ohio State University. The degree was awarded, Mar. 16, at the University's winter quarter commencement.

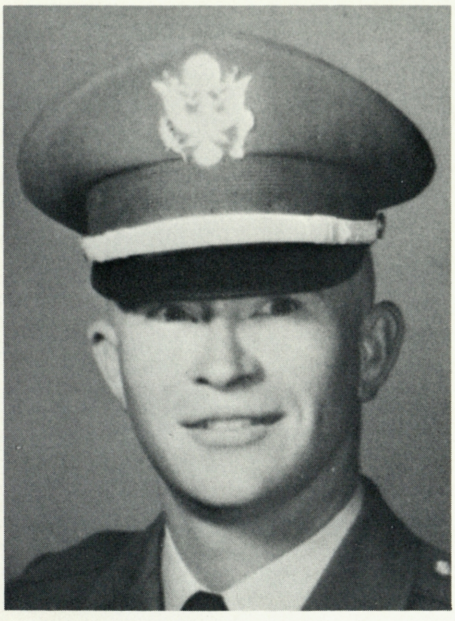
JOSEPH ADKINS III has been appointed brokerage consultant of Connecticut General Life Insurance Company, Madison avenue office. In his new position, Mr. Adkins will work directly with general insurance men in providing technical assistance and analytical services relating to life and health insurance and retirement plans.

CALVIN FROST, JR., of the Atlanta branch of Owens-Corning Fiberglas Corp., has been elected to the firm's Sales Builders Club for outstanding achievements last year. Membership in the honorary club is recognition for outstanding sales performance and the selection is limited to less than 15 per cent of the eligible employees throughout the country. Mr. Frost has been with Owens-Corning since 1963 as a sales representative.

## '64

John J. Camper
1114 Main St.
Genoa, O. 43430

ALAN REICH has been awarded an internship in surgery at Bronx Municipal Hospital Center in New York. Mr. Reich will receive his doctor of medicine degree from



ROBERT LEGG, '65

Washington University (St. Louis) School of Medicine in June.

THOMAS BLACK has been appointed community relations assistant at Lorain County Community College, Elyria, O. Mr. Black is continuing his work toward a master's degree in American studies at Emory University in Atlanta, Ga.

## '65

William S. Hamilton
Wesley Theological Seminary
4400 Massachusetts Avenue
#8
Washington, D.C. 20016

JAMES McGILL JR., and Miss Enid Kessler, daughter of Mr. and Mrs. Murray Kessler of Douglaston, were married Dec. 22. The ceremony was performed in the Temple Menorah in Little Neck, N.Y. Following a honeymoon in New York City, the couple moved to Pensacola, Fla., where Ens. McGill is in primary flight training with the U.S. Navy.

JERRY GIARRAPUTO, formerly audio engineer for radio station WOR in New York, has taken a new position with Compton's Advertising Agency in New York.

MICHAEL UNDERWOOD is at Purdue University working toward a master's degree.

BRUCE BOB is attending New York College Medical School. His new address is 2065 First avenue, New York, N.Y. 10029. (See Engagements.)

ROBERT LEGG has been commissioned a second lieutenant following graduation from the U.S. Army's infantry officer candidate school at Ft. Benning, Ga. He has been trained in leadership, tactics of small infantry units and use of infantry weapons. Lt. Legg has also received instruction in guerrilla warfare and counterinsurgency operations.

## '66

John C. Rohrer
Forsyth Place
East Liverpool, O. 43920

GERALD REYNOLDS and Miss Claudia Francine Leland, daughter of Mr. and Mrs. Claude H. Leland of Grosse Pointe Woods, Mich., were married Christmas eve in a ceremony at the Grosse Pointe Woods Presbyterian Church. JAMES JARRETT, '66, was best man for Mr. Reynolds. Also attending the ceremony were THOMAS CARR, '66, and RICHARD SCHMIDT, '66.

RICHARD KOCHMAN is attending Denver University where he is working on a master of arts degree in theater. His new address is 1974 South University boulevard, #2, Denver, Colo. 80210

VICTOR SPARROW and Miss Cynthia Spears were married Aug. 13 in Washington, D.C. The couple is living in Somerville, Mass. Mr. Sparrow is attending Harvard Law School.

