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Kenyon Alumni Bulletin

INAUGURATION ISSUE
APRIL—JUNE 1969



KENYON COLLEGE

Publisher

PETER G. EDWARDS

Editor

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Kenyon Alumni Bulletin

VOLUME XXVII

APRIL/MAY 1969

NUMBER 2

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ON THE COVER

William Goff Caples listens as The Rt. Rev. John Harris Burt, Episcopal Bishop of Ohio, reads the charge inducting the Fifteenth President of Kenyon College into office, April 15, 1969. To right, the invitation and schedule of events for the day are superimposed on a few of the many citations received from colleges and universities throughout the nation.

Pictures in this issue are by: James Warner, House of Portraits, Mount Vernon; Mount Vernon News; Northwestern Mutual Life Insurance Co.; Fabian Bachrach; Oscar & Associates, Inc., Chicago; the U.S. Army; Wm. J. Keller, Inc., Buffalo, and the Kenyon College Office of Public Relations.

The Board of Trustees,
the Faculty, and the Students of
Kenyon College
request the honor of your presence
at the inauguration of
William Goff Caples
as fifteenth President of the College
on Tuesday, the fifteenth of April
nineteen hundred and sixty-nine
at two-thirty in the afternoon
Gambier, Ohio



The favor of a reply is requested on the
enclosed card before the seventh of April

Schedule of Events

The Inauguration of William Goff Caples as President of
Kenyon College • Tuesday, April 15, 1969, Gambier, Ohio

9:00 A.M. to
12 Noon

REGISTRATION OF DELEGATES
in Peirce Hall

12:15 P.M.

TRUSTEES' LUNCHEON FOR DELEGATES
in the Great Hall, Peirce

1:30 P.M.

ASSEMBLY AND GOWNING OF DELEGATES
in Wertheimer Field House

2:30 P.M.

INAUGURAL CONVOCATION
in Wertheimer Field House

5:00 P.M.

RECEPTION
in the Great Hall, Peirce

THE INDUCTION OF THE PRESIDENT

THE RT. REV. JOHN HARRIS BURT
BISHOP OF OHIO



It was in 1824 that the first Episcopal Bishop of Ohio climbed this hill and said a prayer and installed himself as the first president of Kenyon College. Today we are gathered as the 8th Bishop of Ohio installs the 15th president.

A wry observer might conclude that bishops seem to survive rather better than presidents, — though in these days of rapid social change the survival rate for any institutional head, indeed for any institution, is less predictable than “in days of yore.”

Certainly one thing is certain: no institution, neither church nor college, deserves to survive today unless it can interpret the heritage of the past in such manner as to give relevant meaning to the present and useful guidance to men and women who seek to chart a creative future. Moreover, this translation must be more than an articulation of ideas in some passionless manner on a wooded hill in rural Ohio. It must lead to action. It must motivate men and women to do, and to serve, in the communities of our day as we attack the lancinating problems which confront humanity both in this nation and throughout the world.

The Episcopal Church which founded this college has no aspiration to see it as a vehicle for narrow sectarian purpose. Rather we aspire for its faculty and students, for its academic inquiry and corporate life the widest limits of responsible freedom. And that we may be faithful to such aspiration we remind ourselves on this inaugural day that one of Kenyon's foundation stones is and ever must be a passionate concern for the human dignity and worth of every man as a child of God and, therefore, demanding from us and from all men everywhere an attitude and a treatment shaped by those precepts about love and justice enshrined into history by Jesus of Nazareth. We also remind ourselves on this inauguration day of a second Kenyon foundation stone — a recognition that this world and its surrounding universe are God's, not ours; that we are called to see ourselves and to behave as guests within it, stewards not owners of its bounty. This sense of humble responsibility will lead inevitably to a reverence for life and things, and a fresh determination to be conservators for future generations of the riches in resource and tradition we are given a brief time to enjoy. It should save us from the arrogance that can destroy.

William Caples, you are the first Kenyon graduate to be inducted as president of this college in the successive line which dates back to “the first of Kenyon's goodly race.” You come to this post eminently prepared by the rough and tumble experience of life in the industrial world and with a love for and long service as a Trustee of this place. We pledge to you this day our loyalty and love and support — and even from time to time our constructive criticism — as you take up the well-nigh impossible task which is the lot of any college president today. With the help of God for which we pray, we know you will be a leader worthy of the tradition which is Kenyon's.

On behalf of my colleagues on the Board of Trustees and by virtue of the authority vested in us by the State of Ohio, I formally declare you, William Goff Caples, the President of Kenyon College.

Bishop Burt, Friends of Kenyon, Men of Kenyon, Colleagues, I accept the responsibilities and charge made in undertaking the Presidency of this great college. In so doing, I am not unmindful of the stream of people beginning with Philander Chase who have given thought, substance, effort and, in many instances, their whole life to keep this institution a strong, living contributor to the growth and welfare of this state and nation.

I am not unmindful of the versatility and diversity of the men who have left this small place to serve the society and honor themselves as public servants, including the highest office we can bestow, the Presidency of the United States; as physicians, ministers, many of whom became Bishops, teachers and practitioners of a variety of disciplines, lawyers, academic administrators, businessmen, artists, soldiers, writers, actors, poets, playwrights. These graduates contributed when this was a pioneer country, when we engaged in a great civil war, when we became an industrial giant and world power, and they continue to do so. All from a place of which people still ask "what do you teach" or of which they say, to paraphrase Denham Sucliffe — one of our great teachers, "you don't teach anything, really."

What is the strength of the liberal arts which makes for the production of such usefulness and versatility?

In the words of Professor Robert Goldwin, because "of the necessity to uphold concepts and standards of education that have in all human experience, been successfully applied only to the comparative few not the many," we shall not dream of largeness but of greatness. This, I am sure, will be criticized by those who contend that all citizens who wish it are entitled to a college education whether or not they are prepared academically or emotionally for the vigor of a learning experience that is academically demanding. The mass institutions must take the great numbers as we continue to question the academic value of courses in first aid, tap dancing, and radio announcing while accepting the fact of the "multiversity."

We shall continue to honor the teacher here. Recognizing this is a great and rare skill, difficult to achieve and sustain, a truly rare art and one which extends far beyond the classroom.

We shall continue to look at each student as an individual human being, unique in all the world, who must find himself and his place in the world. Help him understand the mass of options available for the dedication of one's life effort and help him determine which career may be meaningful for him from a background of the knowledge obtained here.

For those whose election of career or vocation requires further formal education, we shall prepare him so that he will be qualified to undertake it.

If these things can be successfully accomplished, Kenyon will continue to be great, continue to add to the well being of our society, and contribute to the cure of its and the world's multiple ills.

If Kenyon and the other small colleges of liberal arts cannot accomplish these things, we have no reason to exist; the United States will be a different place and not for the better.

WILLIAM GOFF CAPLES
PRESIDENT KENYON COLLEGE



The Role of the Liberal Arts College

by
J. DOUGLAS BROWN

THE INAUGURAL ADDRESS



IT IS a rare privilege to be invited to speak at the inauguration of a new president at Kenyon College. The sense of privilege is the greater because my respect and admiration for the new president and the old college has grown steadily over many years. Your new president brings to the college a deep understanding of the human qualities required for responsible leadership in today's world. He has also mastered the insights and arts which are required to transform individual aspirations into organized accomplishment.

At Kenyon College, your new president will lead one of the finest of a kind of institution — the liberal arts college — which since colonial times has been a vital source of leadership in a dynamic, democratic nation. At no time in our country's history has the need for the liberal arts college been greater. Set about by persistent pressures for bigness, impersonality, materialism, and easy egalitarianism in higher education, our country needs, as never before, an institution whose concern is for *excellence* rather than size, and for the *individual student* as a *whole person* rather than as a statistic.

American higher education is now passing through a period of readjustment to the strains and stresses caused by rapid growth. An economy which has become prodigiously productive through technological and managerial advances has diverted millions of young people from immediate employment after high school into attendance at our colleges and universities. The absorption of these extra millions into higher education has forced many institutions to adapt the methods of mass production to keep pace with mounting enrollments.

That this transfer of our approach in producing automobiles to our approach in producing educated people involves serious shortcomings is now increasingly evident. One can readily learn from his newspaper that there is a good deal of dissatisfaction on college campuses, not alone on the part of many students, but also on the part of faculty members and administrators truly interested in the main business of education — the development of human potential.

The nub of the problem of frustration in higher education today lies in a serious misconception of the nature of the educational process, on one hand, and of the needs of the student, on the other. Like most misconceptions, that concerning the nature of higher education has been nurtured by the human inclination to avoid an unpleasant truth; that effective higher education is expensive in both talent and

money. An additional obstacle to the understanding of the educational process is that the philosophy of education of most people is likely to be autobiographical and subject to neither introspective analysis nor disciplined study.

There has been little discernment on the part of most Americans concerning the different stages, qualifications, purposes, and essential requirements which should determine the appropriate approach to education in each situation. With great financial resources and an almost naive faith in the benefits of prolonged exposure to something called education, we have transformed a large part of higher education into another mass production industry made academically respectable by loosely associated research programs.

The *basic* misconception that plagues American higher education today is that higher education is but a continuation of the process of transmitting skills and knowledge which began in the elementary grades. Every child should, of course, learn to read, write, and multiply and about our history, literature and the natural world. But as the young person moves to higher education, knowledge should become a *means* of education, *not* its end. It is essential in higher education, especially in the undergraduate years, that it be *man-centered*, *not* knowledge centered. Its main purpose is to draw forth and thereby enhance the potentialities of the individual student in terms of intellectual analysis, sensitivity to values, emotional restraint, maturity of judgment, and, in general, to assure a personal tone of attack upon the problems he will face in life, whether in his profession, his occupation, or his participation in organized living.

Education, as it proceeds beyond the transmission of basic knowledge and skills, deals with individuals who become increasingly differentiated in their response and in their potentialities. It should become, in liberal education, a highly complex *interaction* between the student and the teacher; the student and the great resources of human expression and scholarship, analyzed experience, and scientific discovery; and the student and his fellow student. It is, if effective, an *interaction* and not a transfer of a quantity of knowledge or an indoctrination in predetermined dogma.

Liberal education is the education of human personality in its largest and most complex sense. It requires the mysterious, direct impact of personality upon personality in some reasonable degree to be truly effective. One cannot argue a sticky moral question with a television screen or a text-book. The responses of the mind and spirit are far too subtle to be conformed to the technology of the moment, no matter how impressed we are with the marvels of an electronic age.

The American people must some day recognize the truth that the great economies which industry has attained through mass production do not apply to higher, liberal education because of a great difference in purpose. Industry deals with a useful, standardize product which can be multiplied indefinitely once a practical design and a method of production can be implemented. Education, as it moves from elementary school to college seeks to develop the creative powers of diverse maturing human beings in their widely varying interests, capacities, and potential contribution.

The only instrument so far discovered that can assure interaction at the levels of sensitivity, intuition, judgment, and enthusiasm required in the development of young persons of

high potential is a human being of disciplined intelligence and professional dedication. Perhaps there are not enough such human beings available to assure effective higher, liberal education for the many millions who now seek it. Perhaps, even the richest country in the world will have to determine for whom it can best afford such an expensive and demanding kind of education in order to assure itself the future leadership it needs. The solution, for once, does not lie in the economies of mass production, but in the best use of precious human talent.

That is the problem of the country in resolving its strains and stresses in higher education. The restlessness of students under conditions of mass education, of increasing separation of teacher and taught, and of an emphasis upon specialized knowledge rather than humane values is becoming all too clear. The loss in effectiveness in the nurturing of high talent for leadership, while less obvious, will be more serious in its long-run effect.

What is the role of a liberal arts college like Kenyon during this period of confusion in American higher education? My humble prescription is that Kenyon should strive even harder in pursuing excellence in the kind of education it upholds. In so doing, it is not only contributing its precious share of talent to the country, but it is also helping to demonstrate, by its example, the kind of education America vitally needs.

More specifically, Kenyon should, I feel:

1. Assure that, as an institution, it remains *man-centered*, and that it does not become *knowledge-centered*; that its major purpose remains the enhancement of the individual, assuming that his contribution to society will grow out of what he *is* as a person, first, and but secondarily from what he knows or from what techniques he has learned.

2. That, reflecting the most fundamental needs of the individual, it remains *value-centered* in its climate of education. It should never assume, as some institutions have come to believe, that it can be neutral and aloof from values. This does not imply indoctrination in any dogmatic sense, but the development of individual values through a complex of interactive processes — in the class, in the library or study, with the teacher alone, or with fellow students in a residential environment. In a time of critical moral issues, the American student is hungry for help in resolving these issues in his own mind. The empty exhortations of the demagogue are thin gruel for an intelligent appetite.

3. That it emphasize *fundamental* values and knowledge, not only because of tradition, but because such values and

ABOUT THE AUTHOR — J. Douglas Brown is provost and dean of the faculty emeritus at Princeton University. An economist, he is one of the architects of the original 1935 Social Security legislation and has been among the leaders who have broadened its coverage and scope in the decades since its passage. He is one of the nation's principal advocates of the tradition of liberal education. Dr. Brown received an honorary doctor of humane letters degree from Kenyon in 1954.



knowledge are the most challenging to the human mind and spirit. If knowledge is a means of education, it is assumed that great truths stretch the mind more than detailed facts. In a time of mounting specialization, it must withstand the pressures to divide and subdivide knowledge into neat little, manageable bits.

4. That it help the student in his integration of knowledge, analytical thought, and sensitive evaluation in some area of special concern to him in order that he gain the satisfaction of attaining a degree of mastery and, at the same time, a sense of humility before that which remains unknown; and

5. That it nurture the premise, by all possible means, that the liberally educated person must assume responsibility for more than his own private concerns; that he should free himself from prejudice, arrogance, hatred, insensitivity and cynicism *and* that he should respect and support the freedom and dignity of other free individuals in their self-fulfillment in all things good and beautiful before God.

To hold to these prescriptions will be harder and harder in the years to come unless there is a change in the trends in American higher education. Liberal, interactive education is expensive in talent and funds. Its main reliance for support will continue to be those who best understand its purposes and vital contribution to leadership in all the demanding professions and organized activities in a democracy.

The liberal arts college with selective admissions will be criticized as "aristocratic" in a time of growing egalitarianism. It will be questioned by those who have accepted mass education as an inevitable result of political sponsorship and have tried to justify mediocre standards by a sentimental con-

fusion of common political rights and individual differences in human potentials.

But probably the most insidious influence on liberal, higher education will be that of those hard-nosed specialists who have come to believe that higher education in America is intended to produce thousands of highly skilled technicians in hundreds of professions and occupations who master some narrow segment of human knowledge or skill and take no responsibility for resolving the problems of their community or of their world. The special danger of this drift from liberal education is that it comes from within education itself, especially on the part of those professors in our universities who have found specialized research more rewarding in status and compensation than interactive teaching in the undergraduate years.

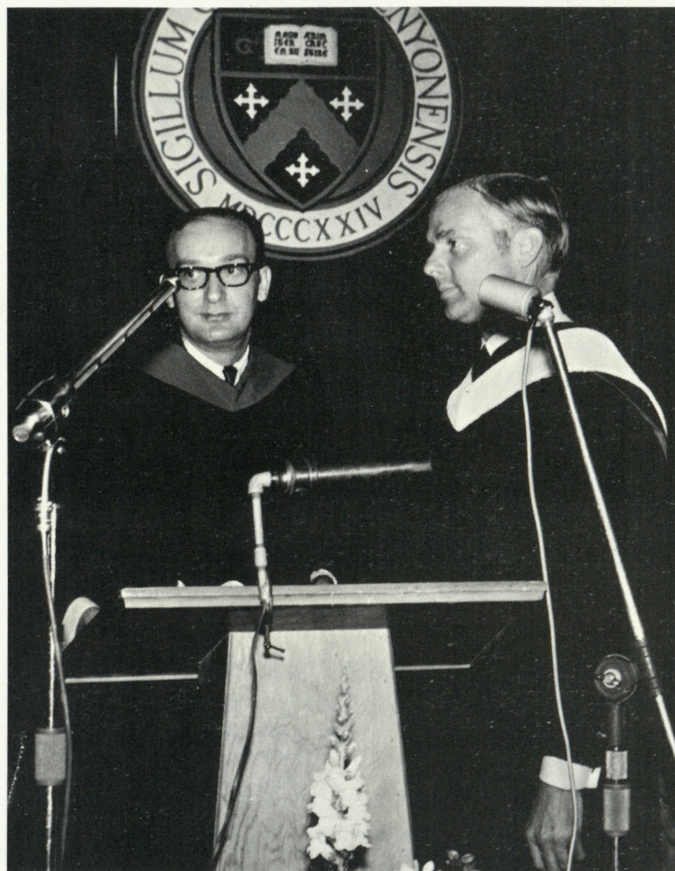
Kenyon College must stand fast in its concept of liberal education no matter what the crosscurrents of change in American higher education may bring. This will require a persistent faith in purpose and a continued striving for excellence in fulfilling that purpose. It will require the generous and understanding financial support of all her alumni and friends, not merely because they are grateful and loyal, but because they are convinced that she is the embodiment of a vital concept in American higher education more needed today than ever in our history.

