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KENYON COLLEGIAN

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HIS LIFE

Our official philosophy, which has presided over the education of a whole generation of our countrymen, holds that morals, like religion, are a department of anthropology and not important; they are only mores, only customs. The official subject of American education is not morals. It is quite different. It is conditions. It is circumstances. It is means. It is know-how, not only engineering know-how, but human engineering: social technology.

Morals, of course, are something vastly different. They are the ethos: the standard of manhood, the well-understood norm by which we agree not only upon decency but upon the dignity and worth of the individual himself. They are the account we make of ourselves which provides the whole foundation of our government and our courts. They occasion the radical dispute between this Republic and all aggressive tyrannies. . . .

The chief studies of a common education pertinent to our world responsibilities are moral. That is, they are the studies which, before any social measurements can be taken, help us to know within ourselves what it is to be a man, and thus help us to understand why it is necessary for all government and courts to begin and end with a firm confidence in the sanctity of the individual.

—Gordon Keith Chalmers, "Time for a Change" from an essay in *The Public Schools in Crisis*, edited by Mortimer Smith. Chicago, Henry Regnery Company, 1956.

Mr. Chalmers was born at Waukesha, Wis., on February 7, 1904, but his boyhood was spent in Philadelphia. He was educated at the Lansdowne schools and the Peddie School, and in 1925 took his A.B. from Brown University. He was subsequently a Rhodes Scholar, receiving his Oxford A.B. in 1928 and his M.A. in 1934. In addition, Harvard University awarded him the M.A. and Ph.D. degrees in 1933.

At the age of 30 Mr. Chalmers was made president of Rockford College in Illinois. He had formerly been a member of the department of English at Mount Holyoke College. He held the position at Rockford until he came to Kenyon in July 1937.

Douglas Bush of Harvard has accurately summed up Mr. Chalmers' qualities as an educator. Mr. Bush describes him as a man who was intent on reviving one of the oldest and soundest concepts of liberal education, "based on the moral verities of human experience" and demanding "both solid knowledge and imaginative and rational activity." He adds that Mr. Chalmers was a "broad-minded humanist . . . concerned with both science and religion," and remarks that his principles were "unified by his insistent recognition that everything important happens within the individual person, who is not a mere atom of society or the plaything of 'forces.'" The quotation at the beginning of this article will perhaps serve to document Mr. Chalmers' conviction that education deals with the individual, not with society as a whole, and that the only true education is that which is profoundly concerned with moral understanding.

During his years at Kenyon Mr. Chalmers was a member of several policy-shaping committees, committees for awards and fellowships, and academic and scholarly societies such as the American Association of Rhodes Scholars, the College English Association (president, 1949-50; director after 1950), the Modern Language Association, the Intercultural Center (president at the time of his death), Phi Beta Kappa, the Newcomen Society of England, and the English Speaking Union. He was a member of the Commission on Liberal Education of the Association of American Colleges and chairman of the problems and policies committee of the American Council on Education. During World War II he was a consultant to the Army Air Forces in Washington. In 1951 and 1952 he served on the national selection committee on Fulbright awards.

Mr. Chalmers was a lay reader in the Episcopal Diocese of Ohio and a member of the joint education committee for the Diocese. At one time he was also active on the National Commission on College Work and the Joint Commission on Approaches to Unity. He was a founding member of the Guild of Scholars and The Thirty.

In his rare hours of leisure Mr. Chalmers enjoyed painting with oils. His subjects were usually landscapes, and he achieved a notable success with them, though he always described himself as "a Sunday painter who daubs for the sheer joy of it." He was also an ardent horseman and sailor.

The tragic and unexpected death of Gordon Keith Chalmers occurred on May 8. He died of a cerebral hemorrhage in the Cape Cod Hospital, Hyannis, Mass. The funeral service was on May 11 in the Memorial Church at Harvard University. The Rt. Rev. Henry W. Hobson, Bishop of the Episcopal Diocese of Southern Ohio and chairman of the board of trustees, officiated. He was assisted by the Rt. Rev. Nelson M. Burroughs, Bishop of the Episcopal Diocese of Ohio and also a trustee.

Mr. Chalmers is buried at Mount Auburn Cemetery in Cambridge, Mass. He is survived by his wife, the former Roberta Teal Swartz, three sons, Geoffrey, 21, Stephen and John, both 15, a daughter, Ann, 18, and his mother, Mrs. William Everett Chalmers of Wayne, Pa.

Gordon Keith Chalmers



Sixteenth President of Kenyon College

HIS WORK

A just appreciation of the president of his college is a matter for which the student's circumstances unfit him to a considerable degree. The personal contact is for the most part seldom and brief, and the official contact is likely to be of a sort neither the student nor the president wills. The only durable contact the student establishes with the president is often the contact with an idea, a conception of the means and ends of education which he receives indirectly through faculty, administration, and the various activities and services of the college. In the case of Gordon Keith Chalmers, this idea was so vital and distinguished that it made Kenyon College a center of national admiration among educators and men of learning.