# Engagements

ROBERT COLLINGE, '50 to Miss Jo Ann Hardee

MARTIN NEMER, '52, to Miss Frances Lucia Wehle

DR. MARTIN SKINNER, '62, to Miss Catherine Anne Walker

DAVID MAPES, '63, to Miss Suzanne Izora Kalal

BRUCE BOB, '65, to Marla Weinshel

THOMAS MORAN, '65, to Miss Nancy Lee Gray

JAMES YOUNG, JR., '65, to Miss Elane Blythe Bryden

PETER CARLSON, '66, to Miss Kathleen Williams

GEORGE EGGER, '66, to Miss Martha Jane Wellman

JOHN LOWEY, '66, to Miss Carolyn Kelley

MICHAEL BERRYHILL, '67, to Miss Sharon Alis Levine

WILLIAM PERRY, '67, to Miss Judith Anne Woessner

STEPHEN WERTH, '67, to Miss Anne Marie Ahl

# BEXLEY NOTES

THE REV. CANON ALMON PEPPER, '21, Bex. '22, Hon. '62, has retired as director of the department of Christian Social Relations of the Executive Council, Episcopal Church. Following his retirement, Canon Pepper became a consultant on community services to the Overseas Department of the Church, at the request of the RT. REV. STEPHEN F. BAYNE, JR., Hon '62, director.

THE REV. PAUL SAVANACK, Bex. '25, is serving as rector of St. Christopher's Church in Saigon. The temporary assignment, which will end in August, will be followed by seven months of visits in Bangkok, Singapore, Australia and New Zealand. Mr. Savanack, who has spent 20 years in the Far East and Pacific areas, has held pastorates in Toledo, Cleveland, Bucyrus, Okinawa and Manila. He was also an administrative assistant to the bishop in Hawaii for several years.

THE REV. CANON JOHN ZIMMERMAN, '29, Bex. '29, Hon. '53, is serving as American Chaplain to the Anglican Archbishop of Jerusalem. Mr. Zimmerman, a native of Ohio, returned to this country for the Consecration of the Rt. Rev. John Burt, Bishop Coadjutor of the Diocese of Ohio.

THE REV. RICHARD PETERSEN, '26, Bex. '30, reports that news of his death was grossly exaggerated. The *Bulletin* sincerely regrets the error which was caused by an addressing service employed by Bexley Hall.

THE REV. WILLIAM SEITZ, JR., '41, Bex. '50, is serving as rector of St. Andrew's Church in Akron. He has served churches in New Jersey, Pennsylvania and Ohio.

THE REV. RICHARD BAKER, Bex. '53, was a featured speaker on a panel dealing with "Tomorrow's Educational Needs for an Expanding Economy." Rector at Trinity Memorial Church, Warren, Pa., Mr. Baker has held pastorates in Buffalo, the South Pacific and Westfield, N.Y.

THE REV. DAVID PUMPHREY, Bex. '55, has been appointed chairman of the College Work Commission for the Diocese of Ohio. The commission is responsible to the Department of Missions for advice and direction in the Church's ministry in college communities. Mr. Pumphrey has served churches in Steubenville, Shaker Heights and Berea.

THE REV. W. C. SEITZ, '41, Bex. '50

THE REV. GEORGE ANDERSON, Bex. '55, rector of the Church of the Good Shepherd, Webster, N.Y., is serving as chairman of the Adult Division of the Christian Education Department of the Diocese of Rochester.

THE REV. PINCKNEY CORSA has accepted a call to become rector of Ascension Church in Hanover, Pa. He is married to the former Reba Harbison. They have two children, a daughter, 13, and a son, 8.

THE REV. JACK GIMLIN, Bex. '61, has been installed as rector of St. Jude's Church in Buffalo, N.Y. Conducting the ceremony was THE RT. REV. LAURISTON SCAIFE, Hon. '66, Bishop of Western New York. Before accepting the call to St. Jude's, Mr. Gimlin was vicar of St. Andrew's in Newfane, N.Y., and priest-in-charge of St. John's, Wilson, N.Y.

THE REV. ROBERT PIPER has accepted a call to become rector of Trinity Church in Hamilton, O. He has been rector of Christ Church in Ironton, O., since 1964.

THE REV. ROBERT BROOK, Bex. '63, has received an Ed.S. degree in education from Michigan State University. The doctoral degree was awarded at the end of the University's winter term.