What does it profit a nation that it can send men to the moon if it loses its ability to regenerate leadership of wisdom and integrity? It is an unfortunate paradox that a democracy needs more and more able leaders than any other kind of society and yet it is the most prone to question the very processes by which leaders are developed.

THE INVOCATION

O God, once again we come together to
 signal another threshold in our
 life together at Kenyon College,
 all too well aware
 that we will do many things wrong
 we will fail, or worse refuse, to
 listen to each other
 we will arrogate to ourselves the
 only true view of this life
 we will avoid being honest with
 ourselves
 we will assume our life's narrow-
 ness to be somebody else's fault.
 Give us the capacity for empathy with
 one another
 Give us the precision of real concern
 for the truths we seek
 Give us the courage to question our own
 received ideas
 to ask why about realities
 why not about dreams
 and to avoid temptations to cheap
 answers.
 Grant us the consciousness of enjoying
 the symbols of you which our
 experience grants
 and a patience with the symbols that
 grasp those around us,
 And give us the loving peace which is
 necessary to the world's peace.
 Amen.

THE CONFERRING OF HONORARY DEGREE



THOMAS VAIL, Hon. '69, right, listens as his citation for his Honorary Doctor of Humane Letters Degree is read. The text of the citation appears below. At left is John D. Kushan, registrar, who will place the Kenyon hood on the eminent publisher. Above, at left, is the Invocation, persented by The Rev. Donald L. Rogan, College Chaplain. Below it is the Benediction, which was read by the Very Rev. Almus M. Thorp, Dean of Bexley Hall.

THE BENEDICTION

Go forth in peace.
 Be strong and of good courage.
 Hold fast that which is good.
 Honor all men.
 Love and serve the Lord with
 gladness and singleness of heart,
 rejoicing in the power of his Spirit.
 Amen.

THOMAS VAN HUSEN VAIL . . .
 as a newspaper reporter, editor, publisher, and citizen, you have given freely of your time and talent to your home city of Cleveland, your state of Ohio, and your country. We commend you particularly for your contribution toward the revitalization of Cleveland and the impact this has had on Ohio generally. Your definition of a problem, in the series of articles called "What Is Wrong with Cleveland" and "What Is Right with Cleveland," followed by the careful prodding of a newspaper skillfully used, persuaded the business and financial community to move to a solution of Cleveland's problems. Your leadership, expressed through guidance of *The Plain Dealer*, is in the great tradition of the Fourth Estate.

The Leaders of Kenyon's Goodly Race

by
THOMAS B. GREENSLADE



PHILANDER CHASE



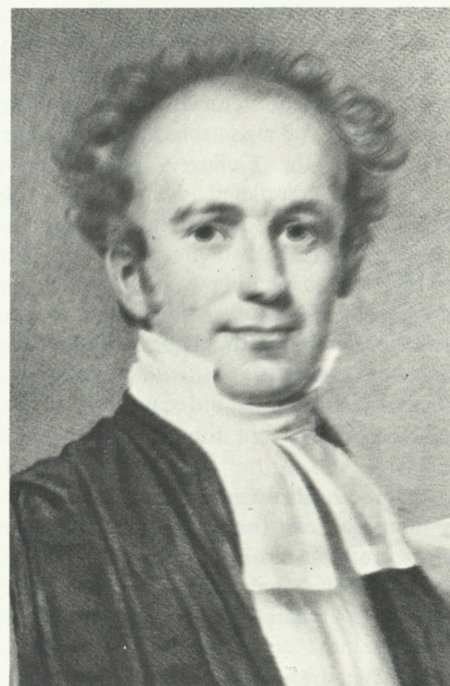
WILLIAM GOFF CAPLES

TO

THE inauguration of William Goff Caples as president of Kenyon College on April 15, 1969 provides an occasion for examining the careers and accomplishments of his illustrious predecessors. Dr. Caples, the first businessman to become president of Kenyon, joins a group which includes seven professional educators, five clergymen, one engineer and soldier, and one doctor of medicine.

The materials used in the preparation of this article are in the College Archives, housed in the Kenyoniana Room of the Gordon Keith Chalmers Memorial Library. Many of the phrases have been lifted bodily from Smythe's *Kenyon College*.

No attempt is made here to give a biographical sketch of each president. Instead, the emphasis is placed on the influence each administration had on the development of the College.



McILVAINE

Philander Chase (1826-1831) was "the first of Kenyon's goodly race." His accomplishments cannot be told any better than in the stirring words of Kenyon historian George Franklin Smythe's song, *Philander Chase*, familiar to every Kenyon man. Chase, a native of New Hampshire, a graduate of Dartmouth, and an Episcopal clergyman, was deeply impressed by the emigration to the West, and in 1817, at the age of 42, joined the wave of emigrants, settling in Worthington, Ohio. A year later he was elected the first bishop of the newly organized Diocese of Ohio. It was to meet the sore need of ministers for the Episcopal Church in Ohio that Kenyon College came into being. Chase's successful efforts in raising money in England made possible the purchase of land in Gambier and the moving of the College from Worthington in 1828.

The cornerstone for Old Kenyon was laid in 1827, and Gambier was a busy place during the years 1827 and 1828. The school was first quartered in crude, temporary buildings just north of the present Chapel. At the same time stonecutters and masons in considerable number were at work on Old Kenyon.

When Smythe wrote of Bishop Chase, "He built the college, built the dam, he milked the cow, he smoked the ham; he taught the classes, rang the bell, and spanked the naughty Freshmen well," he chose his words carefully; for Bishop Chase labored mightily and demanded absolute power over all aspects of college life. Inevitably a head-on collision came up between him and the combined forces of the faculty and the trustees which resulted in his resignation on September 8, 1831. Two or three days later he rode away with his family to spend the winter in a ruinous cabin in Holmes County. In 1835 he was elected bishop of the Diocese of Illinois, where he repeated his early missionary labors in Ohio, founding a college, Jubilee College (now defunct), and visiting England to solicit funds.

ABOUT THE AUTHOR — Thomas B. Greenslade, a 1931 Kenyon graduate, has returned to Gambier to serve as College archivist. For 36 years he served in the New York City school system where he was a supervisor of science. He also taught at the City College, Hunter College and Wagner College. Mr. Greenslade has a master's degree from Columbia University. His son, Thomas, Jr., is a member of the Kenyon physics department.

Charles Pettit McIlvaine (1832-1840) was elected Bishop of Ohio and, as such, President of Kenyon College, within two hours after the acceptance of Bishop Chase's resignation. Possessing strong connections in Episcopal Church circles in the East, he was able to obtain considerable financial support for the College. Under his administration Old Kenyon was completed, work on Rosse Hall was continued, and many houses still standing were built as faculty residences. Soon McIlvaine realized that the presidency of the College was becoming a burden and that the rural setting of Gambier was not an ideal location from which to supervise the affairs of the Diocese. One of the steps which he took to correct this situation was an arrangement under which the bishop would continue as president of the theological seminary but the College would have its own president.

In 1839, through his strong hold on the diocesan convention, he overthrew both the trustees and the faculty, wiped out the old Kenyon College, and created a new one in its place. Many of the strong faculty developed during the first 14 years of the College's existence resigned or retired.

David Bates Douglass (1840-1844) was the first man who ever bore the title of President of Kenyon. An engineer, army officer, and former teacher at West Point, he is responsible for the College Park as we know it today. Chase's plan, which envisioned a continuation of the broad avenue in the center of Gambier south to Old Kenyon, had not been followed, and ramshackle buildings of a more or less temporary nature were scattered over the College grounds. Douglass laid out the Middle Path, set up the gate pillars, and eliminated many of the buildings, old sheds, and shanties which were eyesores. Another institution at Kenyon which owes its origin to President Douglass is the custom of matriculation.

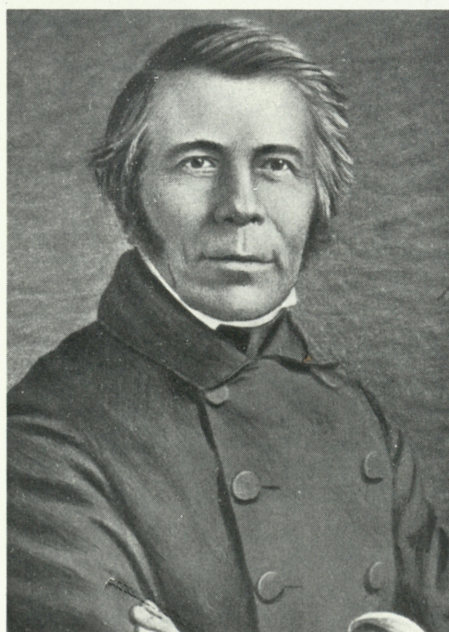
Douglass was hampered by a constitution which excluded him from membership in the board of trustees. Since he

could not be present at its meetings, he had to communicate with it through Bishop McIlvaine. Student rebellions and a steadily falling enrollment were blamed on the president, and he was asked to resign. He refused, and the presidency was declared vacant and remained so for a year and a half. The Reverend Samuel Fuller was acting president for a short time.

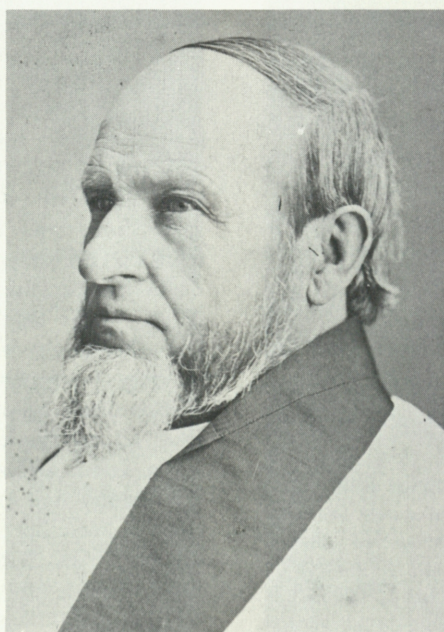
Sherlock Anson Bronson (1845-1850), the first Kenyon graduate to become president of the College, had for some years been a member of the board of trustees. Membership in the board was restored to the president of the College at this time. A series of misfortunes during this period put the College into financial disaster: the roof of Rosse Chapel was crushed in by a heavy fall of snow; the roof of Old Kenyon became so leaky that it had to be replaced; and the legislature of Ohio laid a tax of \$500 upon the College real estate, with the result that two years in succession the sheriff sold College land to pay the taxes.

The remedy for these fiscal ills proposed by Bronson was the sale of College lands in the sacred South Section which contained four thousand acres. Although his proposal was finally followed, it aroused a storm of harsh criticism to which he was sensitive, and he resigned in 1850. He rendered great service to Kenyon College, for, taking over the presidency at a time when the institution was distrusted, distracted, and disorderly, he brought it into harmony and good order, and restored confidence.

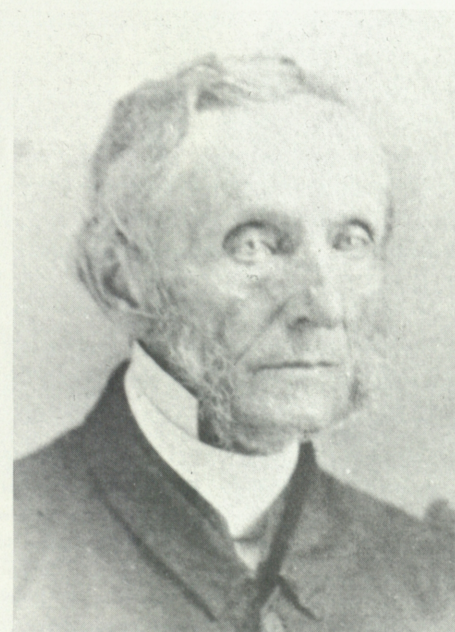
Thomas Mather Smith (1850-1854), since 1845 Milnor professor of divinity in the theological seminary, who had for several months performed the duties of president of the College, was the next holder of that office. He took the position at a considerable sacrifice to himself, intending to hold it only until a suitable man could be found; and in the meanwhile retained his theological professorship. His administration was successful, for the faculty was enlarged and strengthened, and the number of students increased. Financial conditions also improved, more land was sold, and



DOUGLASS



BRONSON



SMITH

for the first time in its history Kenyon College was really out of debt. However, there was still no money in the treasury to warrant an increase in the salaries of the professors, or even to make necessary repairs on the buildings. The standard salary at Kenyon in 1853 was \$600 and a house. The money was paid very irregularly and generally the house leaked.

The prospects seemed to be hopeful, however, and President Smith, in November, 1853, felt justified in resigning the position he had reluctantly taken. He retained his Milnor professorship until 1864.

Lorin Andrews (1854-1861), well known and respected throughout Ohio educational circles, was able to attract greatly increased numbers of students to Gambier. By the time the Civil War broke out, an unprecedented number of 137 were enrolled in the College. Andrews undertook an ambitious and successful building campaign to provide for the increase in numbers; the completion of Bexley Hall and the building of Ascension Hall were the result. The administration of President Andrews ranks among the most successful in the history of Kenyon.

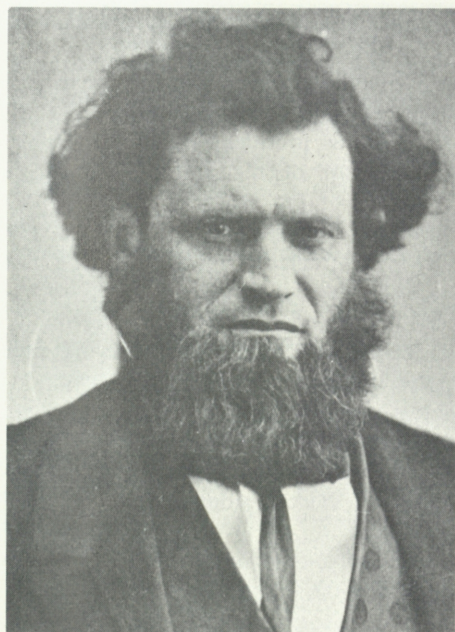
It is said that Andrews was the first man in Ohio to enlist in the Civil War. When he left Gambier as colonel of infantry, the trustees did not accept his resignation, but granted him a leave of absence, and designated Professor Benjamin S. Lang acting president, a post which he held for two years. Andrews' health broke down in the early days of the war, and he returned to Gambier, where he died in 1861 and was buried in the College cemetery.

Charles Short (1863-1867) took over as president at a time when enrollment had suffered a drastic drop because of the war. The College had also sustained two great losses; the death of the legendary Professor Marcus T. C. Wing and the resignation of Professor Francis Wharton. Short was a brilliant classical scholar, and it was he who originated the library of the College. Working with a strong faculty, he seemed to be on the way to regaining for the College

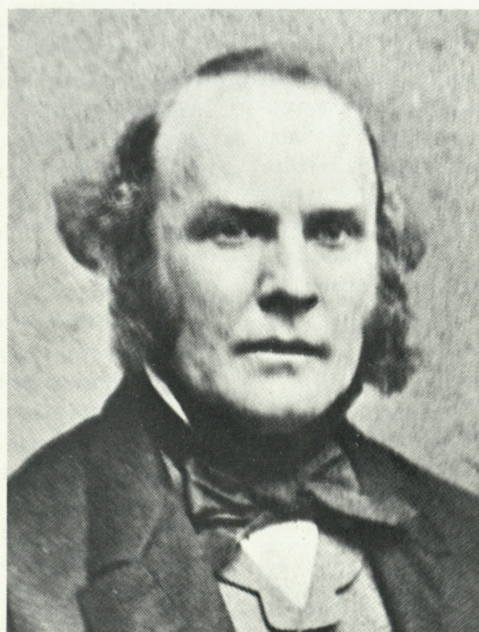
the prosperity it had enjoyed just before the war. However, criticism of the College brought on an investigation by a committee of the trustees, which so embittered the faculty that Short and several other members of the faculty resigned. **James Kent Stone** (1867-1868) was elected president at the age of 28, having been a professor of Latin since 1863. His tenure was highlighted by a theological outbreak which brought on disastrous years for Kenyon. As professor of mental and moral philosophy he taught subjects which gave him a wide field. In his classroom he leaned toward the teachings of Tractarianism, which had made considerable progress in the Episcopal Church, but which was not in favor in solidly evangelical Gambier. His chapel sermons were not in harmony with the long established position of the Gambier institutions, and attacks and counter attacks ensued between him and the Bexley professors. Most of the students and many of the faculty sided with Stone. A church board of inquiry decreed that no one had intended any wrong. The Seniors, however, insisted that Stone be their baccalaureate preacher. The sermon which he delivered was highly objectionable to the theologians and his resignation soon followed. He went directly from Gambier to the presidency of Hobart College. He held that office one year, and then entered the Roman Catholic Church.

Eli Todd Tappan (1868-1875) presided during one of the lowest points in Kenyon's history. The theological strifes had alienated many of the Bexley alumni, and the effect of the Civil War on fund raising activities was disastrous. In 1873 and again in 1875 there were no Bexley students at all; enrollment at the grammar school fell to 13 in 1875-1876; and by 1890 enrollment at the College had declined to 33, not all of whom were in attendance at any one time.