The student hesitates to call this idea "liberal education," having observed that, on his level, in the mouths of those who do not understand it and are ill equipped to evaluate it, "liberal education" has become just one of those catchwords the influence of which Dr. Chalmers found so pernicious. He would replace the phrase with Dr. Chalmers' own statement of its meaning, from *The Republic and the Person*. "The immediate responsibility of American education to the United States and to human freedom is to equip the young with the ability and the disposition to think about the twofold proposition that the individual is valuable and within himself subject to law." The twofold proposition, Dr. Chalmers felt, is at present deprived of its proper position of eminence in American consciousness by the dangerously wide-spread acceptance of "social adjustment" as the aim of education. The person is no longer important alone: his importance is created by his participation in a social group of one type or another. So a person's individual thinking loses its value; the person must learn to think as the group thinks, and difference becomes aberration and "maladjustment." Morals are destroyed. The law within man, looked at in the dry light of pseudo-scientific "sociology" techniques, becomes a set of social norms. The person "conforms" to this standard to facilitate his efficient working toward the great social ends. A man is no longer exalted when he acts unselfishly through holding an ideal of justice or dignity or right. To act by the social norm is to lower morals to the common denominator.

For Dr. Chalmers, this popular notion of "social education" sounded a bit too much like a People's Education. In *The Republic and the Person*, he notes the danger that is the result of a lack of respect for individual difference. "To the student who knows nothing but social science, man is known only by his function or participation in the group. If a man himself is most notable because he is a member of a social institution, no matter how exalted the institution, he is already a slave." Dr. Chalmers had no quarrel with science as such: it is, as every thinking person must realize, a component of knowledge necessary, at the least, for the preservation of the mere possibility of freedom today. But he strenuously opposes the encroachment upon the moral realm of the vaguely scientific ideal of "objective" study of humanity, the "Behavior of Man as a Social Animal." Science formulates a law by observation of

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HIS MEMORY

As we lived with Gordon Keith Chalmers we grew to know the shape and consistency of his mind; we came to recognize with sly smiles certain turns of phrase with which he pin-pointed the references of his philosophy. "The liberal education," "the Academy," "the University" were terms which he had defined with scientific precision and used as a natural scientist uses exact symbols. In moral questions—and for him these were at the root of all others—he had sharpened his thought until a few tags seemed to summarize a rich, full view of life. One remembers them affectionately: "manhood," "maturity," "the absolute value of the person," "responsibility," "an exciting mind," "the centrality of liberty." These short-hand concepts were the firm points round which his thinking turned, and which jutted in the angular and complex structure of his arguments and decisions. In his style, austere with ideas, yet elaborating these with involved and subtle insights, and occasionally flashing directly to the heart of the matter, the integrity and complex originality of the man were revealed.

Perhaps his favorite quotation was a phrase from the Book of Common Prayer — "whose service is perfect freedom." The freedom which is given to those who serve with devotion was his, and the force and impact of his personality were generated out of that subordination of the self to higher purposes which produces paradoxically the fullest growth of the person. He always got somewhere because he knew where he was going, and he knew where he was going because he was dedicated to ideals freely chosen, held with conviction and pursued with untiring energy.

The deep impress he has left upon everything and everyone he touched remains. American education, Kenyon College and Bexley Hall, nineteen years of Kenyon men and Kenyon teachers all bear witness to his quiet strength. In national educational policy, he was in the vanguard of the movement to restore and maintain the great disciplines of learning, to hold back the tide of well-meaning sentimentality which threatened to reduce education to a mixture of social conditioning and vocational training. His profound understanding of the nature of scholarship coupled with the authority of his impassioned conviction made his voice most influential in those circles where educational policies are formed and where, indeed, his point of view was gradually winning back ground previously lost. Not that he was unappreciative of the value of the movement which in the second decade of the twentieth century broke the narrow formalism in which education had become encrusted. Indeed, he praised John Dewey as a great educational reformer, while condemning those

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Kenyon Collegian

— Since 1856 —

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SPOKESMAN

Detractors of Student Government at Kenyon have long since passed off a fiction which has been the undoing of the Student Council. We refer to the notion that the Student Council is somehow a "police force," and thereby responsible for turning in students for having girls in their rooms after the designated hour, for turning in vandals, drunks, and other violators of the rules, for maintaining law and order. This notion could not be more wrong; nor could it be more dangerous. In the past, the Council has issued policy statements that it will carry out this function, and the result has been to paralyze the Council preventing it from attaining any needed powers or gaining that essential student respect. This paralysis has come about when the individual members have not, understandably of course, acted as police: this has placed them and the Council in an unenviable position of hypocrisy. Caught thus between the private feelings of the members and the public policy of the Council, that body has been unable to function efficiently. On the one hand students have turned from the Council charging it with hypocrisy, and on the other the Administration has rejected it as not carrying out its policy.