THE REV. JAMES HART, Bex. '64, is serving as rector of St. Mary's Church in Waynesville, O., and vicar of St. Patrick's Mission in Lebanon, O.

THE REV. TERRENCE MacDONALD, Bex. '64, has resigned as curate of St. Paul Church in Akron to become the first full-time executive director of Inpost, a Protestant social action organization for Akron. Inpost's most ambitious undertaking at the moment is construction of some 200 living units — including townhouses and apartments in an urban renewal area. Mr. MacDonald has other plans to serve the people of Akron. He wants, for instance, to develop a "coffee house ministry" for the creative community; to carry out a demonstration project to rehabilitate a city block not scheduled for urban renewal; to bring together conversation groups of professional people; and to work with the University of Michigan's Social Systems Institute to explore alternatives to the rising welfare costs.

THE REV. JOHN BAKER, Bex. '64, curate at the Church of the Ascension in Middletown, O., for the past two and a half years, has been given the title associate rector. He, his wife, and two children reside at 126 Stolz drive 45042.

THE REV. MERRICK DANFORTH, Bex. '65, has accepted a call to the Church of the Redeemer in Cincinnati, where he will take part in a three man ministry team. He will leave a post in Davenport, Ia., where he was assistant to the dean of Trinity Cathedral. In the "team ministry," an experimental program, ministers split their duties with each specializing in one facet of church work. Mr. Danforth will specialize in parish administration.

THE REV. LARRY SMELLIE, Bex. '65, is serving as curate at St. Paul's Cathedral in Erie, Pa. Mr. Smellie is in charge of diocesan college work at Gannon College and helped initiate a coffee house for students at the Cathedral. He and his wife, Nancy, are parents of a son, Michael, born in January.

THE REV. ROBERT KING, Bex. '66, has been inducted as a member of the Dover, O., Kiwanis. Mr. King is rector of Trinity Church in New Philadelphia.

# OBITUARIES

MELVIN D. SOUTHWORTH, '07, chairman and former president of the West Springfield, Mass., paper manufacturing firm, Southworth Company, died Apr. 10. Born in Gambier in 1883, he was 83 years old at the time of his death. Before entering the College, Mr. Southworth attended Kenyon Military Academy. He was active in many community affairs and served as a Kenyon trustee from 1944 to 1950. A well known yachtsman, he was former rear commodore of the Cruising Club of America, which sponsors the Bermuda race. Mr. Southworth was a founder of the Off Sounding Club and a member of the Royal Swedish Yacht Club of Stockholm and the U.S. Coast Guard Auxiliary. He is survived by his wife, Mayotta, 6 Crescent Hill, Springfield, Mass., and three daughters.

THE REV. J. EDMUND THOMPSON, '08, died last July of injuries suffered in an automobile accident. He had served as rector of Christ Church, Forest Hill, Md., and of St. Peter's on Solomon's Island. He is survived by a daughter, Mrs. Sarah Necker, 4 West Wheel road, Bel Air, Md. 21014

RALPH WATSON, '12, died Feb. 18 at El Paso, Tex., where he had lived following his retirement 10 years ago. Formerly associated with Northwest Bancorporation in South Dakota, Mr. Watson was president and later board chairman of the Northwest Security National Bank of Sioux Falls. In Texas he was active in Rotary and Shrine work. He is survived by his wife, Hope, 100 Clairmont Way — Crestmont, El Paso, Tex. 79912, and two daughters.

ROBERT J. DAVIS, '16, died Mar. 28 after a short illness. He was 72. Mr. Davis was the owner of an automobile supply company in Youngstown, O. He was a member of the Organization of Protestant Men and the Elks Club. He is survived by his wife, LaRue, 1870 Goleta avenue, Youngstown, O. 44504, a son and a daughter.