It was in the early days of Tappan's administration that the beautiful Church of the Holy Spirit, the College Chapel, was built. The Church of the Ascension in New York paid for the building, but the furnishing and ornamentation were provided largely by Bishop and Mrs. Gregory Bedell.



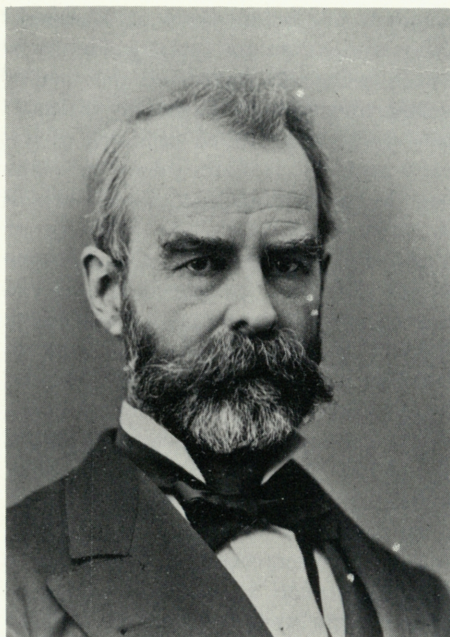
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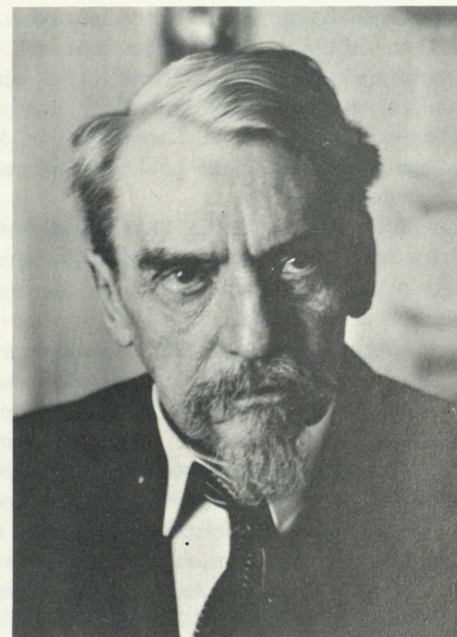
STONE



TAPPAN



BODINE



STERLING

The trustees of this period were not successful in raising money for endowments sadly needed for increasing faculty salaries, and the frustrated Tappan resigned his office. He remained as a valuable member of the faculty until 1887.

For a year Professor Edward Close Benson served as acting president, and kept things going well.

William Budd Bodine (1876-1891), a Princeton man graduated from Bexley in 1864, had come to Gambier as the College chaplain and the rector of Harcourt Parish. He exhibited a brave spirit and a good degree of self-confidence in taking over the presidency of an institution which had sunk so low. During the early years of his administration his enthusiasm and energy imparted themselves to those connected with the College. The election of Rutherford B. Hayes, valedictorian of the Class of 1842, as President of the United States in 1876 gave Kenyon a unique means of advertisement. The grammar school enrollment increased. Harcourt Place School for girls was established. Bishop Bedell must be credited for his heroic efforts to advertise the College, enlarge it, and increase its funds.

For a few years the College grew until its enrollment almost reached to where it stood before the disastrous days of President Stone, then it declined until it reached its nadir in 1890.

Bodine believed that part of the difficulties of the College was caused by an unwieldy constitution, which provided that the Bishop of Ohio be president of Bexley Hall. He succeeded in pushing through amendments which made the president of Kenyon also president of Bexley. During his administration Hubbard Hall was erected as a library on the spot now occupied by Ransom Hall. It was destroyed by fire in 1910.

Bodine resigned in 1890, and returned to active ministry as the rector of the Church of the Savior in Philadelphia.

Theodore Sterling (1891-1896) was a doctor of medicine

who had come to Kenyon as a professor of chemistry. Bexley Hall experienced a great revival during his administration, largely due to the efforts of William Andrew Leonard, Bishop of Ohio; Boyd Vincent, Bishop of Southern Ohio; and Hosea W. Jones, Dean of Bexley. Sterling made great efforts to attract students, and the numbers increased, although there was criticism that some of the students were poorly prepared.

The faculty was increased and strengthened during this period by the addition of a number of enthusiastic young men such as Leslie H. Ingham, professor of Greek and afterwards chemistry; Charles F. Brusie, professor of English; William G. Guthrie and Henry T. West, professors of modern languages; and William F. Peirce, destined to become the next president of Kenyon.

William Foster Peirce (1896-1937) saved the College financially and put it on the map scholastically. When he retired in 1937 after 41 years as president, he was the only president remembered by most of the alumni, and, with the exception of the Church of the Holy Spirit, there was not a single building in the College park which had not been built, rebuilt or reconstructed internally during his administration.

At a time when liberal arts education was under attack in favor of technical studies, he was an unswerving and staunch proponent of the ideals of liberal arts colleges.

Enrollment rose until it reached 250-275, a figure thought to be a desirable limit for that time. The numbers dipped sharply during the early days of the depression, but recovered until at the end of Peirce's administration enrollment stood at nearly 300.

"Fat," as he was nicknamed early in his career because of his slim build, was an excellent fund raiser. In this he was assisted greatly by the Bishops and clergy of the Dioceses of Ohio and Southern Ohio. He made it a custom to preach in many of the large churches all over the coun-

try, and in this way brought Kenyon to the attention of many who became supporters.

He was able to promote a tremendous building campaign. Old Kenyon and Ascension Halls were completely rebuilt internally, Rosse Hall had to be rebuilt after it was destroyed by fire in 1898, and the following new buildings were constructed: Hanna Hall, Alumni Library (now Ransom Hall), Leonard Hall, Samuel Mather Hall, Peirce Hall, Schaffer Swimming Pool, and many faculty dwellings.

At the time of his death in Maryland in 1967, he was 99 years old.

Gordon Keith Chalmers (1937-1956), said the *Kenyon Collegian* at the time of his death, "made Kenyon College a center of national admiration among educators and men of learning." His administration saw the founding of the *Kenyon Review* under the editorship of John Crowe Ransom, the establishment of the Graduate School of English (now the School of Letters of the University of Indiana), and the development of the Kenyon Plan which came to be known as the Advanced Placement Program.

Chalmers' years in office were marked by the emergence of the College from the depths of the depression, the hectic days of World War II which saw a drastic drop in enrollment, and recovery after the end of the war. During his administration the number of students rose to about 450, necessitating an expanded faculty and the building of the Speech Building, Wertheimer Field House, Norton Hall, Lewis Hall, and Watson Hall.

Certainly the worst disaster ever to happen to Kenyon was the fire which completely destroyed Old Kenyon in the early morning hours of February 27, 1949 with the loss of the lives of nine students. Rebuilding of the historic landmark was started immediately and today Old Kenyon gives exactly the same exterior appearance as it has for over 140 years.

After the tragic death of Chalmers in 1956, Dean Frank

Edgar Bailey carried on ably as acting president during the school year 1956-1957.

Franze Edward Lund (1957-1968), in his own words, "did not choose to be a 'brick and mortar president,' but this has been my lot." During his tenure nearly \$6,000,000 in new building and renovation took place at Kenyon. Other forward steps undertaken during Lund's administration include the introduction of major programs of study and the expansion of the departments of art, music and religion; the establishment of the Public Affairs Conference Center; and the increase in enrollment from about 500 to 800.

Built during this period were Philip R. Mather Science Hall, Gordon Keith Chalmers Memorial Library, the Dempsey Hall Addition to Peirce Hall, four dormitories to house increased enrollment — Watson, Gund, Bushnell and Manning Halls — and Farr Hall, the commercial building in Gambier.

Plans for moving Bexley Hall to Rochester, N.Y. were completed during Lund's term of office. Although regretted by many, the move is believed to be in the best interests of the seminary and the church it serves.

Another far reaching step was the planning for a co-ordinate women's college, scheduled to open in the Fall of 1969, and intended to serve 650 students. This was part of a ten year, \$18,500,000 Program for Expansion, announced in October 1967, which also included a new biology building to complete the Kenyon Science Center, a new infirmary, a fine arts center, renovation of existing facilities and a large increase in endowment.

In announcing his resignation to the faculty President Lund said, "I am proud of the past decade. I have great hope at the present and for the future of the College. But for continued achievement, it is my conviction that a new, more aggressive and energetic leader is needed. My resignation is motivated equally to prepare for another decade in my own career — and to open the door for a fresh new leader at Kenyon."



PEIRCE



CHALMERS

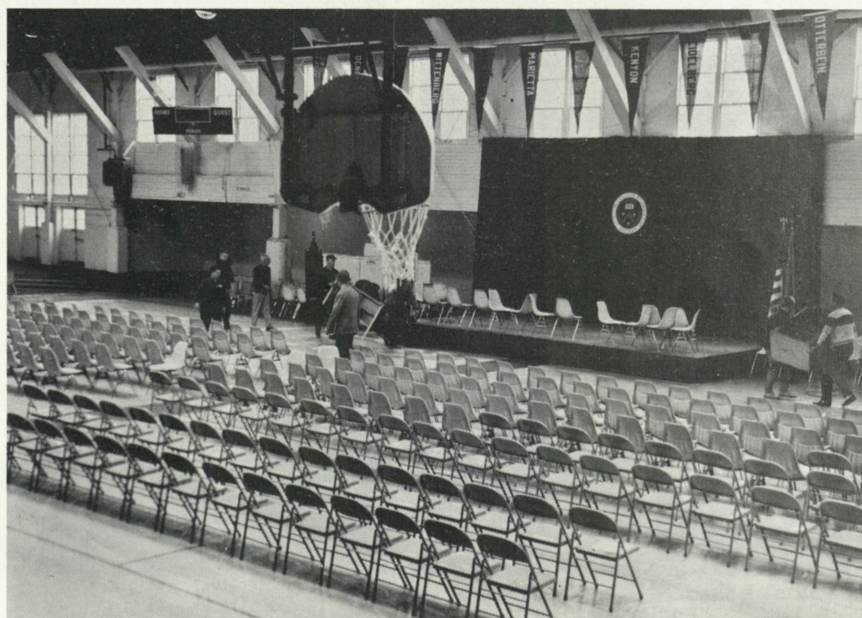
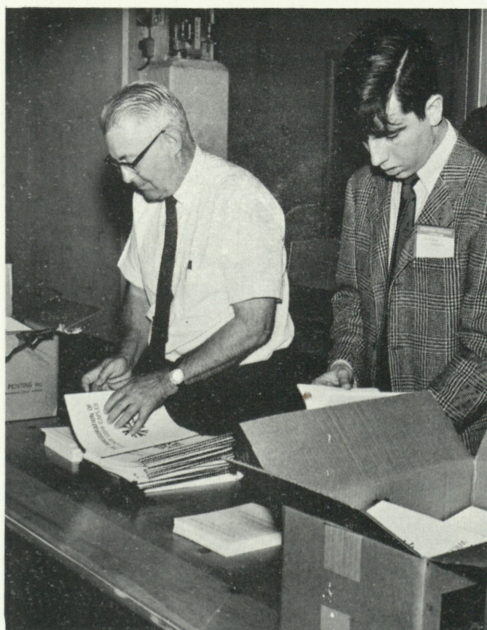


LUND

The Inauguration Photographer



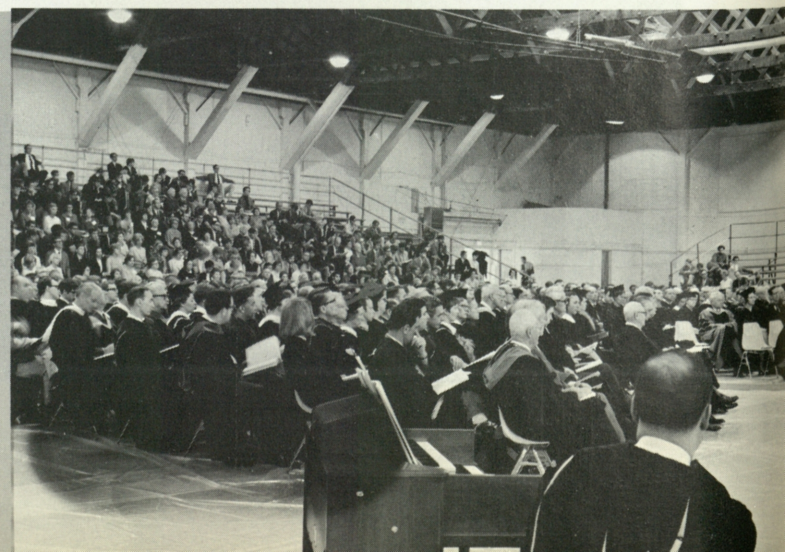
The inauguration of a college president does not "just happen." Weeks, and even months of planning are required to make the event go smoothly. All plans build to a climax and in a few short hours the event is over. The following pages of photographs attempt to show a few of the high points of April 15, 1969, the inauguration of President Caples. While Wertheimer Field House was being set up for the ceremony, delegates, right, were registering and getting acquainted over coffee served in the Peirce Hall Lounge. At the Trustee's Luncheon for delegates it was impossible to discern that 50 unexpected guests were served. Faculty Marshals had the academic procession well organized, caps and gowns fit the delegates and the actual ceremony, covered elsewhere in the *Bulletin*, went smoothly. The inauguration over, a reception for delegates and faculty and a ball honoring Kenyon's new president, given by the faculty and staff, concluded the long day. More pictures will be found on pages 35-36.







Trustee's Luncheon for Delegates



Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

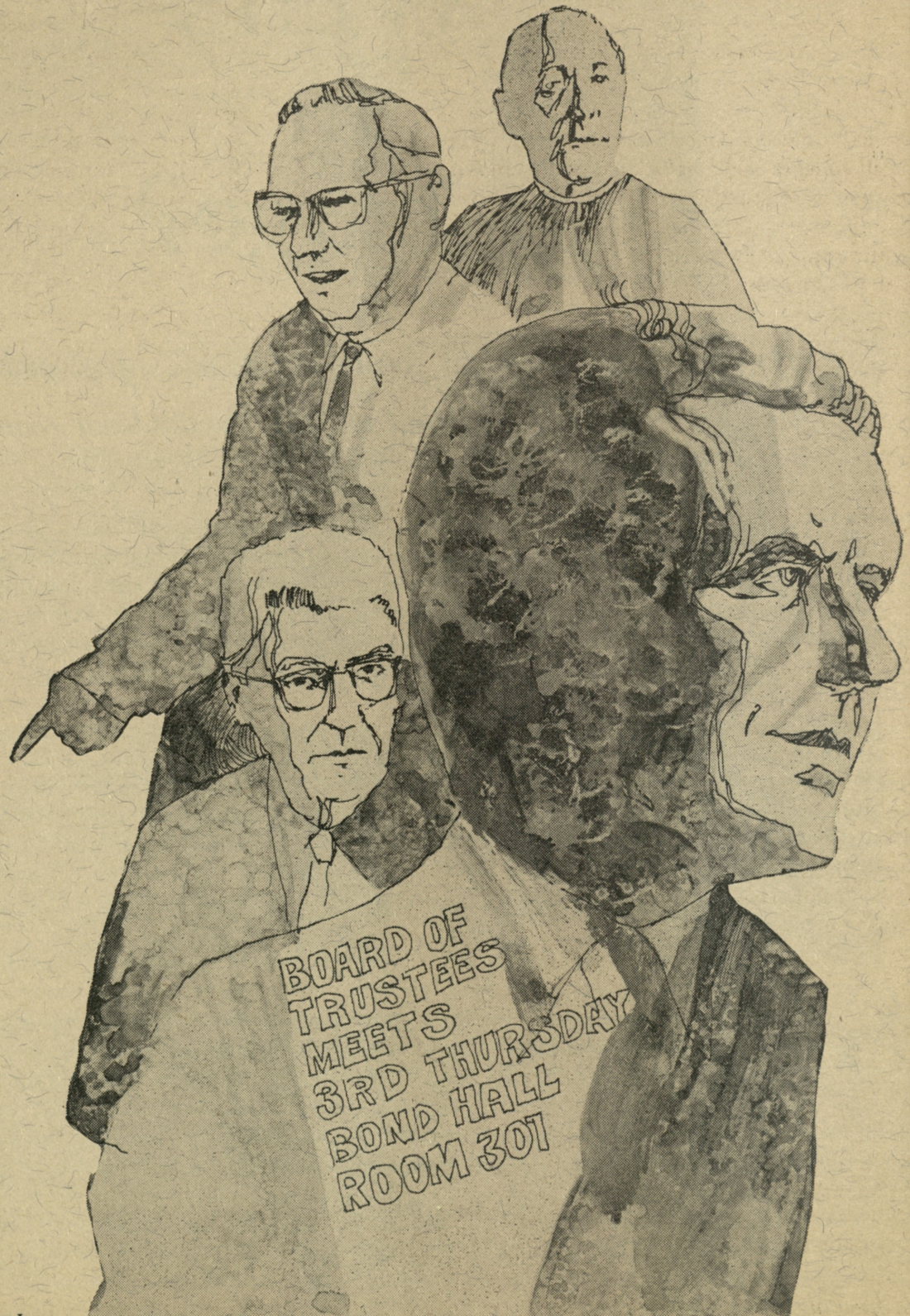
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge—I The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