The source of this confusion is to be found in the Constitution of the Student Government. The executive powers of the Student Council: "The Council shall maintain order and discipline on the campus, deal directly with the Administration and Faculty in regard to all rules and regulations (in particular the Parietal Rules of Kenyon College), and mediate all disputes which may arise among various factions of the undergraduate college." We would suggest that the maintenance of order and discipline is to be brought about by a firm and vigorous functioning of the Council's legislative and judicial powers. By passing and promulgating strong policy statements and by dealing firmly and without outside influence with disciplinary cases brought to it, the Council can at least exert a force in bringing about any needed order and discipline. The Council is not charged with the enforcing and immediate application of College rules in the police sense: this is the job of the Administration of the College. The Council, by its very nature, cannot do this.

If the Administration really expects students to police themselves, then logically they must allow students complete powers of legislation. We submit that this would mean a very radical change in the Parietal Rules and of that one regarding women in the dorms. A comfortable adjustment has slowly been worked out in the past several years over the active enforcing of these rules. In fact, this arrangement has gotten to be too cozy in the past year. Surely, there is no need for the small uniformed police force (heavily armed) which prowls the campus as if it were a red light district. This reached ridiculous proportions at the recent Dance Week-end Saturday after-dance party when the presence of many sheriff's deputies negated the already ineffectual role of the chaperones. Furthermore, the use of police in such quantity does not give the visitors a really good picture of Kenyon. It belies what we read about the maturity of Kenyon men. Yet we cannot deplore these police too strongly, for we cannot expect anyone else to do this job.

The new Student Council has already shown encouraging signs of vigor and responsibility. This question we have only touched on is one which should concern its members and give them much thought. It is to be hoped that they will issue a frank policy or else incorporate such a policy into the Constitution so as to settle the question once and for at least several years.

In this time of sadness, however, we find the College Community burdened with many worries and many confusions. There are many more important things facing our community, than this problem. A clear solution, however, will avoid trouble in the next year: it will avoid trouble and friction by eliminating an unnecessary source of ill will. The Council is now in a greater position of responsibility than ever before. It is in a position of dealing with internal and minor campus difficulties which, however, too often develop into issues of agitation. If it is thoughtful and firm, the Council can do much good in the next months.

Warning! *Hika* and *Reveille* (1956) are well-nigh upon us. Editor Carmen Arrigo promises publication of the yearbook in the first few days of June and Co-Editor Alan Shavzin says that *Hika* is coming on or before June 2.

GALA GRAD-FEST

For all of you students, hopeful seniors, and old grads who plan to be with us here on the Hill till June 11th, here is the "lowdown" on Kenyon's one-hundred and twenty-eighth Commencement Weekend.

First and foremost is the fact that the College expects to award eighty-two A.B. degrees and ten B.D. degrees or certificates of graduation. Also included in the exercises will be the awarding of thirteen honorary degrees to nine men and four women.

The Alumni Headquarters will be stationed in the Tent on the lawn West of South Ascension. Registration for all will be in the Tent.

There will be no smoker in Pierce Hall on Friday evening. Instead there will be a general get-together at 8:30 in and around the Tent. Entertainment will be provided by the Kenyon Klan.

On Saturday morning the Executive Council of the Alumni Council will meet in Philomathesian Hall. And on Saturday afternoon there will be a swimming exhibition at Schaeffer Pool. For those of you who prefer baseball, there will be a huge softball game on the Field House Field. The teams will be composed of alumni, undergraduates, faculty, and assorted guests.

On Sunday morning at 10:45 there will be a Baccalaureate Service. The Right Reverend Nelson M. Burroughs, Bishop of Ohio, will be the Speaker.

The Alumni Luncheon will be held in Pierce Hall at 1:00 P. M. on Sunday afternoon. And the Library Supper will be at 6:30 in the Alumni Library. The Speaker at the supper will be Guthrie McClintic. At 9:00 P. M. there will be singing on the steps of Rosse Hall.

Commencement exercises will begin at 11:00 on Monday morning. The exercises will take place outdoors — weather permitting. The academic procession forms at 10:30. Commencement will be followed by the annual luncheon on the East lawn behind Pierce Hall — weather permitting. Commencement Week-end ends officially after the luncheon.

14—DANCERS—14

The Dramatic Club will sponsor its last offering for the '55-'56 season this evening at 8:30 P. M. in the Speech Building. The production is called "Music, Mime and the Dance," and will feature a cast of fourteen talented dancers of the Ohio State University Dance Group under the direction of Shirley S. Ritcheson. This program is subtitled a "lecture-performance," and its aim is this: "The program is designed to demonstrate two approaches to choreography; the first from musical structures, the second from the dramatic idea. Four longer dances will be given to show the individual choreographer's use of the compositional devices." The Dramatic Club is happy to be able to produce this interesting and unusual program, but, due to the inevitable overhead, all tickets are 75 cents.