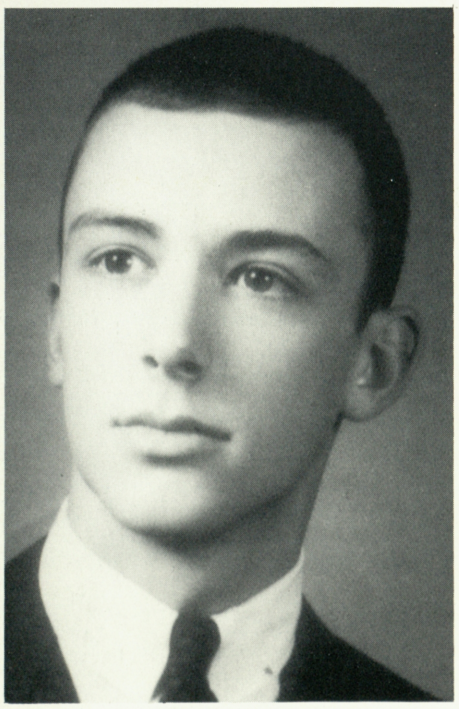
EDGAR BROWN, '22, founder, owner and president of an automotive jobbing company bearing his name, died Feb. 15 at the Miami, Fla., airport. He was 67. Mr. Brown was a past president of the Cleveland Barons Hockey Club, and was president and chairman of the board of directors of the Cleveland Steel Tool Co. He also held top positions in the Cleveland Athletic Club, Rotary and the Rockwell Springs Trout Club. He is survived by his wife, Rosabel, 3315 Green road, Shaker Heights, O. 44122, and a daughter.

THE REV. CHARLES HOWE, '28, died suddenly on Mar. 6 at his home, P.O. Box 13, Cave Creek, Ariz. 95331. He is survived by his wife, Helen.

DR. JOSEPH DEVINE, '38, died in St. Elizabeth Hospital, Covington, Ky., Feb. 13, after a brief illness. He was 49. Formerly of Cincinnati, Dr. Devine was an optometrist with offices in Covington. He is survived by his wife, Elizabeth, 507 Sanitorium road, Ft. Wright, Ky. 41011, two sons and three daughters.

C. C. (TOM) CHESELDINE, '43, died Feb. 9 in a hospital in Asmara, Ethiopia, where he had been teaching for the past eight years. First going to Africa under the U.S. Point Four program, Mr. Cheseldine was teaching English at the Imperial Ethiopian College of Agriculture and Mechanical Arts. He is survived by his wife, the former Laura Dodd of Ponca City, Okla., and a daughter.

CHARLES BURCHFIELD, Hon. '45, internationally known landscape artist, died Jan. 10 in West Seneca, N.Y. His works, largely early American realist in style, are in most major museums in this country and abroad and in many private collections. At the time of his death Mr. Burchfield was 73. He is survived by his wife, Bertha, 3574 Clinton street, Buffalo, N.Y. 14224, a son and four daughters.