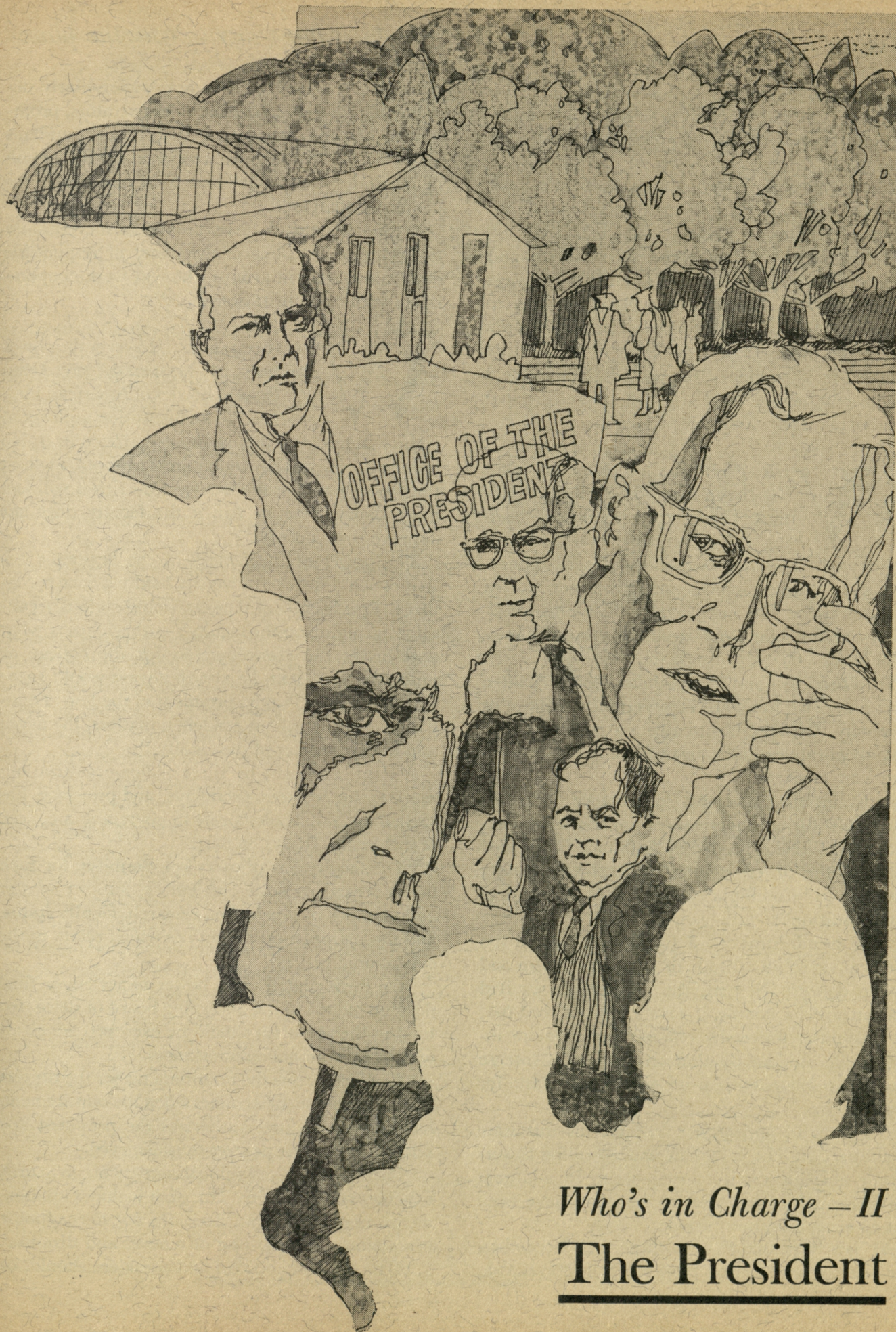
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations"

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . ."

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

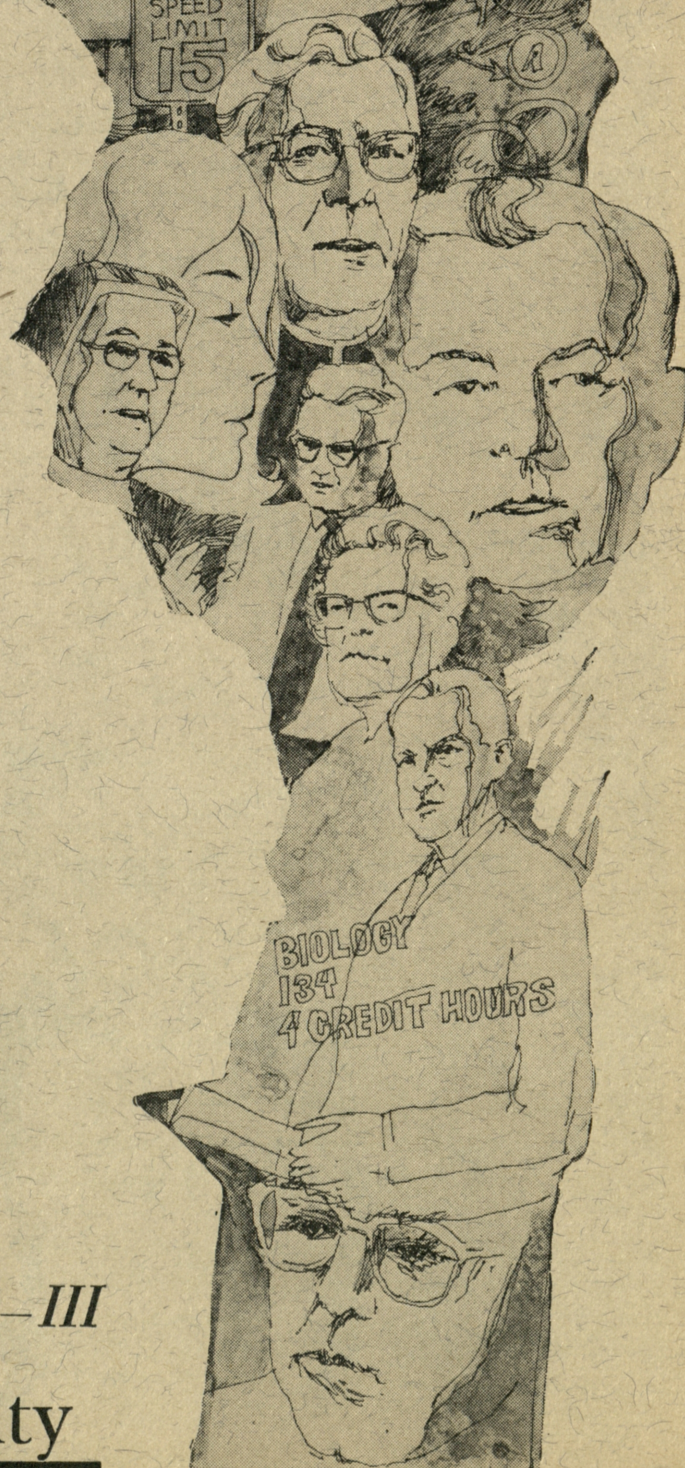
The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty



Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

► Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

► Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

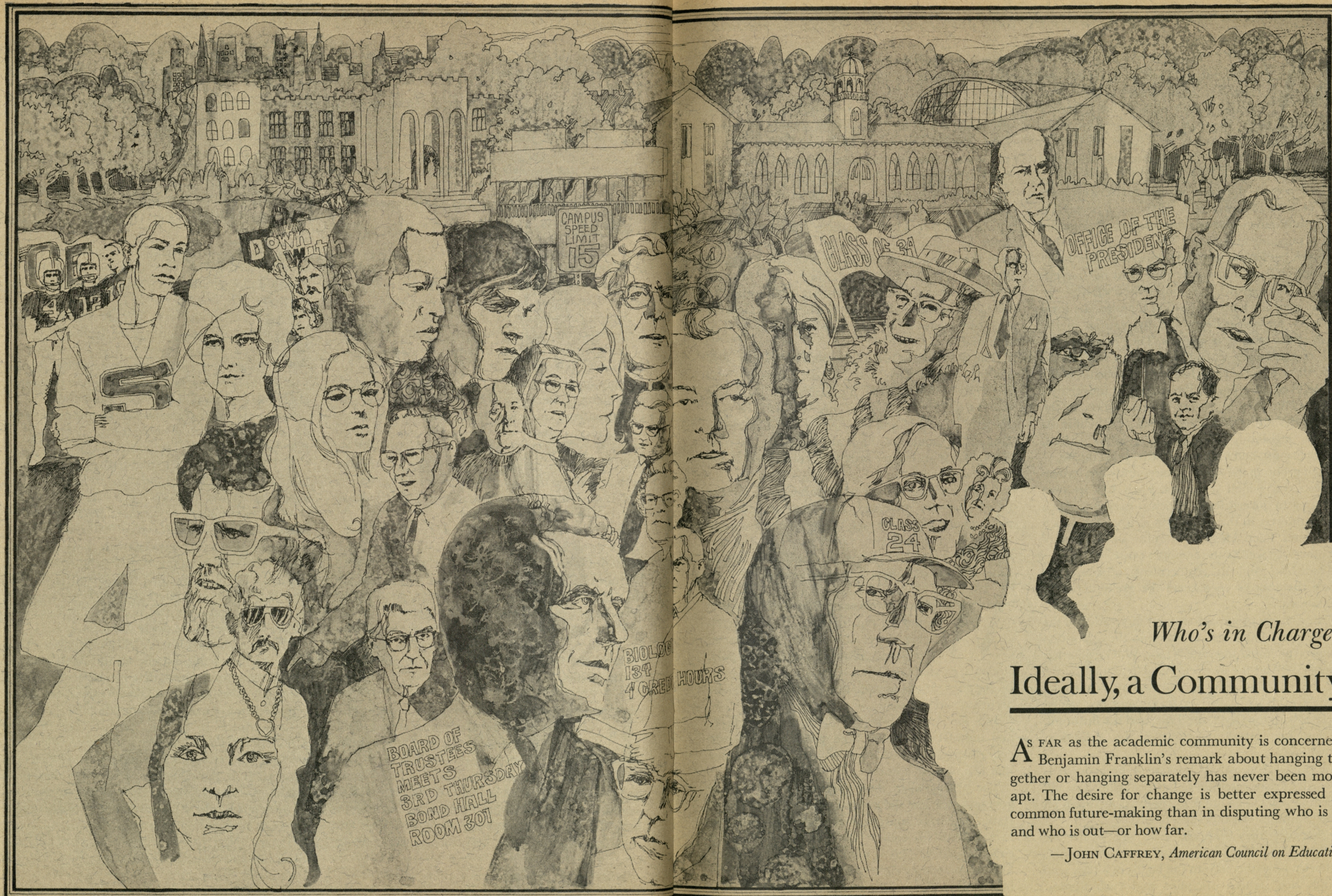
► Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

► The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."



Who's in Charge? **Ideally, a Community**

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

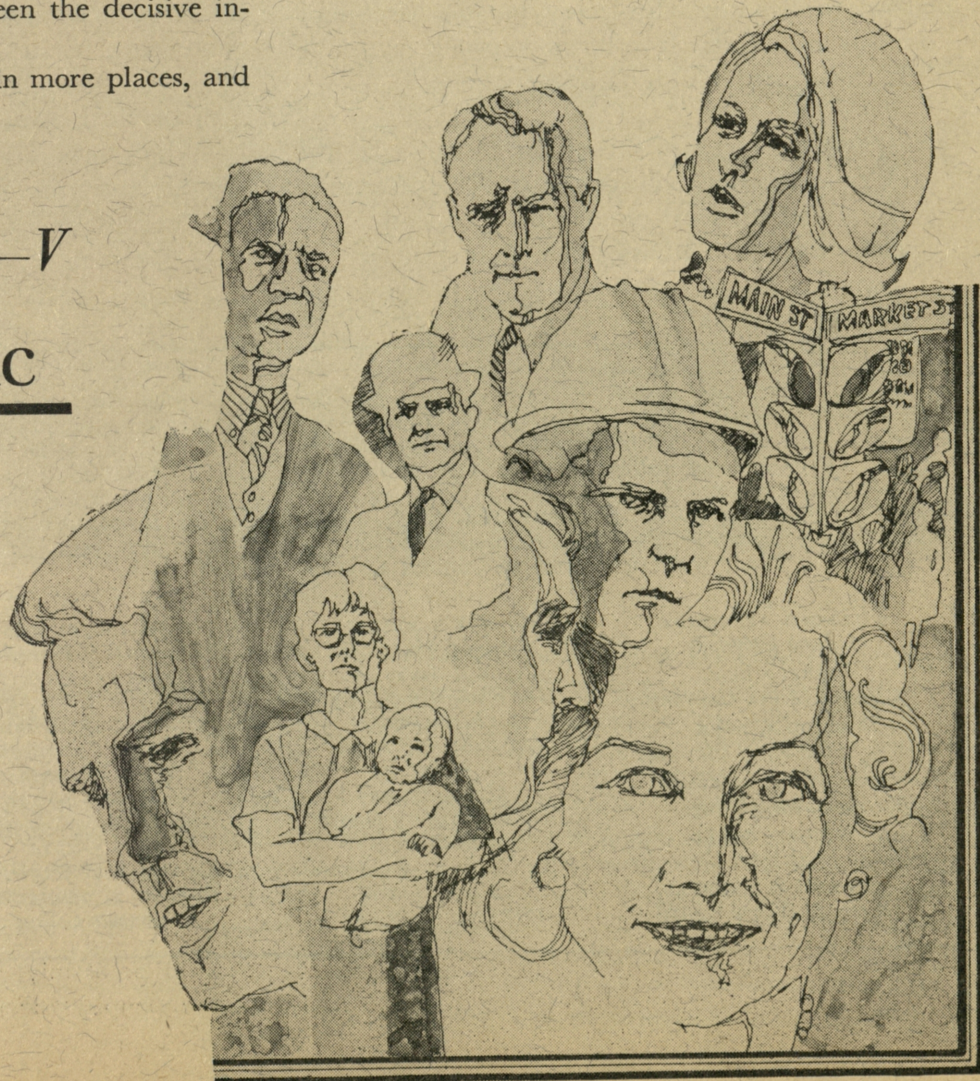
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

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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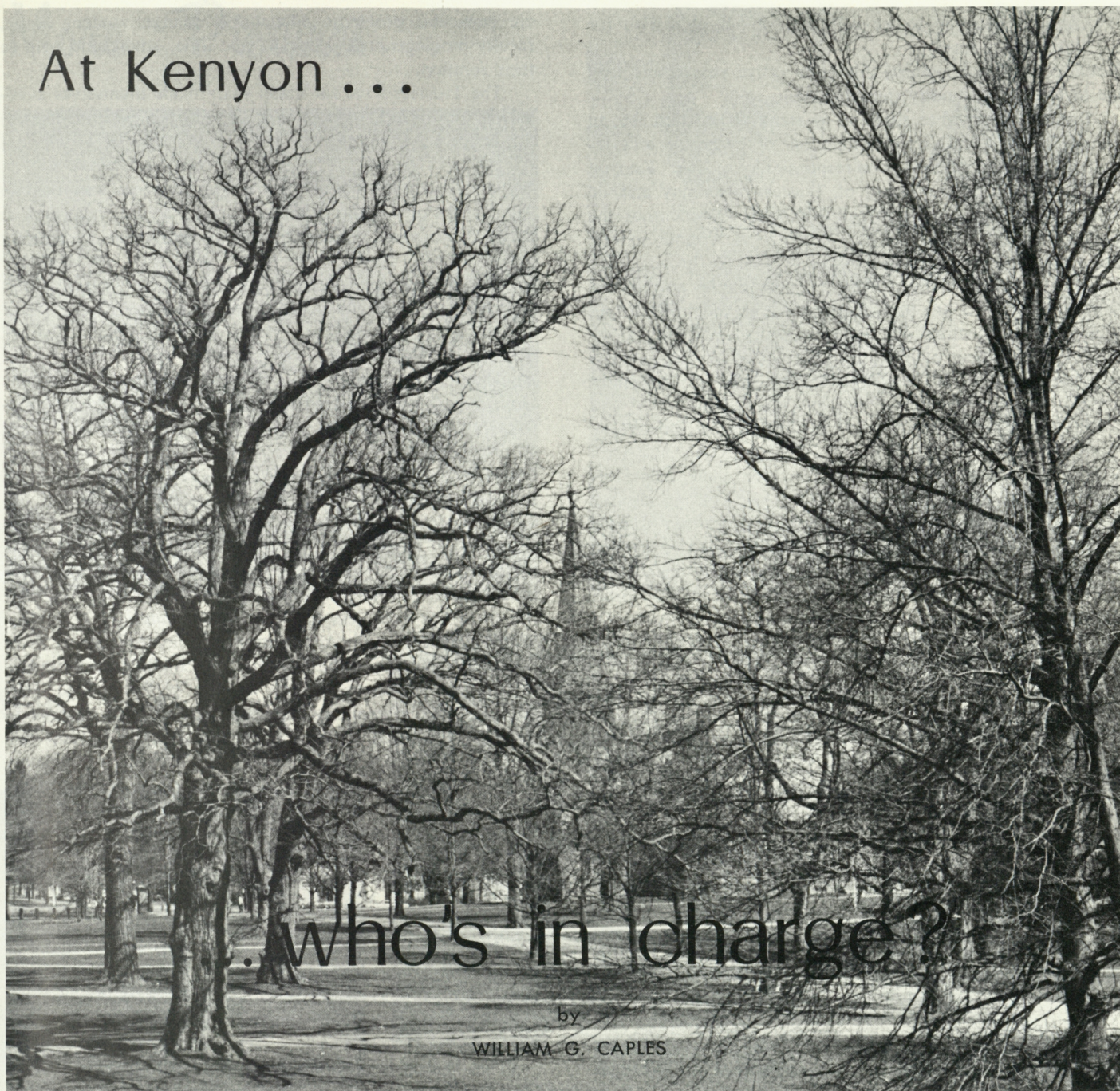
WILLIAM S. ARMSTRONG
Indiana University
DENTON BEAL
Carnegie-Mellon University
DAVID A. BURR
The University of Oklahoma
MARALYN O. GILLESPIE
Swarthmore College
WARREN GOULD
George Washington University
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The University of Oregon
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WILLIAM A. MILLER, JR.
Managing Editor

At Kenyon . . .