At the Club's last meeting, a banquet Wednesday, May 16, the William Ray Ashford Memorial Cup for the most outstanding contribution to dramatics at Kenyon during the past year was awarded to Jack Brown, a senior. Mr. Brown has been a constant contributor to productions during his four years at Kenyon, and plans to do graduate work in the fine arts at Boston

Four Faculty Win Grants

Two members of the faculty have been awarded grants under the Fulbright Act, another has received a Carnegie Internship in general education, and a fourth has been appointed a Faculty Research Fellow by the Social Sciences Research Council.

Robert O. Fink, chairman of the classics department, and Denham Sutcliffe of the department of English are the Fulbright recipients. Mr. Fink will be attached next year to the Societa Italiana dei Papyri Gerci e Latini at The University of Florence. He expects, however, to travel to Berlin, London, Oxford, Manchester, Paris, Geneva, and Oslo in order to do research. In the museums and universities of these cities are assembled some thirty or forty papyri and a few parchments which date from about the beginning of the Christian era to 300 A.D. These are Roman military records. They include rosters, correspondence, administrative directives, and many personnel accounts. Taken with papyri discovered at Dura Europos by members of an expedition from Yale and the French Academy, these texts give a fairly full idea of the internal workings of the Roman Army nearly 2000 years ago.

Mr. Fink proposes to assemble texts located both in Europe and the United States and to produce a volume with translations and interpretive comment. He has already published a number of articles about this material and for over twenty years has been at work on various transcriptions and commentaries.

Mr. Sutcliffe will be lecturer in American literature and civilization during 1956-57 at The University of Helsinki in Finland. He expects to teach two regular courses and a seminar. This summer, from July 9-21, he will conduct a seminar for Scandinavian school teachers in northern Norway.

Bayes M. Norton, Bowler Professor of Chemistry, will be attached to Brown University next year as an intern in the general education program sponsored by the Carnegie Corporation. He will be assigned to both the physics and chemistry departments in the undergraduate college, and in addition will visit other institutions where Carnegie is supporting internship programs.

Charles R. Ritcheson, associate professor of history, has been awarded a Faculty Research Fellowship for three years. The fellowship will make it possible for him to devote more of his time to work on his next book, *The Aftermath of Independence*. The book will deal with Anglo-American relations from University next year. The Club wishes to thank the Iota Chapter of Psi Upsilon for its generous donation of this award.

SCHOLARSHIPS GIVEN TO 53

As a result of the annual scholarship program, fifty three secondary school seniors from 18 states have accepted the opportunity to study at Kenyon.

One of the National Merit Scholarship winners is to be a member of the entering class and six of the scholarship applicants were Merit Certificate winners which places them in the top two percent of the nations high school seniors. George F. Baker Scholarships were won by seven men who through their academic and leadership accomplishments in secondary school give promise of becoming outstanding leaders in later life as well as in college. These awards carry not only honor but obligation to intelligent and active lives.

Prize Scholarships, awarded on the basis of exceptional ability and performance in a particular field of study, went to eleven individuals. According to many of the Department Chairmen, this year's Prize Scholarship competitors show an exceptional amount of promise and may prove to be the nucleus of the strongest class in recent years.

It is particularly significant that of the nine Baker Scholarships offered, seven were accepted and of the fourteen prize scholarships offered, eleven were accepted. This represents eighteen of the twenty-three most promising scholarship applicants. The average College Board Aptitude score for scholarship students was twelve per cent above the previous average.

1781-95. Mr. Ritcheson expects to do research abroad at the Public Record Office in London, the British Museum, the Sheffield Public Library, various private collections in England, and the Bibliotheque Nationale in Paris. In this country he will use the Library of Congress and the New York Public Library. He believes that Anglo-American relations require a broader treatment than they have usually received from the "national" — or traditional — historians. This school writes the sort of history which explains and defines national differences. The "revisionists," with whom Mr. Ritcheson is allied, feel that national differences can only be properly understood when they are set against a broader background. Many historians who are engaged today in the study of Anglo-American history believe that one of its most significant developments is the consolidation of the Anglo-American entente. The background of this entente must therefore be constantly inquired into, re-examined, and re-appraised.

Two other members of the faculty have recently been awarded research grants. Edwin J. Robinson, Jr., assistant professor of biology, has received a grant from the National Institutes of Health for the period from April 1 to August 31 of this year. He expects to continue his work on the physiology of blood flukes. The American Philosophical Society has renewed its grant to Charles M. Coffin, James H. Dempsey Professor of English. Mr. Coffin will spend the summer doing further study for a book about John Milton.

HONORARY DEGREES

This Spring will mark the one-hundred and twenty-eighth Commencement of Kenyon College. Besides the awarding of Bachelor's degrees, the College will also award honorary degrees to nine men and four women. The following is a list of those men and women who will receive honorary degrees.

DORA P. CHAPLAIN, S.T.D., (Doctor of Sacred Theology). Lecturer, department of pastoral theology, the General Theological Seminary, New York. Columnist, Episcopal Churchnews, and author, "Children and Religion." Lecturer for three years, College of Preachers, Washington, D. C. Former associate secretary, department of leadership training, the National Council of the Protestant Episcopal Church.