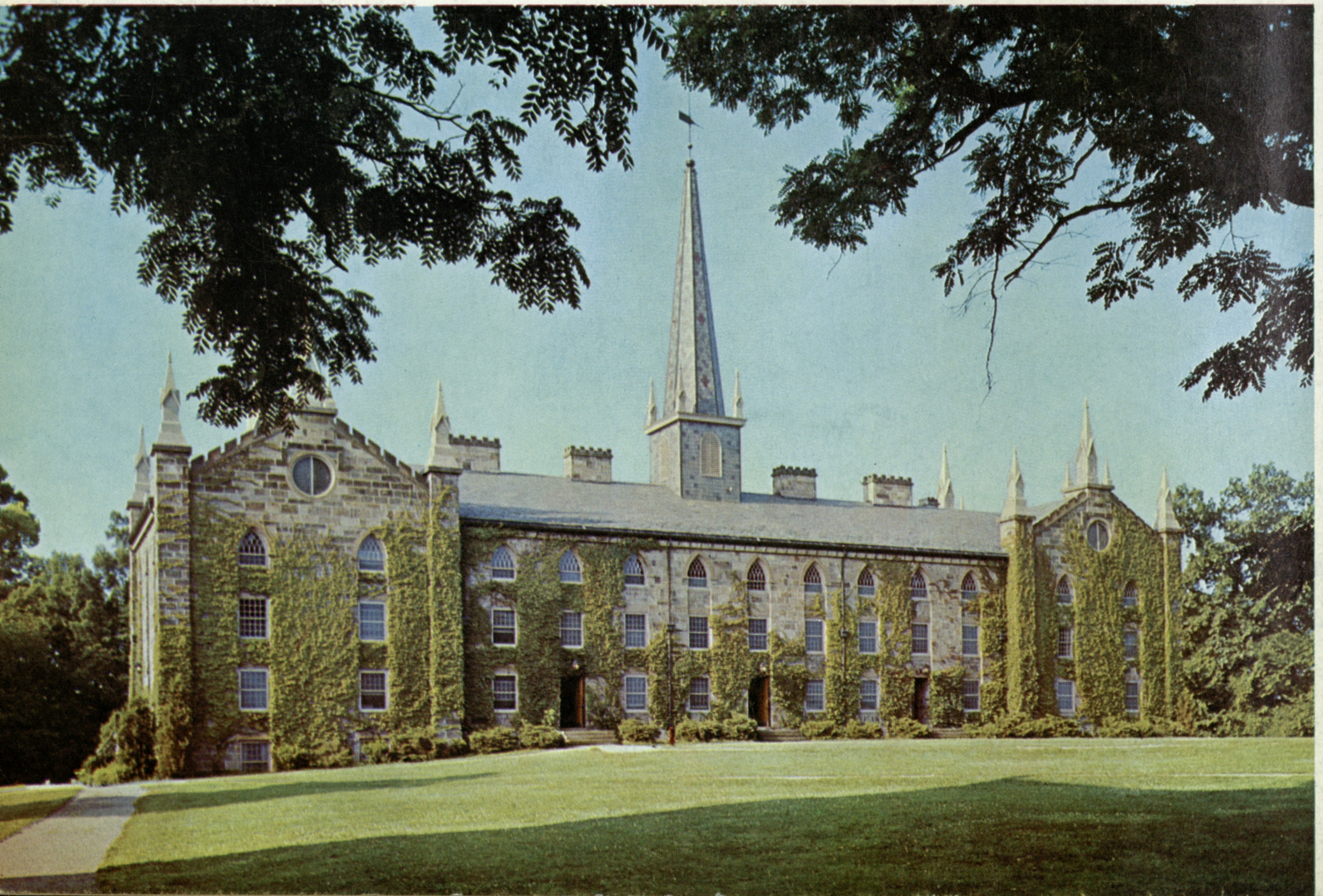


LT. (jg) DAVID KEARNEY, '64

THE REV. TIMOTHY LORING, '59, was found dead, Feb. 3, aboard a 25 foot sloop in the Atlantic. He had rented the boat for a two day excursion near Miami, Fla. He was 31. Mr. Loring, had been curate of All Saints Episcopal Church, Attleboro, Mass., until last December when he resigned because of ill health. He is survived by his mother, Mrs. Richard Tuttle Loring and two brothers, The Rev. Richard T., curate at Grace Episcopal Church, Elmira, N.Y., and Christopher of Paris, France. His father, the late Rt. Rev. Richard T. Loring, was Bishop of Springfield, Ill.

MISS MARY E. JOHNSTON, Hon. '62, died Feb. 21 at her winter home in Clearwater, Fla. She was 77. Noted as a prominent Episcopal churchwoman, philanthropist and art collector, Miss Johnston was the niece of Mrs. William Cooper Procter, wife of the former board chairman of Procter and Gamble Co. She was active in charity work including Children's Hospital in Cincinnati, St. Luke Hospital in Manila and St. Luke Hospital in Tokyo.

JAMES ULRICH, '64, a lieutenant in the U.S. Army, was killed by enemy small arms fire in Viet Nam on Feb. 13. He was the first Kenyon graduate to die in the Viet Nam action. He was 26. Lt. Ulrich is survived by his parents, Mr. and Mrs. James F. Ulrich, 8251 Avery road, Broadview Heights, O. 44100, and two sisters.

DAVID KEARNEY, '64, a lieutenant (j.g.) in the U.S. Navy, was killed Mar. 11 by sniper fire in Viet Nam. Lt. Kearney was aboard a Viet Cong sampan on a search mission when he was killed. He was 24. A native of Cleveland, Lt. Kearney was co-captain of the Kenyon soccer team his senior year and was named All-Ohio Soccer Team goalkeeper. He was also first baseman on the varsity baseball squad. He is survived by his parents, Mr. and Mrs. Maynard S. Kearney, 2013 Murdstone road, Pittsburgh, Pa., a sister and two brothers. Memorial gifts have been made to the Class of 1964 Fund, Kenyon College.

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