...who's in charge?

by

WILLIAM G. CAPLES

KENYON'S Director of Public Relations, Peter Edwards, asked me to comment on "Who's in Charge" for the *Alumni Bulletin* and I expect he really wanted me to comment on "Who's in Charge at Kenyon College," or possibly "Who the President Thinks is in Charge at Kenyon College."

The article or any article which purports to apply to all colleges and universities in the United States must be couched in broad generalities as this one is. I agree with the overall view expressed in the article and most of the quotes in the context used. It would serve little purpose to "fly speck" it for my differences with details so I will discuss Kenyon in relation to the article.

When I announced to the Faculty the reasons for my decision to come to Kenyon, (*Kenyon Alumni Bulletin*, July-September 1968) I said, among other things,

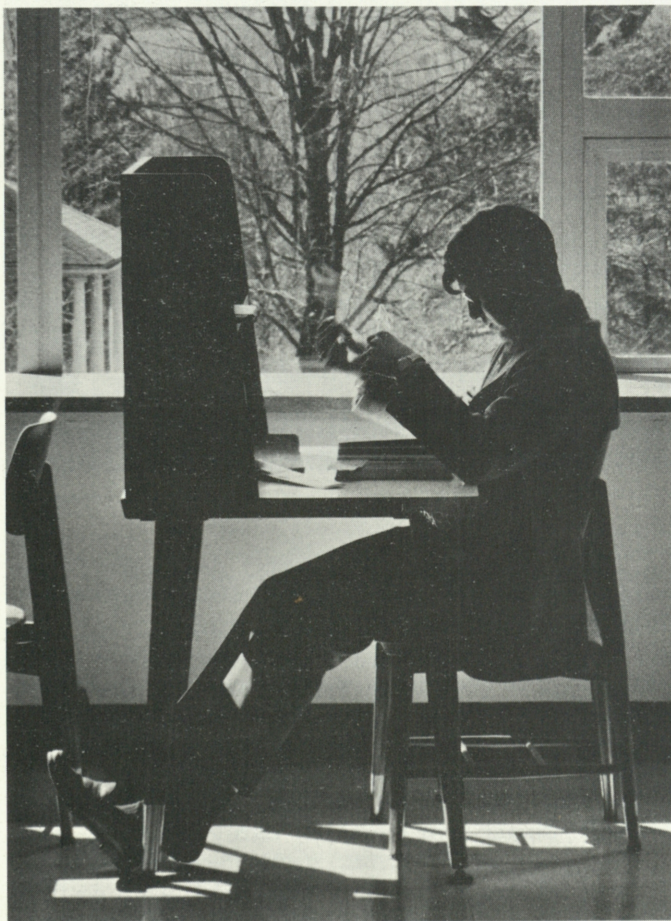
"I am sure the groups who constitute a college — the faculty, the students, the alumni, the parents, the trustees, the general public — must all be reasonably satisfied with your objectives as an administrator, and your method of achieving them over the long course, or they will leave you. This is analogous to business where the administrator must reasonably satisfy customers, creditors, employees, directors, stockholders and the public over the long pull, or they remove him. I am confident I can keep all groups who have a legitimate interest in

Kenyon satisfied so we will achieve our objectives for the long course."

Nothing that has happened this quite active year would lead me to change or modify that statement.

For anything other than an anarchy there must be an administrative form, a determination of authority and responsibility. The authority and responsibility to "run" Kenyon College rests with the Board of Trustees who may and do delegate the authority to administer to the President of the College. I hold office subject to their wish, without tenure, and I would have it no other way. Within the broad policy objectives, such as that to furnish a fine liberal arts education, I am free to use my judgment as an administrator in achieving the objectives of the Trustees. It is my duty to report to the Trustees at regular and frequent intervals on my stewardship. The Trustees approve all salaries and grant tenure.

The Kenyon Board is composed of men and women whose diverse talents and experience are such they are in great demand from a variety of enterprises who want their services. We are fortunate enough to have their services because they have the common bond of a belief in that rare thing a small, liberal arts college as an educational institution and an interest in preserving it in a strong, viable state for the society. They believe that this method of education is worth their time, talent and wealth and they give generously of all three. Of the faculty and administration they ask that we constantly strive to make it the best liberal arts college. I have found Kenyon's Trustees without exception responsive to the times,



our particular problems, educational change, student desire, faculty problems and willing to give time, advise and help in their solution.

The Trustees have for many years made themselves available to and been in communication with the Faculty through the Academic Committee. I know of no instance in which a subject of interest to the Faculty was not considered a proper subject for discussion between Trustees and Faculty and, where discussion indicated need, action taken. The action was generally a compromise acceptable to Faculty and Trustees.

The Trustees in the last three years because of their awareness of student concern for their own destiny and Kenyon College opened a means of direct communication between the Trustees and the Students. The form this took is a committee composed of representatives of Campus Government and Trustees who meet and discuss the problems of students as they relate to Kenyon. Again, I know of no instance in which a subject of interest to the representatives of the Campus Government was not considered a proper subject for discussion with Trustees. Action has again been taken where indicated or, in some instances delayed until funds are available to carry them out. Since the solution to the issues has been more clearly identifiable in the matters brought before this Committee in its brief life there has been less need for compromise.

The Faculty and Administration communicate at least weekly at meetings of the Faculty Council which is composed of two representatives of each division of the college, Fine Arts, Sciences, Humanities and Social Sciences, the representative of the Council on the Campus Senate, the Provost and President. At the Council meetings matters of mutual concern in academic and administrative matters are discussed. In many instances the administrative action is determined by the Council's guidance. The Council also recommends matters to the Faculty for action.

The Faculty is a self-governing body as to matters of curricula and academic credit. Under a plan of Faculty Organization worked out by the Faculty after discussion with Students and Administration the method of "how" it governs itself is clearly stated. The plan of Faculty Organization has been made available to Students, Administration and Trustees so that the interrelations and how action is taken are understood.

The Alumni is represented on the Board of Trustees by six Alumni Trustees. In addition there are eleven other alumni on the present Board of Trustees, so that 17 of 33 members are alumni. In addition the Alumni Association through its Council is in constant communication with the Administration.

There is now a Parents' Council who meet as a group in Gambier at least twice a year and here is another means of direct communication with another important part of the College.

The President's job is that of coordinator and catalyst between all of the parties who have an interest in Kenyon, all of whom are formally represented some way, except the general public. If this job is performed properly Kenyon should continue to progress, be responsive to the change in and needs of the society as it has been for 145 years, then no one need ponder "Who's In Charge."

More Pictures....



At the Field House



The Reception



Honored Guests & Faithful Witnesses

Official witnesses of the inauguration of President Caples, as it were, are the official delegates who made up the academic procession which opened the ceremony.

These men and women, garbed in academic regalia — with each hood showing the colors of the delegate's *alma mater*, the course of study and the degree granted the representative, sat in a place of honor during the ceremony.

As the procession formed and began to move toward the platform, led by the Crucifer and the flag bearers, the

Brass Choir, under the direction of Paul Schwartz, professor and chairman of the department of music, played Amedeo de Filippi's *Preamble*. Members of Kenyon's Board of Trustees made up the first unit; then followed delegates from universities and colleges and the professional and learned societies. The oldest institutions lead the Procession. Preceding the platform party was Kenyon's faculty.

The delegates, as listed in the inauguration program, were:

DELEGATES FROM UNIVERSITIES AND COLLEGES

HARVARD UNIVERSITY
Rodney Clinton Hardy

YALE UNIVERSITY
J. Morgan Swope
Assistant to Secretary of the University

PRINCETON UNIVERSITY
David Walbridge Kendall

COLUMBIA UNIVERSITY
Donald L. Harbaugh

BROWN UNIVERSITY
Maylon H. Hepp

RUTGERS UNIVERSITY
Charles H. McGinnis, Jr.

DARTMOUTH COLLEGE
Frank E. Bailey

DICKINSON COLLEGE
R. Gilbert Mannino

TRANSYLVANIA COLLEGE
William Bond Coulter

WASHINGTON COLLEGE
David E. Dougherty

FRANKLIN AND MARSHALL COLLEGE
Gordon L. Galloway

UNIVERSITY OF PITTSBURGH
Daniel K. Lichtenstein

UNIVERSITY OF NORTH CAROLINA
Herbert Stanton Livingston

WILLIAMS COLLEGE
Peter S. Mykrantz

BOWDOIN COLLEGE
Rev. David C. Young

MIDDLEBURY COLLEGE
Woodford Garrigus

OHIO UNIVERSITY
Thomas S. Smith
Provost

HAMILTON COLLEGE
Rodney P. Cooke

ALLEGHENY COLLEGE
Lawrence H. Miller

THE GENERAL THEOLOGICAL SEMINARY IN NEW YORK CITY
Rev. Canon Alden D. Kelley

THE UNIVERSITY OF MICHIGAN
Mrs. Philip D. Church

COLGATE UNIVERSITY
Howard N. Byer

UNIVERSITY OF CINCINNATI
Lois S. Shepard

AMHERST COLLEGE
Thomas C. Heisey, Jr.

COLGATE ROCHESTER DIVINITY SCHOOL
The Very Rev. Almus Morse Thorp
Dean of Bexley Hall

CASE WESTERN RESERVE UNIVERSITY
William M. Heston
Vice President

ILLINOIS COLLEGE
Mrs. Sylvia Burney

ROCHESTER INSTITUTE OF TECHNOLOGY
Steven A. Dzurik

UNIVERSITY OF RICHMOND
E. M. Baroody

DENISON UNIVERSITY
Andrew Sterrett

UNIVERSITY OF ALABAMA
Joseph F. Conte

WESLEYAN UNIVERSITY
John R. Knepper
Assistant Secretary of the University

OBERLIN COLLEGE
Karl Aughenbaugh
Treasurer and Acting Secretary

STEPHENS COLLEGE
Mrs. Carl Petersilge

ALBION COLLEGE
Marjorie Ann Lombard

MARIETTA COLLEGE
Frank E. Duddy, Jr.
President

OGLETHORPE COLLEGE
Richard Loughborough

EMORY UNIVERSITY
Marvin F. Dees

UNION THEOLOGICAL SEMINARY, NEW YORK CITY
Rev. Prof. Lee Osborne Scott

DEPAUW UNIVERSITY
William E. Kerstetter
President

MARSHALL UNIVERSITY
Joseph Donald Pollitt

MOUNT HOLYOKE COLLEGE
Mrs. Thomas C. Jegla

UNIVERSITY OF MISSOURI
James E. Rush

BETHANY COLLEGE
Frank E. Huffman

MARY BALDWIN COLLEGE
Mrs. Alex Robertson, III

OHIO WESLEYAN UNIVERSITY
John J. Joseph
Trustee

ROANOKE COLLEGE
Wayne Hilton Wilson

CLARKE COLLEGE
Mrs. Donald V. Walz

WITTENBERG UNIVERSITY
Erno J. Dahl
Dean

BUCKNELL UNIVERSITY
George F. Woodward
Administrative Assistant

BELOIT COLLEGE
Mrs. D. Harrison Holcombe

MOUNT UNION COLLEGE
William M. Morgan
Dean

EARLHAM COLLEGE
Lowell S. Rinehart

THE UNIVERSITY OF IOWA
Donald V. Walz

OTTERBEIN COLLEGE
Lynn W. Turner
President

THE CITY COLLEGE OF THE CITY OF
NEW YORK
LeRoy R. Clark

DYKE COLLEGE
Homer A. Forsythe
Director, Public Relations

GENEVA COLLEGE
Alured C. Ransom

MUHLENBERG COLLEGE
Eric W. Walter

SAINT MARY SEMINARY
Rt. Rev. Msgr. Anthony N.
Fuerst

CAPITAL UNIVERSITY
Harold L. Yochum
President

THE DEFIANCE COLLEGE
W. Noel Johnston
President

HEIDELBERG COLLEGE
Arthur R. Porter, Jr.
Dean and Vice President

HIRAM COLLEGE
Elmer Jagow
President

URBANA COLLEGE
Ronald D. Jones
President

COE COLLEGE
Miss Ruth A. Outland

NORTHWESTERN UNIVERSITY
Robert Raymond McWilliams

UNIVERSITY OF SANTA CLARA
Michael R. Corpuz

TUFTS UNIVERSITY
Allan Clark Ingraham

WESTMINSTER COLLEGE
David L. Colton

ANTIOCH COLLEGE
Lorraine Shephard

WESTERN COLLEGE FOR WOMEN
Donavon Auble
Dean

BEREA COLLEGE
James R. Gaines

LAKE ERIE COLLEGE
Mrs. Malcolm B. Vilas, III

ST. LAWRENCE UNIVERSITY
Robert W. Alexander

THE UNIVERSITY OF THE SOUTH-
SEWANEE
Thoma A. Lear

UPPER IOWA UNIVERSITY
Virgil L. Goedken

IOWA STATE UNIVERSITY
Roy Milton Kottman

BARD COLLEGE
The Rev. James E. Clarke

MASSACHUSETTS INSTITUTE OF TECH-
NOLOGY
Peter M. Bernays

VASSAR COLLEGE
Mrs. A. F. Miller

BRYANT COLLEGE
Stanley G. Yenkin

KANSAS STATE UNIVERSITY
Mrs. R. A. Anderson

BATES COLLEGE
Dean Skelly

SWARTHMORE COLLEGE
Dorothy Seiler Longaker

UNIVERSITY OF KENTUCKY
Robert K. Dodson

CORNELL UNIVERSITY
Charles M. Zerkowitz

WORCESTER POLYTECHNIC INSTITUTE
John R. McClain, Jr.

HOPE COLLEGE
Edward Dunning

THE COLLEGE OF WOOSTER
J. Garber Drushal
President

WEST VIRGINIA UNIVERSITY
Ray C. Cavendish

WAYNE STATE UNIVERSITY
Mrs. Ethel H. Monnett

BOSTON UNIVERSITY
Carl E. Erickson

PURDUE UNIVERSITY
Lawrence R. Schreiber

WILSON COLLEGE
Helen Keller Altick

THE UNIVERSITY OF AKRON
Stanley A. Samad
Dean

LOYOLA UNIVERSITY
Thomas Needham Quilter

THE OHIO STATE UNIVERSITY
Edward Q. Moulton
Secretary, Board of Trustees

SYRACUSE UNIVERSITY
George T. Culbertson, Jr.

WELLESLEY COLLEGE
Mrs. George M. Levine

WILMINGTON COLLEGE
Sterling P. Olmsted
Dean

SMITH COLLEGE
Mrs. Frank E. Bailey

UNIVERSITY OF TOLEDO
William L. Franzen

ROSE POLYTECHNIC INSTITUTE
Edward J. Hegarty

PARSONS COLLEGE
Robert A. Manchester, II

CALVIN COLLEGE
Victor R. Ver Meulen

THE JOHNS HOPKINS UNIVERSITY
Alexander M. Duff

TEXAS A & M UNIVERSITY
Alban L. Birdwell, Jr.

DUQUESNE UNIVERSITY
John D. Wolf

ASHLAND COLLEGE
Glenn L. Clayton
President

SOUTH DAKOTA STATE UNIVERSITY
Otis J. Dahl

TUSKEGEE INSTITUTE
Walter L. McCreary

TARKIO COLLEGE
F. Dean Thomson

FINDLAY COLLEGE
Carl R. Meyer

BRYN MAWR COLLEGE
Mrs. H. Roy Chope

STANFORD UNIVERSITY
Roger M. Paxton

THE UNIVERSITY OF WYOMING
Martha B. Shaffer

SINCLAIR COMMUNITY COLLEGE
C. Chester Bussey
Provost

SAINT PAUL'S COLLEGE
Thomas M. Law
Dean

TEMPLE BUELL COLLEGE
Mary Jo Trogdon

BARNARD COLLEGE
Mrs. Thomas E. Piazze

GEORGIA COLLEGE AT MILLEDGEVILLE
Helen R. Wilkinson

NORTH DAKOTA STATE UNIVERSITY
Lawrence E. Forman

THE UNIVERSITY OF CHICAGO
Hugh M. Davidson

OKLAHOMA STATE UNIVERSITY
Arthur H. Denner

RANDOLPH-MACON WOMAN'S COLLEGE
Arlyn F. Bruccoli

RICE UNIVERSITY
Paul D. Harwood

MALONE COLLEGE
Dale A. Young

SALMON P. CHASE COLLEGE OF LAW
C. Nicholas Revelos
President

THE CHURCH DIVINITY SCHOOL OF
THE PACIFIC
Sherman E. Johnson
Dean

CARNEGIE-MELLON UNIVERSITY
W. R. Weller

APPALACHIAN STATE UNIVERSITY
William E. Dugger, Jr.