LILLIAN GROVER CHARD, M.A. honoris causa (Master of Arts). Dietitian, Kenyon College, since 1938. Certificate in Institutional Management, Simmons College. Dietitian. Cromwell Hall, Conn., 1919-22. Dietitian, Rockford College, Ill., 1922-38.

KATHERINE CORNELL (Mrs. Guthrie McClintic), Litt.D. (Doctor of Letters). Actress-manager and star in such Broadway plays as "The Green Hat," "No time for Comedy," "The Barretts of Wimpole Street," and "The Dark Is Light Enough." Miss Cornell is the great-great-granddaughter of David Bates Douglass, third president of Kenyon College (1840-44).

WILLIAM H. CORNOG, L.H.D. (Doctor of Humane Letters). Superintendent, New Trier Township High School, Winnetka, Ill. President, the Central High School, Philadelphia, 1943-55. Educational director, Philadelphia chapter, American Institute of Banking, 1944-55. Former executive director, School and College Study of Admission with Advanced Standing. B.A., M.A., Ph.D., The University of Pennsylvania. Mr. Cornog will deliver the Commencement address. His subject will be, "The Practice of the Liberal Arts."

THE HON. JOSEPH MORTON HARTER, LL.D. (Doctor of Laws). Mr. Harter, an alumnus of Kenyon in the class of 1927, serves at present as common pleas judge in Columbus, O. As an attorney in that city, he specialized in representing fire insurance companies. He has also done legislative work for the National Board of Fire Underwriters and served as chairman of the laws sub-committee of the Governor's Fire Safety Committee. The Columbus (O.) Citizen cited him in the issue for January 1, 1954, as one of the city's ten outstanding men, remarking on his "enviable record" for fairness "in ruling on several controversial labor issues." His LL.B. was earned at The Ohio State University.

THE REV. BERNARD WARREN HUMMEL, D.D. (Doctor in Divinity). Mr. Hummel is an alumnus of Bexley Hall, the divinity school of Kenyon College, in the class of 1928. Since 1942 he has been rector of the Church of St. Stephen the Martyr in Edina (Minneapolis), Minn. He formerly served churches in Cincinnati, Mad-

isonville, O., and Nashville.

MILDRED IRENE KIMBALL, M.A. honoris causa. Associate dietitian, Kenyon College, since 1938, B.S., The University of Minnesota. Cafeteria director, Y.M.C.A., Des Moines, Ia., 1921-23. Dietitian, Rockford College, Ill., 1923-38.

THE REV. JAMES MARCEL-LUS LICHLITER, D.D. Rector, since February 1954, of St. Paul's Episcopal Church in Akron. Head, department of Christian education, Diocese of Ohio. He formerly served churches in St. Louis, Columbia, Mo., and Webster Groves, Mo. Author, "Whose Leaf Shall Not Wither." B.A., Harvard, 1933. B.D., Virginia Theological Seminary, 1936. Mr. Lichliter is the son of Dr. M. H. Lichliter, long-time minister of the First Congregational Church in Columbus, O., and now Grand Prior of the Masonic Supreme Council in Boston. He is himself a 32nd Degree Mason.

ELI LILLY, L.H.D. Chairman of the board, Eli Lilly and Company, Museum of Arts and Sciences; Councilor, Society of American Archaeology; member, executive committee, Indiana Historical Society; proctor, Episcopal Diocese of Indiana; trustee, Wabash College, the English Foundation, and the Indianapolis Foundation. Author, "Prehistoric Antiquities of Indiana." Ph.C., Philadelphia College of Pharmacy and Science, 1907.

PHILIP RICHARD MATHER, LL.D. Industrialist, Boston. President (since 1948), American Social Hygiene Association; treasurer (since 1950), National Health Council; board and committee member (since 1949), United Community Services of Greater Boston and World Affairs Council, Boston; board member (since 1946), Massachusetts Community Organization Service; trustee (since 1949), Kenyon College. B.A., Yale University, 1916.

GUTHRIE MCCLINTIC, Litt.D. Theatrical producer-director and author of "Me and Kit," the story of his marriage with Katherine Cornell. Mr. McClintic made his debut as a Broadway producer in 1921 with A. A. Milne's "The Dover Road." He has since staged 94 productions, twenty-eight of which have starred his wife. With one exception, he has directed all of Miss Cornell's plays since she appeared in "The Green Hat" in 1925. These productions include "The Age of Innocence," "Candida," "The Three Sisters," and "The Constant Wife." Among his other productions are John Gielgud's "Hamlet," the Pulitzer Prize-winning "Old Maid," and "Winterset" and "High Tor," both of which received awards from the New York Drama Critics' Circle. Mr. McClintic was educated at The University of Washington and The American Academy of Dramatic Arts.