BRIARCLIFF COLLEGE
Patricia Doremus Wall

COLLEGE OF NEW ROCHELLE
Mrs. A. B. Van Liew

NORTHWEST MISSOURI STATE COLLEGE
Tom Klinkefus

MARY WASHINGTON COLLEGE OF THE
UNIVERSITY OF VIRGINIA
Mrs. Robert M. McMarlin

MONTCLAIR (N.J.) STATE COLLEGE
Milton Emont

REED COLLEGE
Donald R. Beldin

BOWLING GREEN STATE UNIVERSITY
James E. Hof

KENT STATE UNIVERSITY
C. Howard Allen

CONNECTICUT COLLEGE
George Oliva, Jr.
Trustee

FONTBONNE COLLEGE
Mrs. Thomas Gardner

BALL STATE UNIVERSITY
Mearl R. Guthrie

LORETTO HEIGHTS COLLEGE
Mrs. Joseph F. Slate

ALICE LLOYD COLLEGE
William S. Hayes
President

SAINT JOHN COLLEGE
Lawrence P. Cahill
President

LOURDES JUNIOR COLLEGE
Sister Mary Remigia
President

MT. VERNON BIBLE COLLEGE
Harold Helms
Dean

ONONDAGA COMMUNITY COLLEGE
Harvey Charles
Vice President

MOUNT VERNON NAZARENE COLLEGE
W. Lloyd Taylor
Dean

DELEGATES FROM PROFESSIONAL AND LEARNED SOCIETIES

AMERICAN PHILOLOGICAL ASSOCIATION
William E. McCulloh

MODERN LANGUAGE ASSOCIATION OF
AMERICA
John W. Kurtz

AMERICAN HISTORICAL ASSOCIATION
Francis P. Weisenburger

AMERICAN ECONOMIC ASSOCIATION
Chalmers A. Monteith

NATIONAL ASSOCIATION OF STATE UNI-
VERSITIES AND LAND-GRANT COL-
LEGES
Edward Q. Moulton

AMERICAN POLITICAL SCIENCE ASSO-
CIATION
Wayne Shannon

NATIONAL COUNCIL OF TEACHERS OF
ENGLISH
Kenneth B. Marshall

AMERICAN ASSOCIATION OF UNIVER-
SITY PROFESSORS
Frederic Jacobs

ASSOCIATION OF AMERICAN COLLEGES
J. Garber Drushal

MATHEMATICAL ASSOCIATION OF
AMERICA
Holbrook M. MacNeille

AMERICAN COUNCIL ON EDUCATION
J. Garber Drushal

MEDIAEVAL ACADEMY OF AMERICA
Robert L. Baker

GREAT LAKES COLLEGES ASSOCIATION
Henry A. Acres
President

EAST CENTRAL COLLEGE CONSORTIUM
Frank E. Duddy, Jr.





ALUMNI NOTES

'16

Robert Bowman
1652 Guilford Rd.
Columbus, Ohio 43221

DONALD SMITH is planning to attend commencement this year. Mr. Smith has attended 53 consecutive commencement weekends, but because of illness the past two years has missed for the first time since his sophomore year at Kenyon.

'17

Dana Hill
1254 Hathaway Ave.
Lakewood, Ohio 44117

ROBERT SHIREMAN has retired from his insurance business in Pennsylvania and is now living with his sister, Helen, at 607 Martinsville road, Mount Vernon, Ohio 43050.

FIFTIETH REUNION
CLASS OF '19
COMMENCEMENT 1969

'19

Todd M. Frazier
344 E. Lincoln
Onarga, Ill. 60955

'23

John P. Wolverton
2031 Temblehurst Dr.
South Euclid, Ohio 44121

MERRICK McCAFFERTY, former director of the Iron and Steel Division of the National Production Authority in Washington, D. C., has semi-retired from the management of the Wheeling Steel office in Cleveland. He and his wife, Dorothy, live at 13302 Zormere road, Shaker Heights, Ohio 44120.

FORTY-FIFTH REUNION
CLASS OF '24
COMMENCEMENT 1969

'24

JAMES BOYD has recently completed a new home in Florida. He and his wife, Henrietta, have as their permanent address: P. O. Box 2586, Delray Beach, Fla. 33444.

'25

Theodore C. Diller
416 Cumnor Rd.
Kenilworth, Ill. 60043

JAMES BERGER, former Pennsylvania State Senator, has been elected to a three year term in the House of Delegates of the Pennsylvania Bar Association. Mr. Berger has been a practicing attorney for 39 years.

CHARLES TULLER has retired as administrative officer of the Worthington area office of City National Bank and Trust Company. He joined the Columbus, Ohio, banking firm in 1925 and stepped down, Jan. 1, after 43 years of service. Mr. Tuller and his wife reside at 5830 Sawmill road, Dublin, Ohio 43017.

FORTIETH REUNION
CLASS OF '29
COMMENCEMENT 1969

'29

William C. Baird
1874 Collingswood Ave.
Columbus, Ohio 43221

'30

Mr. R. Wells Simmons
531 Hinman Avenue
Evanston, Illinois 60201

CARL STAHL has been elected vice president of the Scott & Fetzer Company in Lakewood. Mr. Stahl, president of the Stahl Metal Body Co., lives at 12700 Lake avenue, Lakewood, Ohio 44107.

'31

James A. Hughes
Metropolitan Life Insurance Co.
180 North Michigan Ave.
Chicago, Ill. 60601

RICHARD LORD, Hon. '57, has been elected to the corporation and board of trustees of Curry College, Milton, Mass. Mr. Lord, since 1946, has headed the spectroscopy laboratory at Massachusetts Institute of Technology.

'33

Mr. Robert W. Lawrence
1902 Jefferson Avenue
Toledo, Ohio 43624

KENNETH SWIFT reports his retirement, Apr. 1, as librarian at the Hewitt A. Gehres Library of Cooper Industries, Inc. He has held the position for nearly 17 years and has worked for Cooper for more than 23 years. Mr. Swift lives at 146 Mansfield avenue, Mount Vernon, Ohio 43050.

THE PLAIN DEALER

Ohio's Largest Newspaper

Page 6-B

Monday, March 17, 1969

READERS' FORUM

Rates Kenyon With the Best

I have reference to the editorial "Why Washington Forgets Ohio" which reads in part: "Ohio has some fine smaller colleges and universities but none with the reputation and dimension of a Harvard or Yale or a University of California or a University of Chicago . . ."

I agree heartily in that Ohio has some fine colleges and universities, several right here in Cleveland. However, the flat statement "but none with the reputation and dimension . . ." leads me to believe that the

editorial staff, although generally well informed, is either woefully ignorant in matters of academic achievement and recognition, or lacking in thorough research into a subject.

Kenyon College, in Gambier, is eminently qualified for a mention here, and I feel The Plain Dealer was remiss in not giving credit where it is due.

RUDOLPH S. KORONCAI
2438 Euclid Heights Boulevard,
Cleveland Heights

A TIP OF THE HAT TO RUDY KORONCAI, '28

THE RT. REV. DAVID THORNBERRY has been named bishop of the Episcopal Diocese of Wyoming. Since 1965 he has been rector of Christ Church, Shaker Heights, Ohio. Before assuming that post he served 13 years as archdeacon of the Diocese of Southern Ohio. Mr. Thornberry has served other parishes in Dayton and Cincinnati.

THIRTY-FIFTH REUNION CLASS OF '34 COMMENCEMENT 1969

'37

Robert W. Tuttle
Southleigh
RFD
Cuttingsville, Vt. 05738

LEE ALLEN, for the past ten years historian of the National Baseball Hall of Fame at Cooperstown, N. Y., was the featured speaker of the Cincinnati Historical Society meeting, Apr. 7, the opening day of the baseball season. Mr. Allen, newsman, author and radio and television announcer, discussed the first professional baseball town in the United States in his talk, which was titled "It All Started Here: 100 Years of the National Game."

JOHN BINGHAM has been named education officer at the Smithsonian Institution's National Air and Space Museum. He has moved from New York and lives at 412 East street, S.E., Washington, D.C. 20003.

EDMUND DANDRIDGE heads the "Advanced Composition Program" at North Carolina State University and is a part time senior writer for the IBM development laboratory publication in Raleigh.

'38

David W. Jasper, Jr.
115 Hampshire Road
Syracuse, N.Y. 13203

JAY EHLE has been appointed by Mayor Robert M. Lawther of Lakewood, Ohio, as a member of the Lakewood Hospital Board of Trustees. A former commodore of the Cleveland Yachting Club, Mr. Ehle is president and chairman of Cleveland Builders Supply Co.

JAMES PATTERSON has had some of his paintings displayed in the Palette Studio gallery show in Akron.

THIRTIETH REUNION CLASS OF '39 COMMENCEMENT 1969

'39

M. Hooker Lytle
710 Harman Ave.
Dayton, Ohio 45419

PAUL AYERS has been appointed manager of marketing administration and sales forecasting for the newly established Personal Appliance Department of General Electric's Housewares Division. Mr. Ayers, who has been associated with GE since 1941, was manager of market analysis and production scheduling for the Housewares Division before being promoted. He and his wife, Doris, and two children reside at 21 Weeping Willow lane, Fairfield, Conn. 06430.

DONALD BECKER has been named plant manager for Bliss & Laughlin Inc., steel producers. Mr. Becker's address is 212 130th street, S. E., Belleville, Wash. 98004.

E. E. DALE SHAFFER reports a new address: 1 Compass road, Bay Colony, Ft. Lauderdale, Fla. 33308.



PAUL AYERS, '39

'40

Lawrence G. Bell, Jr.
200 Libbey-Owens-Ford
Bldg.
P. O. Box 489
Toledo, Ohio 43601

RAYMOND IOANES, administrator of the U. S. Department of Agriculture Foreign Agriculture Service, was one of three international experts to address the 1969 Agricultural Outlook Conference in Washington. Mr. Ioanes, who plays a major role in farm export policies, projected overall U. S. trade prospects for farm commodities during the year.

'42

Nicholas S. Riviere, Jr.
808 W. Waldheim Rd.
Pittsburgh, Pa. 15215

ROBERT KING has been elected president of TIME-LIFE Book Program Inc. In his new role, Mr. King will be responsible for developing additional markets in this country as well as extending the direct-to-consumer sales interests abroad. For the past two years he has been vice president of Dill Clothier & Company, Palatine, Ill., a management consultant firm specializing in direct-to-consumer selling.

JAMES LOGAN has been appointed executive director of the General State Authority Board of Pennsylvania. Since January 1968 he has been deputy executive of the Board. Mr. Logan also serves as executive director of the Pennsylvania Transportation Assistance Authority Board and the State Highway and Bridge Authority Board. He and his wife, Mary, live at 1207 Evergreen road, Morrisville, Pa. 19067.

'43

LEONARD SNELLMAN has been elected to a three year term on the 19 member governing council of the American Meteorological Society. Mr. Snellman, a resident of Holladay, Utah, is chief of the Scientific Services Division of the Western Region of the U. S. Weather Bureau. The AMS is an organization of more than 6000 U. S. and Canadian professional meteorologists in government, private industry and university service.

TWENTY-FIFTH REUNION
CLASS OF '44
COMMENCEMENT 1969

'44

Thomas S. Smith
167 Grosvenor St.
Athens, Ohio 45701

HORACE LYLE, JR., has been appointed manager of electric production for Northern Indiana Public Service Company, a firm for which he has worked since 1946. Mr. Lyle lives at 8509 Hohman avenue, Munster, Ind. 46321.

E. JASON McCOY, president of the J. B. McCoy and Sons Co., has received the Stark County Eastern Ohio Restaurant Association "Man of the Year Award" for outstanding service to the food industry, youth and residents of the Canton area.

'46

James C. Niederman, M.D.
Sperry Road
Bethany, Conn. 06525

RICHARD KING has been promoted to manager of research services in the research and development laboratories of Sun Oil Company—Sunoco Division. He had been serving the firm as section chief of its analytical service. Mr. King, his wife, June, and four daughters live at 1021 Pennsylvania avenue, Havertown, Pa. 19083.

WILLIAM VOGELY is serving as visiting professor of mineral economics at the Pennsylvania State University and is teaching a graduate course. Mr. Vogely is assistant director of mineral resource evaluation of the U. S. Bureau of Mines, a department with which he has been associated since 1955.

'47

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

WILLIAM GASS, eminent philosopher-novelist, spent four weeks in St. Louis as writer-in-residence at Washington University. During his stay on the campus Mr. Gass taught classes, talked with students and worked on his forthcoming novel, *The Tunnel*.

HAROLD MILLIKIN has been appointed to the sales staff of *Family Circle* magazine. He will work

in the midwestern advertising sales office in Chicago. Mr. Millikin, prior to his new position, was an account executive with the Sperry & Hutchinson Company.

'48

David Harbison
640 Dartmoor
Ann Arbor, Mich. 48103

HENRY ABRAHAM, professor of political science, University of Pennsylvania, is one of 31 recipients of awards from the American Council of Learned Societies. Mr. Abraham will work on the topic "Attitudes Towards Civil Liberties in the United States and Britain."

OLAF PALME, considered by many as heir apparent to Sweden's Prime Minister, has written the *Alumni Bulletin*, saying, "The time I spent at Kenyon was extremely valuable for me and in many ways decisive for my present interests and occupation (Minister of Education and Culture). I look back with gratitude on the great hospitality and the fine education in your wonderful college." Mr. Palme was married in 1956 to Lisbeth Beck-Friis. They are parents of three sons, 10, 7 and 8 months.

WILLIAM STAR has assumed the management of his family's fuel distribution company in eastern Indiana. Mr. Star's address is 31 South 14th street, Richmond, Ind. 47375.



LLOYD HOOD, JR., '50

TWENTIETH REUNION
CLASS OF '49
COMMENCEMENT 1969

'49

Dr. Bernard S. Hoyt
400 West Washington Blvd.
Grove City, Penna. 16127

BRUCE BELL has been appointed general agent for the Lincoln National Life Insurance Company in Allentown, Pa. He has been connected with the Indiana firm since 1966 and has consistently been a million dollar producer. He, his wife, Marilyn, and five children live at 2411 Nottingham road, Allentown, Pa. 18103.

ROBERT FARMER has been appointed legal counsel for Saxons Sandwich Shoppes, Inc., Columbus, Ohio, based nationwide franchised sandwich operation. Mr. Farmer formerly was associated with the legal department of Daniel J. Cantor & Co., a Philadelphia consulting management corporation.

WILLIAM HOUK has been promoted to the new position of assistant manager, flow controls engineering at the Controls Division of Ranco in Columbus, Ohio. He has been with the firm since 1967 as a senior project engineer. In his new position Mr. Houk will be supervising projects involving various valves and fluidic controls.

DR. BERNARD HOYT has moved to 460 West Washington street, Grove City, Pa. 16127. He is a member of the Mercer Osteopathic Clinic there.

PAUL NEWMAN, Hon. '61, is the Producers Guild of America choice as motion picture producer of 1968. The selection was made for *Rachel, Rachel*, which stars his wife, Joanne Woodward. The film was named best of 1968 by the National Catholic Office for Motion Pictures and the National Council of Churches.

JOSEPH SMUKLER has been re-elected as a member of the National Young Leadership Cabinet of the United Jewish Appeal. An Attorney, Smukler serves on the National Council of the Joint Distribution Committee and is Trade Council associate for the 1969 Allied Jewish Appeal-Israel Emergency Fund.



WILLIAM FINE, '50

'50

Louis S. Whitaker
Principio Recess, Rt. 1
Box 338
Wheeling, W. Va. 26005

WILLIAM FINE has been named president of Bonwit Teller, the Fifth Avenue fashion apparel chain, which is a subsidiary of Genesco, Inc., and operates a dozen stores in six cities. Mr. Fine, who comes from a position outside retailing, has been publishing director of *Harper's Bazaar*, *House Beautiful* and *Town & Country*.

ROBERT HALL, in addition to his flower growing business, has entered the Securities and Municipal Bond business in Encinitas, Calif. Mr. Hall grows flowers for use in the Rose Bowl Parade and also ships them internationally by refrigerated aircraft.

LLOYD HOOD, JR., has been appointed to the officer position of superintendent of agencies of Northwestern Mutual Life Insurance Co. In his new assignment, Mr. Hood will be responsible for supervision of half of the 100 general agencies in the United States.

HERBERT REMIEN, active in the business and life insurance fields, has a new address — 2544 Indian Trail, S. E., Grand Rapids, Mich. 49506.

'51

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

HENRY BERRY, an associate with *Business Week* magazine, is currently a representative of Kenyon's Delta Kappa Epsilon fraternity on the National Council.

ALAN WRIGHT has indicated that he will accept a planned draft to enter his name in the November election as the Democratic candidate for Municipal Court Judge in Painesville, Ohio. Mr. Wright is currently employed by the Lake County Engineer's Office. He lives at 8226 Litchfield drive, Mentor, Ohio 44060, with his wife, Nina, and their children.

'52

Peter O. Knapp
3920 Pocahontas Ave.
Cincinnati, Ohio 45227

ROBERT HOUSE is co-author of a seven part series of articles appearing in *Transportation and Distribution Management* magazine. The series is, in effect, a user's manual on how to work with a public contract or private distribution center. Mr. House, a communications consultant for Distribution Centers, Inc., Columbus, Ohio, has operated his own agency for ten years and worked with several industrial firms in advertising sales promotion and marketing.

CHARLES LEECH, a partner in the Toledo law firm of Fuller, Seney, Henry and Hodge, has received a master of arts degree from the University of Toledo at the winter quarter commencement. Mr. Leech who has a J. D. degree is in the rare position of getting his master's degree after his doctorate.

ROBERT LEVY has returned to the University of Minnesota following a year as a fellow at the Center for Advanced Study in the Behavioral Sciences at Palo Alto, Calif. Mr. Levy has been pursuing his task as reporter for a Uniform Marriage and Divorce Law for the National Conference of Commissioners on Uniform State Laws. In addition he has been elected to membership in the American Law Institute, a group of 1200 lawyers selected nationally for life.

C. A. PATRIDES, visiting professor at the University of Pennsylvania, has been invited to present one of three Cooper Foundation lectures on the Byzantine Legacy at Swarthmore College. Mr. Patrides is a senior lecturer in English literature at the University of York, England.

'53

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

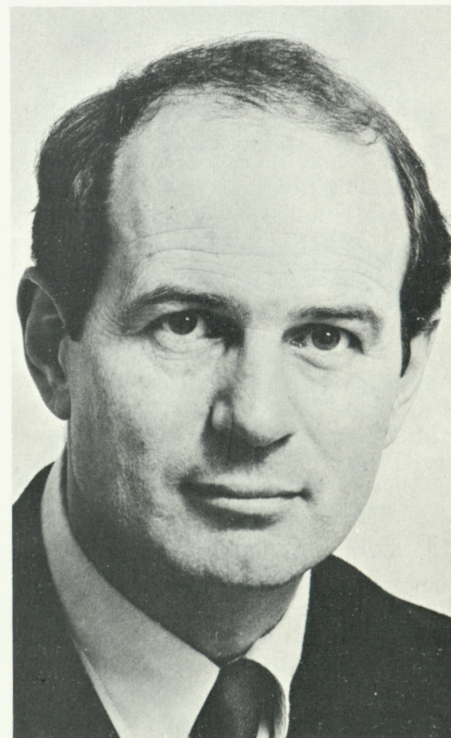
WILLIAM YOHE, an economics professor at Duke University, is currently on sabbatical leave and is completing a book on the history and operations of the Federal Reserve system. The book was requested by the Federal Reserve Board.

FIFTEENTH REUNION
CLASS OF '54
COMMENCEMENT 1969

'54

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

ROBERT CAMP has been promoted to vice president of Girard Trust Bank, Philadelphia. A member of the bank's investments divi-



CHARLES COFFEY, '54

sion, Mr. Camp is responsible for the bank's investment portfolio. He has been with Girard since 1958. He, his wife, Barbara, and their five children live at 565 Ferndale lane, Haverford, Pa. 19041.

CHARLES COFFEY has joined the Philadelphia advertising firm Weightman, Inc., as vice president and creative director. Mr. Coffey, who specializes in packaged goods accounts, had been with Ted Bates & Co. and also has experience with J. Walter Thompson and Cunningham & Walsh.

PATRICK JACKSON is doing creative writing as a public relations counsel for clients in the New England states. He lives on Blake road, Epping, N. Y. 03042.

DANIEL LYNCH has joined Rowland Company, Inc., as vice president in charge of corporate-financial public relations. Before joining the New York City public relations firm Mr. Lynch was a group supervisor with Ketchum, MacLeod & Grove, Inc.

ALBERT PURVIS, JR., a U. S. Air Force major, has been recognized for his outstanding accomplishments during the 1968 hurri-

cane season as a member of the famed Air Force "Hurricane Hunters." Maj. Purvis, a reconnaissance pilot at Ramey AFB, Puerto Rico, flies into the eyes of each storm to report vital information regarding the path and intensity of the hurricanes.

HARLOW WALKER, JR., has been named manager of the International Business Machine branch office in Tallahassee, Fla. In his new position he will be responsible for sales and service of IBM data processing equipment in northern Florida and southern Georgia. Mr. Walker joined IBM in 1957.

'55

James A. Hughes, Jr.
550 E. Center St.
Lake Bluff, Ill. 60044

DR. PHILIP BENTLY has opened a medical practice in Monroeville, near Sandusky. He had previously practiced in Wakeman, following completion of military service in 1964. Dr. Bently received his medical degree from the University of Cincinnati and was an intern at Detroit Receiving Hospital. He was a Naval flight surgeon. A member of the American Medical Association, he is also a member of the Academy of General Practice and the Huron County Medical Society and is on the staff of Fisher-Titus Memorial Hospital in Norwalk. Dr. Bently, his wife, Linda Mae, and their five children have moved to Monroeville.

DR. R. JOHN BRADFIELD is in private practice in Ann Arbor, Mich., after having served for several years with the Detroit Clinic.

JOSEPH HUBBELL II has been promoted to assistant manager of the life underwriting department of Bankers Life and Casualty Co., Chicago. With a dozen years of underwriting experience, Mr. Hubbell has been with Bankers since 1961. He lives at 2245 Asbury avenue, Evanston, Ill. 60201.

JAMES A. HUGHES, JR., reports a new address. He and his wife now reside at 550 E. Center street, Lake Bluff, Ill. 60044.

'56

Arthur M. Wolman
1092 Park Lane
Middletown, O. 45042

DR. FRANK BUDD, JR., a lieutenant commander in the U. S. Navy, is serving with the Third Marine Division in Vietnam and is completing his fourth year in the

war area. His wife, Laura, and three children live at 1308 Carlwood drive, Miamisburg, Ohio 45342.

JOHN COBAU, an attorney, has recently moved to Detroit from Cincinnati. Mr. Cobau's new address is 1590 Oxford, Grosse Pointe Woods, Mich. 48236.

PHILIP CURRIER has again been promoted by the R. J. Reynolds Tobacco Company and now serves as group product manager in the marketing department. Mr. Currier, who joined the firm in 1968 as product manager and that same year became senior product manager, assumes overall responsibility for three cigarette brands.

GORDON DUFFEY, who has been active in street theater projects for the New York Department of Parks, was in Gambier in March to show a film version of *The Flying Sunflower*. The "block celebration" represents a union of theater and community activity. In addition to Mr. Duffey, ROBERT STEWART and JACK BROWN, both Class of '56, have had a hand in the creation of *The Flying Sunflower*.

MYRON LIVINGSTONE, JR., musical consultant and script writer for the entertainment industry, has a new address—154 Fifth avenue, San Francisco, Calif. 94118.

WILLIAM LOWRY, JR., has been appointed assistant manager of personnel at Inland Steel Company. He previously was personnel manager of Inland Steel Container Company, a subsidiary of the parent firm. In addition, Mr. Lowry has been elected to the Board of Directors of United Charities of Chicago. Lowry is also an alumni representative of a nine member Commission on the Disadvantaged which is studying ways in which Kenyon College can best serve the disadvantaged student.

JOSEPH MALOF, associate professor of English at the University of Texas in Austin, recently was the subject of a large feature story in the *Dallas Morning News*. Rated by his pupils as a "hard teacher," Mr. Malof said his students should leave a class "confused, angry, upset, disturbed. A good student is one who goes through something."

JAMES ROBINSON, JR., has accepted a new job as manager of data processing with the Wheelabrator Corporation, South Bend, Ind. Mr. Robinson's new address is 52725 Searer drive, South Bend, Ind. 46635.



DANIEL LYNCH, '54



WILLIAM LOWRY, JR., '56

MARTIN WALDMAN, formerly with Alcan Aluminum Company, has entered his father's business, the Bixite Corporation, a building materials firm in North Arlington, N. J.

'57

J. Thomas Rouland
1815 H St., N.W.
Washington, D.C. 20006

RICHARD LORD, '31, Hon. '57. See original class.

JAMES MORGAN has been named executive editor of *House Beautiful's* special publications. Mr. Morgan, an architect, will assist in the editorial production of seven building-oriented magazines published annually or semi-annually by The Hearst Corporation. In addition, he will spend considerable time traveling about the United States seeking houses, remodeling projects and interior decoration examples for the magazines.

'58

Robert S. Price
1034 W. Upsal St.
Philadelphia, Pa. 19119

DAVID ADAMS has been appointed head of the department of history at St. John's School in Houston, Tex.

HARVEY ADELSTEIN has become a partner in the Chicago law firm of Seyfarth, Shaw, Fairweather & Geraldson. A specialist in labor law, Mr. Adelstein's office is at 111

West Jackson boulevard.

JOHN CHAMBERS has been named as chief correspondent of General Electric Broadcasting Company's Washington News Office. Since 1961, Mr. Chambers had been connected with United Press International Audio Network and at the time of his new job was Bureau Manager. For three of the past five years he has been an executive committee member of the Congressional Radio-TV Correspondents Association. Mr. Chambers lives in Washington, D. C., with his wife, Patricia, and two sons.

ROBERT FARQUHAR has been appointed director of the Centerville, Ohio, department of law. Mr. Farquhar also has a new private practice in the firm Gould, Bailey & Farquhar, 226 Talbott Tower, Dayton. He and his wife, Lynn, are parents of a son and a daughter.

RUSSELL GRABB has been appointed marketing manager of Zener Diodes, a division of ITT Semiconductor's special products branch. Mr. Grabb, before joining ITT in the newly created position, was export sales engineer in international operations for Motorola Semiconductor Products, Inc. He resides at 657 Fairwind drive, North Palm Beach, Fla. 33403.

FREDERICK KELLOGG, recently appointed assistant to the headmaster at Lake Forest Country Day School, has a new address. He lives at 736 Highview terrace, Lake Forest, Ill. 60045.

THOMAS KYSELA has been appointed general manager-merchandising and sales promotion for the Sherwin Williams Co. Mr. Kysela reports that he has a comprehensive new merchandising program for the firm's corporate branch organization, which takes in some 2,000 company owned outlets.

JAMES MARTIN reports a change in address and now lives at Log House, Phoenix, N. Y. 13135.

LAWRENCE SCHNEIDER has been appointed deputy assistant chief counsel for regulations and enforcement for the auto safety program, Federal Highway Administration, Department of Transportation in Washington, D. C.

THOMAS WISEMAN, JR., is an account executive with Hayden, Stone, stockbrokers at 214 N. Orange avenue, Orlando, Fla. He and his wife, Sallie, are parents of four children, whose ages run from seven to three years.

TENTH REUNION CLASS OF '59 COMMENCEMENT 1969

'59

Hugh S. Gage
Stonewall
2700 Upton St., N.W.
Washington, D.C. 20006

RICHARD ERDMANN has received a master of science degree in management science from Lehigh University in a mid-year ceremony at Bethlehem, Pa.

JOSEPH MURRAY, Ashland County (Ohio) prosecutor, for the second time, has won the Distinguished Service Award of the Ashland Jaycees. Mr. Murray has been active in Ashland civic affairs for several years and recently spearheaded the drive to establish an Ashland County Planning Commission to help solve the area's water problems.

DOUGLAS PURVANCE has left Pittsburgh for a two year stint in Brazil with Booz, Allen. His new address is: USIMINAS, Caixa Postal 806, Belohorizonte, Brazil, South America.

'61

Norman R. Hane
1215 42nd St.
Des Moines, Iowa 50311

BRADLEY DYER is teaching at the University of Michigan following graduate school at Michigan where he received his master's degree and the University of Virginia where he was awarded his Ph.D. degree. Mr. Dyer resides on Hamburg road, Hamburg, Mich. 48139.

JAN HALLENBECK was the first speaker in a series concerning "The Black Man: The Historical Image," presented at the Fort Wayne campus of Indiana University where he is an assistant professor of history. The title of Mr. Hallenbeck's talk was "Jim Crow and the Middle Ages: Medieval Roots of a Modern Problem?"

PAUL NEWMAN, '49, Hon. '61. See original class.

EUGENE RIZZO is still in Rome and doing much writing in the field of music. Recent clippings of his work have come from the *International Herald Tribune*, *Musical America* and *High Fidelity Magazine*.

JOHN WELLS and Miss Mary Louis Kerfoot were married, Jan. 18, in a ceremony performed in Marple Presbyterian Church, Broomall, Pa. The bride is the daughter of Mr. and Mrs. Franklin Webb Kerfoot, Jr., of Newton Square, Pa. The couple live in New York where he is in the marketing services department of TIME magazine.



MILLARD PECK, '62

'62

John C. Oliver
2500 Q St., N.W.
Apartment 439
Washington, D.C. 20007

STEPHEN CHAPLIN and Miss Carol Joan McCloskey were married, Feb. 1, in a ceremony at the home of friends in Washington, D. C. The bride is the daughter of Mr. and Mrs. Theodore A. McCloskey of Cleveland. Mr. Chaplin, who has received his master's degree from UCLA, is a Foreign Service information officer with the U. S. Information Agency. The couple lived temporarily in Washington, where he underwent language training in preparation for his present assignment to Buenos Aires, Argentina.

EDWARD CHASE, a captain in the U. S. Air Force, is attending the Air University's Squadron Officer School at Maxwell AFB, Ala. A veteran of a tour in Vietnam, Capt. Chase will receive instruction in communicative skills, leadership, international relations and other phases to prepare him for command-

staff duties. He is married to the former Eben Burnside of Chevy Chase, Md.

DAVID DeSELM has been appointed assistant Guernsey County (Ohio) prosecuting attorney. Mr. DeSelm, who has practiced law in Cambridge since 1965, will assist in civil and criminal functions. Mr. DeSelm, his wife, Connie, and son Michael reside at 904 N. Seventh street, Cambridge, Ohio 43725.

FLOYD GRAHAM has been appointed assistant curator of the department of architecture and design of the Museum of Modern Art in New York. Mr. Graham's first book, one on the history of architecture and design, will appear in November. Mr. and Mrs. Graham live at 20 West 76th street, New York, N. Y. 10023.

JOHN KNEPPER has accepted a position as director of development at Shadyside Academy, Pittsburgh. The appointment begins July 1. He has been serving as an assistant to the president of Wesleyan University. In addition, Mr. Knepper is an alumni representative of a nine member commission established by Kenyon to investigate how the College may best serve the disadvantaged student.

ALAN PATON, an honorary member of this class, and Anne Hopkins, his British-born secretary, have been married. Mr. Paton is a South African author and outspoken critic of his nation's apartheid policies.

MILLARD PECK, a U. S. Army captain, has received the nation's second highest award for bravery, the Distinguished Service Cross. The award was presented in ceremonies at Dong Tam, Vietnam, by Lt. Gen. Frank T. Mildren, head of U. S. Army troops in Vietnam. During the same ceremony, Capt. Peck received the highest Vietnamese award, the Cross of Gallantry with Palm Leaf Cluster, from Major General Nguyen Viet Thanh. The awards were made for different encounters with the enemy.

DAVID WITHERSPOON is studying music at the Longy School of Music in Cambridge, Mass. (See Engagements.)

'63

Calvin S. Frost
4040 Ormond Rd.
Louisville, Ky. 40207

DIXIE ALFORD and his wife, Judy, are living in Germany where

he is stationed at Hahn Air Base, about 15 minutes from the Mosel Valley. A captain in the U. S. Air Force, he is flying F-4D Phantoms and has a three year tour of duty. His new address is Capt. Lester D. Alford, 10th TFS, Box 926, APO, NY 09109.

JOHN COUGHLAN, JR., and Miss Loretta Rahas were married Dec. 7. He is an instructor in computerized Minute Man missiles at Chanute Field, Ill. Mr. and Mrs. Coughlan reside at 407 West White street, Apt. 21, Champaign, Ill. 61820.

ALLEN JOHNSON, JR., is with the U. S. Air Force in Florida. He and his wife, Sandy, and their new son have recently moved to 3001 San Isadoro, Tampa, Fla. 33609.

THE REV. PAUL SCHWENZFEIER has been ordained an Episcopal priest in services conducted in the Cathedral of St. John, Providence, R. I. Since last June, Mr. Schwenzfeier has been assistant rector at St. Mark's Church in Riverside, R. I. He and his wife, Rita, have a three year old daughter.