THE REV. STANLEY WILBUR PLATTENBURG, D.D. Mr. Plattenburg attended both the undergraduate department at Kenyon College and Bexley Hall, the divinity school, from which he was graduated in 1931. He is now director of the department of Christian education in the Episcopal Diocese of Southern Ohio. He formerly served churches in Granville, O., Oxford, O., Columbus, O., Utica, N. Y., and Rome, N. Y.

HIS MEMORY . . .

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disciples of Dewey who had turned a vitalizing movement into a deadening, unbalanced doctrine. His influence on public and secondary education was subtle and pervasive, operating through such policies as the Kenyon scholarship system, which encouraged the cultivation of liberal learning in the high schools, or through his conscientious attention to those schools which set a premium on true learning, and above all through the seminal scheme for Admission with Advanced Standing, popularly known as "The Kenyon Plan." With what skill and tact and elaborate care he pursued this scheme to bring back efficiency to education can be known only by those who cooperated with him. The benefits of his work to the nation may be revealed during the next two decades when the pressure of population and international competition will call for great efforts of educational reform.

His acute awareness of the challenges of our time made him, indeed, especially critical of the anachronistic complacencies which he dismissed as "disintegrated liberalism." His philosophy of education was expressed in many papers and addresses, and crystallized in his book, *The Republic and the Person*, the final words of which transmit his burning message:

"It cannot be too often repeated that nothing is more certain in modern society than that the continuance of the republic is based on the quality of the individual and his education as a person, and that liberty is based upon a belief in and understanding of the moral law."

But it was in Kenyon College that his philosophy was incarnate. In this vital little organism all our activities reflected his quality. The deep concern for scholarship, the awareness of the fact that education is a delicate mixture of intellectual, emotional and physical development, the conviction that, while the humanities must always be at the center of true education, the sciences were the allies not the enemies of the humanities, the recognition that the opportunity to understand religion must be a part of the training of the full man, and, above all, the absolute commitment to freedom: all these are aspects of Kenyon College which the spirit of President Chalmers fostered and enhanced. He gave a ringing, confident, idealistic tone to the vibrant life of the College, whose members found their own courage and freedom strengthened by his example even when they opposed him.

CLINTON ROSSITER, LL.D. Mr. Rossiter has been a member of the department of government at Cornell University since 1946. This spring he served as Walgreen lecturer at The University of Chicago. His books included "Constitutional Dictatorship," "The Supreme Court and the Commander in Chief," "Seedtime of the Republic," and "Conservatism in America." He has received numerous awards, including the Bancroft Prize in American History, the Woodrow Wilson Foundation Prize, the prize of the Institute of Early American History and Culture, and the Charles A. Beard Memorial Prize.

He was unquestionably of a somewhat autocratic temperament, but never afraid of criticism or unwilling to explain and justify his actions. Indeed, the force of his own personality made him a bulwark of freedom; it is the man with a sense of his own weakness who is really afraid of liberty in action, who clamps down on discussion, and who surrounds himself with "Yes-men." Gordon Chalmers was the antithesis of such: he loved to have men with deep convictions and strong personalities around him and he delighted in the fire which the clash of good minds struck forth. Few if any leaders of scholars can have had such an eye for quality in other men, and especially for the quality which makes a teacher. His supremely exacting standards in the selection of the Faculty were the indispensable adjunct of his conscientious defense of academic freedom. He acted unwaveringly upon his principle that freedom is the reward of responsibility, and having chosen his colleagues for their scholarly and personal integrity he gave them unlimited discretion in their teaching and the most generous, wholehearted support in their scholarly pursuits.

The attempt to describe, even inadequately, the work and influence of President Chalmers leaves a cold and almost institutional picture. But to describe the man himself — the colleague, the friend, the conversationalist, the warm heart, the eternally youthful spirit with its mischievous sense of the ludicrous and its zest for the unusual, the mixture of the Puritan and the Cavalier, the lover of beauty and righteousness, the glowing will to conquer fresh frontiers, in short, all the complexity of a superbly full personality — is a task too painful to attempt while the sorrow of his loss is so sharp upon us all. That he came remarkably close to his own ideal of the fully realized person seems too abstract a proposition, and yet

HIS WORK . . .

(Continued from page 1)

the prevailing tendency: thus the notion of the social norm. But the human law is that every person, whether he concurs in the prevailing tendency or not, is valuable in himself, and that justice, mercy, and individual rights are therefore man's most significant concerns. As such, they are education's most significant concerns. Education is not to produce "attitudes" that enable the person to dissolve into the mass. It is primarily to inculcate into the person, by means of the study of all that has been thought about these matters, the discernment that produces justice and mercy, and respect for and responsibility to individual rights. The way a person thinks and acts is not entirely the result of "heredity" and "environment" and other forces that push him about from the outside. A man can think about the forces he sees in action in his world and can alter them, more nearly to correspond with the human law. Education prepares him for his work, a momentous one, that requires not only skill but judgment, taste, reflective ability, and human sympathy.