FIFTH REUNION CLASS OF '64 COMMENCEMENT 1969

'64

John J. Camper
88 West Schiller, Apt. 805
Chicago, Ill. 60610

JAMES ATKINSON is an instructor in the Michigan State University department of natural science. He received his Ph.D. degree in biology from Emory University at the end of the 1969 winter quarter. Mr. Atkinson and his wife, the former Miss Elizabeth Hood of Birmingham, Ala., reside at 1576K Spartan Village, East Lansing, Mich. 48823.

THOMAS BLACK, director of public relations at Cazenovia (N. Y.) College, has recently been posted for associate membership in the Public Relations Society of America.

PHILIP HARTER is completing work on his law degree at Ann Arbor. Next year he and his wife, Nancy, will move to Washington, D. C., where Mr. Harter has accepted a two year honors appointment

with the Department of Transportation. The Harters live at 223 Mosley street, Ann Arbor, Mich. 48103.

JOHN HATTENDORF, who during his senior year worked as College archivist, has been accepted for graduate work in history at Brown University.

KENNETH KORFMAN and his wife, Cynthia, are now living at 5355 Henry Hudson Parkway, Bronx, N. Y. 10471. He is with the overseas division of the First National City Bank.

MICHAEL WOOD and his wife have announced the birth, Jan. 25, of a daughter, Elizabeth Stewart Wood.

'65

William S. Hamilton
12 Wellesley Circle
Glen Echo, Md. 20768

THEODORE ARNOLD is serving on the destroyer U.S.S. *Allen M. Sumner* in the Atlantic. His address is Ensign Theodore A. Arnold, DD 692, FPO New York, N. Y. 09501.

CHARLES BEDELL, a recent graduate of the University of Kentucky Law School, was a subject of a large feature article in the *Lorain Journal*. Mr. Bedell, who is interested in working for a year with VISTA, is quoted, "If people aren't idealistic, then we're all in trouble. I'm an idealist as far as the law is concerned, but I try to tinge it with a little realism." Mr. Bedell resides at 240 Oak street, Oberlin, Ohio 44074.

PAUL CRAWLEY's new address is 308 Lakeview drive, McMurray, Pa. 15314.

RUSSELL DOBSON has a new address: 2242 St. Francis, Ann Arbor, Mich. 48104.

DENNIS McKNEW, a first lieutenant in the U. S. Marine Corps Reserves, is serving as an artillery officer in Vietnam. His tour of duty extends until next February. Lt. McKnew is a graduate of the Officer Candidate School at Quantico, Va., the U. S. Army Artillery School, Ft. Sill, Okla. and the Defense Language Institute in Washington, D. C., where he studied the Vietnamese language.

RICHARD MAGGS, a graduate student at UCLA, where he is working on his Ph.D. degree in history, reports a new address. He now resides at 1530 Seventh street, Apt. 20, Santa Monica, Calif. 90401.

WILLIAM REISS is serving as editorial consultant for *The Ensign*,

a house organ for a boating organization, with offices in New York.

WILLIAM SWEENEY reports that his new address is House of Delegates, West Virginia Legislature, State Capitol, Charleston, W. Va. 23505. Mr. Sweeney received a J.D. degree from the University of Cincinnati last summer.

WILLIAM TURNER, JR., is one of 12 senior students elected to Alpha Omega Alpha, an honorary society at Washington University School of Medicine in St. Louis. A.O.A. recognizes outstanding scholarship and leadership in medicine and related fields.

W. HENRY WEBSTER, a first lieutenant in the U. S. Air Force, is assigned to the historical photographic section of the 56th Air Command Wing at Nakhon Phanom Royal AFB, Vietnam. Lt. Webster's permanent address is 428 Lakewood drive, Winter Park, Fla. 32789.

HENRY WESSEL is a senior medical student at the University of Pittsburgh. (See Engagements.)

PAUL ZUYDHOEK, employed by the Buffalo law firm of Hitchcock, Philips, Lytle, Blaine and Huber, has just been admitted to the New York State bar appellate division. He and his wife, Judith, are parents of two children, Robin, two and a half, and Jeffrey, seven months.

'66

John C. Rohrer
Forsyth Place
East Liverpool, Ohio 43920

DAVID BOAL's new address is 706 Worthington avenue, McKeesport, Pa. 15123.

CRAY COPPINS, JR., and Miss Margaret Louise McCort were married, Mar. 29, in a double ring ceremony performed in Christ United Presbyterian Church, Canton, Ohio. The bride is the daughter of Mr. and Mrs. James E. McCort. PHILIP HARTER, '64, was a member of the wedding party. A Marine Corps veteran, Mr. Coppins is attending Thomas Backus School of Law at Case Western Reserve University.

ALAN HORNSTEIN has received a master of arts degree in classics from Princeton University during a mid-term ceremony. Mr. Hornstein's address is 1426 Beach 28th street, Far Rockaway, N. Y. 11691.

LOUIS MARTONE is in Evanston, Ill., where he is attending medical school at Northwestern University. (See Engagements.)

DENIS PIERCE is at Loyola University School of Law, Chicago,

where he is in his third year. He and his wife, Martha, have announced the birth of a son, Dec. 4. The Pierces reside at 6317 North Kenmore, Chicago, Ill. 60626.

JOHN ROHRER announces that he will be discharged from the Army, July 31, and that he will be a graduate student at Stanford University in the fall. Mr. Rohrer's new address is Forsyth place, East Liverpool, Ohio 43920.

JOHN WELTY has been promoted to Army first lieutenant during ceremonies in Germany. Presenting the insignia was his wife, Florianne. The couple was married, Sept. 14, in Heidelberg, Germany, where he is stationed. The bride, the former Miss Florianne Margaret Hill, is the daughter of Col. and Mrs. Robert Harry Hill. Lt. and Mrs. Welty live in Wieblingen, Germany.

'67

Lee P. Van Voris
1540 E. Genesee St.
Syracuse, N.Y. 13210

JOHN COCKS, in the "A Letter From the Publisher" section of the Feb. 7 TIME magazine, was photographed with Mia Farrow and Dustin Hoffman. Mr. Cocks, a cinema reporter, found Miss Farrow a "supernatural" while Hoffman was found to be a "natural."

EDWARD FORREST, JR., is now located in Atlanta, where he is employed by Union Carbide Corporation.

RICHARD GOLUMB reports a new address, now living at 618 Worth, Pittsburgh, Pa. 15217.

ROBERT GUEDENET is serving in the Peace Corps in India in an education-related project known as the "Science Teachers Workshop." The program is designed to improve the quality of high school science teaching in India. His address is Science Teachers Workshop, c/o Basic Training School, Hanamakonda, Warangal I, Andhra Pradesh, India.

REED HENNINGER II and Miss Leslie Ingrid Johnson of Elmhurst, Ill., were married, Sept. 7, in the First Unitarian Church of Chicago. Present at the ceremony were ROBERT KOE and MICHAEL WISE, both Class of '67. Mr. Henninger received his master of arts degree in history from DePaul University last July and is now employed as manuscript editor in the Publications Office of the University of Illinois at Chicago Circle. Mr. and Mrs. Henninger reside at 2436 Illinois road, Northbrook, Ill. 60062.

JOHN LANDIS, a first lieutenant in the U. S. Marine Corps, has received his wings and is flying the F-4 Phantom Jet at Cherry Point, N. C. Lt. Landis reports he is scheduled for a tour of duty in Vietnam, beginning this summer.

DONALD MEACHAM is doing graduate work at the University of Arkansas in Little Rock. (See Engagements.)

DAVID MORSE has been named president of the Student Bar Association at Ohio Northern University.

ALAN RADNOR is attending graduate school at The Ohio State University. (See Engagements.)

WILLIAM SCAR is a second year student at Concordia Lutheran Seminary in St. Louis and is also a graduate student at nearby Washington University. (See Engagements.)

RICHARD SCHUBART is attending the New York State University College of Binghamton where he is a graduate assistant and is completing his master's degree in history. (See Engagements.)

WILLIAM SEYMOUR III is serving in the U. S. Army and is expecting to be sent to Vietnam this spring. Mr. Seymour took his basic training in South Carolina before being sent to Ft. Benjamin Harri-

son, Ind., where he is attending Finance-Clerk school.

R. BARRY TATGENHORST has graduated from Officer Candidate School and has been assigned for three months to the Naval Damage Control Center in Philadelphia. His permanent base will be Mayport, Fla.

'68

Howard Edelstein
551 Forest Hill Rd.
Mansfield, O. 44907

JOHN CARMAN is serving as a reporter on the Duluth *News-Tribune*. The paper's editorial offices are at 424 West First street, Duluth, Minn. 55801.

CHRISTOPHER CONNELL has completed basic training at Lackland AFB, Tex., and has been assigned to Kessler, AFB, Miss., for training as a personnel specialist. He is an airman.

NICHOLAS EIB is serving in the Peace Corps in India in an education-related project known as "Science Teachers Workshop." The program is designed to help improve the quality of science teaching in Indian high schools. His assignment is until January 1971. Mr. Eib's mailing address is Science Teachers Workshop, c/o Basic Training School, Hanamkonda, Warangal 1, Andhra Pradesh, India.

DAVID ELLIOTT is a private in the U. S. Army and wrote in February that he was in Walston Army Hospital recuperating from an upper respiratory infection. Pvt. Elliott's address is RA 11712821/ Co. C, 3rd Bn., 2nd Bct. Bde./ 3rd Platoon/ Fort Dix, N. J. 08640.

DOUGLAS HUTCHINSON is a medical student at the University of Tennessee Medical School at Memphis. (See Engagements.)

MICHAEL LIFF is teaching English at Addison Junior High School in Cleveland. He lives at 1962 S.O.M. Center road, Mayfield Heights, Ohio 44124.

F. EDWARD LUND, an honorary member of this class, will become head of the history department of Virginia Commonwealth University in Richmond.

TERRENCE PARMELEE, a student at Case Western Reserve School of Law, has been named president of the Solon, Ohio, Republican Club. At age 22, he is the youngest president in the history of the club. (See Engagements.)

MICHAEL SCHULTZ is a graduate student at the State University of New York at Fredonia. (See Engagements.)

ROBERT SYKES and his bride, Susan, are residing at Kings Court Apartments, Washington, Pa. 15301.



What do you do for an encore? When you have nine All Americans in a student body of less than 800, you must be getting close to some kind of record for percentage of star athletes on a campus. In addition to John Rinka, who has a wall-full of All American certificates and cups for his basketball prowess, eight Kenyonmen have received honors for their performance in the NCAA College Division Swimming and Diving Cham-

pionships. Pictured above, from left, displaying the trophy they received for their second place finish at Springfield, Mass., are All Americans Peter Cowen, Greg Offenburger, William Koller, Larry Witner, Coach Dick Sloan, Doug Neff, Bill Wallace, Greg Kalmbach and Keith Bell. Among the 31 Kenyon students who are recipients of Kenyon Fund Alumni Association Awards are three All Americans: Rinka, Neff and Offenburger.



CHRISTOPHER CONNELL, '68

Engagements

GEORGE SCOTT, '60, to Miss Leslie Daniels
 JOHN STETZER III, '61, to Miss Mary Anne Maguire
 G. ALEXANDER SMITH, '62, to Miss Katharine Law Amberg
 DAVID WITHERSPOON, '62, to Mary B. Wilson
 HUBERT HICKS, '64, to Miss Jane Louise Grubb
 HENRY WESSEL, '65, to Miss Jacqueline Ann Schlamp
 LOUIS MARTONE, '66, to Miss Christine Anne Marie Senese
 DONALD MEACHAM, '67, to Miss Ruthann Barton
 ALAN RADNOR, '67, to Miss Carol Hirsch
 WILLIAM SCAR, '67, to Miss Catherine Angeline Kimball
 RICHARD SCHUBART, '67, to Miss Caren Elizabeth Nelson
 DOUGLAS HUTCHINSON, '68, to Miss Joanne Lea Lewis
 JEFFRY KELLER, '67, to Miss Carol A. Myers
 TERRENCE PARMELEE, '68, to Miss Susan Carruth Broe
 MICHAEL SCHULTZ, '68, to Miss Susann E. Feingold
 MICHAEL WEABER, '68, to Miss Penelope Jan Ridgeway
 DONALD NATOLI, JR., '69, to Miss Carol Jean Evans
 JOHN SAARI, '69, to Miss Beth Ann Wilson

OBITUARIES

GORDON L. K. MUELLER, '22, died, Jan. 10, at St. Luke Hospital, Ft. Thomas, Ky. He was retired manager of the Cincinnati branch of Air Reduction Sales Co. Mr. Mueller, who was 72 years old, was the oldest living past member of the Ft. Thomas F & AM Lodge. A veteran of World War I, he was a member of Indra Consistory, Scottish Rite in Covington, Ky., and of St. Andrew Episcopal Church. He is survived by his wife, Pearl, of 107 North Ft. Thomas avenue, Ft. Thomas, Ky. 41075, two sons and a daughter.

PAUL F. STROUGH, '23, died, Apr. 1, in Akron. Mr. Strough was 67 years old. He retired from the H. M. Strough Decorating Company in 1945 after a long association. He is survived by his brother, H. M. Strough, and a sister, Mrs. Marguerite Martin.

MERRELL L. MUEHLHAUSER, '25, died, Apr. 7, at the age of 66. Mr. Muehlhauser was president of Muehlhauser Bros. Piano Co., Cleveland. He is survived by his wife, Marjorie, 1070 Carver road, Cleveland Heights, Ohio 44112, and two daughters.

JOHN P. PEARSE, '25, age 67, died Feb. 20. Mr. Pearse, who retired in 1954 as development engineer for Libbey-Owens-Ford Co., was a resident of Swanton for 28 years. A veteran of World War I, he held membership in St. Andrew's Episcopal Church, Neill-Phytes, American Ordnance Association, Ohio Academy of Science, American Society of Tool and Manufacturing Engineering, American Association for the Advancement of Science and Society of Glass Technology in Sheffield, England. Mr. Pearse is survived by his wife, Sally, of Halcyon Farm, Rt. 1, Box 231, Swanton, Ohio 43558, a son and a stepdaughter.

E. JAMES SCHMICK, '25, died last fall at the age of 65 years. Mr. Schmick was retired and is survived by his wife, Natalie, 3727 Center, Apt. 3, Cincinnati, Ohio 45227.

DR. ROBERT D. MANSFIELD, '30, cancer surgeon and associate pro-

GREGORY VANGUNDY, '69, to Miss Elizabeth Correll French

BRUCE CARR, '70, to Miss Cynthia Ann Curtis

fessor of applied anatomy at the University of Cincinnati College of Medicine, died Jan. 14 at his Fairfield home. He was 60 years old. Dr. Mansfield, brother of trustee D. BRUCE MANSFIELD, '30, received his medical degree from Western Reserve. After service with the U. S. Public Health Service, he opened practice in Canton. At the start of World War II he entered service and was a major, heading a mobile surgical unit in France for four years. He returned to the Cincinnati area following the war. He is survived by his wife, Eleanor, two sons and three daughters and his mother.

R. NED COCHRAN, '39, died suddenly, Feb. 21, in Hocking Valley Community Hospital, where he had been admitted the previous evening. Mr. Cochran, a lawyer, was prosecutor of Hocking County having taken office in January. He had served as chairman of the Hocking Valley Airport Authority and was vice president of claims of Beacon Mutual Indemnity Co., Columbus. A veteran of World War II, Mr. Cochran was 52 and resided at 796 Glenwood drive, Logan, Ohio 43138. He is survived by his mother, his wife, Norma, four sons and a stepson.

ARTHUR B. MACLEMORE, '46, died in a fire at his Kettering home, Mar. 7. He was 54 years old. An Air Force captain in World War II, Mr. MacLemore crashed twice in his B-17. During the past ten years he had been plagued with illness and walked with the aid of crutches. A special student at Kenyon, the *Dayton Journal Herald* said in its lead, "If it can be said a person's life is the sum total of people he has met and touched with friendship, Arthur B. MacLemore was a man with vast fortunes." He is survived by his wife, Valmai, who resides at 717 Hadley avenue, Kettering, Ohio 45429.

Word has been received of the deaths of THE REV. ROBERT L. BAIRD, '18; HARRISON H. HOLE, '25; EDWARD A. BALDWIN, '31, on Jan. 2; ROY F. FARRAND, Hon. '34; EDWARD M. QUINBY, '35, in January; THE REV. SAMUEL A. B. MERCER, Hon. '39; DR. WILLIAM P. BLACKMON, '42, Sept. 12, 1968; WILLIAM T. WAKEMAN, '45, Apr. 2, and WILLIAM S. STARR, '48. There are no further details.

KENYON ALUMNI BULLETIN

Gambier, Ohio 43022

RETURN REQUESTED



He's back at Kenyon. He's happy.

It's Kenyon Commencement Week-end. The tent is pitched on Friday. There's a Saturday brunch for senior and alumni varsity lettermen, and at noon, the alumni luncheon. Later on, a faculty-alumni reception — great last year, even better this year. Then class reunion dinners, then Kenyon's traditional division parties. ♣

Kenyon Commencement Week-end. The *happy* thought.

**THE ONE HUNDRED FORTY-FIRST COMMENCEMENT
KENYON COLLEGE
MAY 30TH THROUGH JUNE 1ST
GAMBIER, OHIO**