Dr. Chalmers knew that we cannot, at the risk of our own destruction, suppose that there is no such thing as what I have called "the human law," or that this law is relative. Perhaps it is the very experience of death that teaches us best that man needs a deeper faith than that of social planning and adjustment. Death, the most intense and private of experiences, in its action and its personal consequences, defies social planning and bereaves the adjusted and the maladjusted alike, just as the rain falls alike on the just and the unjust. Man is a complex and profound creature, and his most intense experiences and concerns, those that never reach social articulation, remain untouched by the arrangements and institutions of society. What touches them is reflection, the sort that poetry, history, music, and the knowledge of the physical world, bring about. It is this reflection that discovers the human law, and knows that it is immutable. Dr. Chalmers wanted education to lead to the creation of men capable of this sort of reflection: "Human nature is such that, except by a few rare persons, the examination of operative beliefs in politics, morals, and religion is put off until they are not only challenged but threatened." Dr. Chalmers was such a rare person, and it was his noble and constant purpose through his life to produce others. (Robert Clark)

Sure You Do, Elvis!

It will come as a relief to teachers of English everywhere to learn that Mr. Elvis Presley is a great admirer of the language and that he plans to be a writer.

Mr. Presley discussed his art and his ambition and was quoted verbatim by Newsweek magazine, thus:

"I don't want no more night-clubs. An audience like this (Las Vegas) don't show appreciation . . . I wouldn't want no regular spot on no TV program. Movies are the thing. I love to act. I don't care nothing whatsoever about singing in no movie. English was what I liked best in high school. I want to be a dramatic actor. Some day I want to write a book. About what it's like to be an entertainer. It's tough, man, tough."

(Reprinted from *Omaha World Herald*, May 16, 1956)

it serves to define something of the excitement and inspiration which came from long association with him. One recalls the courage with which he met the challenges of tragedy like the burning of Old Kenyon, or the sheer patient self-control with which he faced heart-breaking dilemmas, or the immense steadying sympathy which he showed to those in trouble or pain. Or again one remembers the skill with which he could advise those with some delicate problem, and the vivid unusualness of his intellectual and aesthetic judgments. To have known and worked with such a man, to have been associated with his efforts and successes, to have felt the contagion of his zest for living, thinking and doing, is for us all a precious and ineradicable experience.

(Raymond English)

LACROSSE

Having closed another season against Denison, Wednesday, May 23, the Kenyon lacrosse team can only look back on a disappointing year. At the date this article goes to press (without the Denison score) the team's record is two won and four lost. But the record is not wholly indicative of the season, which though a losing one, had many brighter aspects. One or two "breaks" for Kenyon might have changed the complexion of the whole season.

Going into the first Oberlin game, April 28, with a 1-1 record, Lord spirit was high in the anticipation of knocking their traditional rivals from the undefeated ranks. The contest at Benson Bowl was extremely hard-fought, with the outcome decided in the final seconds of the match. Score: 8-7, favor of Oberlin. A spirited game throughout, either team might have been the winner. Penalties hurt the Lords, for the experienced Oberlin stickmen "cashed in" on many of their extra-man opportunities. Freshman Dick Menninger, starting his first game at attack, was sparkling in scoring two goals. Co-captain Dick Nelson, outstanding as usual, scored three. The remaining Kenyon scores were made by George Thomas and Art Goldberg. Goalie Charlie Opdyke shone in the nets, making 32 saves. Outstanding for Oberlin were Brainard (2 goals), Glascoe (3 goals) and Lindfors who had practically every assist.

The loss hurt the Lord spirit, but not enough to prevent their victory over Denison the following Friday, May 4, also at Benson Bowl. A surprisingly tough contest, the final score was 9-6, favor of Kenyon. Denison's Raymond was particularly outstanding with 3 goals to his credit. Kenyon scoring was spread out with one goal apiece to Thomas, Olmstead, Halverstadt, Goldberg, Anderson, Buffalin, and Nelson. Don Peppers scored 2 goals. Charlie Opdyke made 22 saves.

May 12, Kenyon played Oberlin away. Playing conditions were not the best, for the temperature and humidity were very high, and the field was soaking wet. The first half was extremely rugged, and close, ending 3-1, Oberlin. The second half was a different story though, for injuries to Kenyon's key men Thomas, Reissler and Nelson, gave Oberlin too great an advantage, on which they capitalized wholeheartedly. Final score: 9-2, favor of Oberlin. Glascoe played very well for the Yoemen, scoring three. Peppers and Halverstadt got

ROWE LEAVES

One of the finest players in Kenyon baseball history will end his college career this Saturday when Kenyon meets Hiram College here in its final game of the 1956 season.

Bob Rowe, of Evanston, Ill. varsity catcher for the Lords for four straight seasons will be playing his last game for Kenyon. Rowe has been the driving power of the Lord nine since 1954 and is winding up his stint behind the plate with a lifetime batting average of .359.

In his sophomore year Rowe led the team and was second in the conference with mark of .421 and in 1955, led the Ohio Conference with a .458 average. In 52 games he has collected 76 hits in 212 times at bat, scored 37 runs, driven in 51 runs, and stolen 17 bases. At the present time he is leading the conference with nine thefts.

Rowe's strong, accurate arm and speed behind the plate have made him the most respected catcher in the conference. His play behind the plate, hitting power, and fast and cagey base running have won quite a few ball games for the Lords in the past three years.

Kenyon baseball coach Falkenstein calls Rowe one of the finest players he's ever coached and a definite prospect for professional baseball. Six major league teams have already made offers to the young catcher.

Many Kenyon baseball fans will be on hand Saturday at Gambier when Rowe brings his brilliant collegiate career to a close.

the goals for Kenyon. Goalie Opdyke had 23 saves. Don Stevens played well for the Lords.

A disappointing loss to Ohio State May 16, in Columbus, severely shook the Kenyon morale. Scoring for the purple were Peppers, Halverstadt, and Nelson, but these three goals were insufficient to bring home a victory. The score was 5-3, Ohio State.

George Thomas' dislocated shoulder, and persistent injuries to Bruce Olmstead have severely shaken the Lord attack. A new one built around Dick Menninger and Don Peppers appears promising.

Charlie Opdyke was nominated to the North-South game, a very fine honor. He will not be able to play, though, because he is only in his Junior year. Only seniors may participate.

In conclusion, we can only say, "Wait, 'till next year."

TENNIS

With the assumed win over Western Reserve last Tuesday the tennis team posted an 8-3 record in regular season play for one of the most successful seasons in recent years. The team lost a chance to add two almost sure victories when their matches with Akron and Wittenberg were rained out. Among the squad's most notable victories were a 5-1 win over Oberlin and a 5-4 win over Ohio State. The Ohio State contest was extremely close, being undecided until the last doubles match.

Throughout the year the most consistent winner was John Templeton, followed by Dick Yee, Bob Wright, and Tom Wigglesworth. Though graduation cuts Wright, Yee, Mignon, and Wigglesworth from the team, coach Tom Edwards can expect another good year in 1957. Thatcher Schwartz will return along with freshmen Templeton, Eric Pantzer and Frank Coleman. Templeton and Pantzer with Wright and Wigglesworth were our top four men.

GOLF

The Kenyon golf squad, while not doing too well this year in the won and lost column, should be considerably better by the 1957 season, when this year's starting four will return. The season started with a loss to Wesleyan and Capital at Delaware. Hampered by consistently bad weather, the Lords did not win a match this year, but in the last contest they gained a tie with Capital. This match, as more than half of the others, was played in the rain.

The golfers have a six man squad, with either the first four or five men playing in the matches. The season started with Tom Wilson, Don Bronco, Bill Wallace, Tom Nordstrom, Phil Hammond and Skip Kurrus, playing in that order. However, in the last contests of the year, the team was considerably strengthened when Bill Swing, a letter man last year, joined the squad.

A good showing was expected of the team at the conference match at Delaware on May 21. The final scores were not in as this went to press.

BASEBALL

Kenyon's baseball record, at the date of this writing, stands at five wins and seven losses with two games remaining on the 1956 slate.

The Lord nine has been hampered by spotty pitching and failed to measure up to pre-season expectations in the hitting department. The cold and rainy weather during the training period and the major part of the season has kept Coach Skip Falkenstein's squad from hitting their stride this season.

Since April 24, the Lords have only managed two wins as compared to five losses. Kenyon has won from Wittenberg 5-1 and Capital 6-4, while losing to Oberlin, Wooster, Marietta, Muskingham, and Mount Union.

Mike Tadonnio hurled the win over Wittenberg, giving up only four hits over the nine inning route. Mickey Reingold pitched two hit ball for eight innings against Capital, faltered in the ninth, but a nice throw from centerfielder Al Edwards to catcher Bob Rowe nipped the last ditch Lutheran rally after four runs had scored. Sophomore righthander John Richards has also turned in some nice pitching performances, but has been unable to go the route. Richards pitched deceptive ball against Marietta on May 8, giving up only two runs and five hits in eight innings. The Lords held a 6-2 lead going into the final inning, but the Pioneers collected five runs and the game on a single, a double, and two bases on balls, off four Kenyon hurlers in the ninth.

Only two Kenyon hitters are batting above the .300 mark at this date. Shortstop Joel "Chubby" Holmes is hitting at a .323 clip and Al Edwards has a .305 mark at the plate in 12 games. Holmes won a starting berth at shortstop earlier this season and has been playing excellent ball both in the field and at the plate ever since. Edwards broke into the lineup, after freshman outfielder John McCurdy was injured in the season's first game, and has been a fixture in the outer garden ever since. Pat Wilcox, stocky Kenyon right fielder, is hitting .290 for the season and has been the Lord's power man thus far. In the win over Capital, Holmes collected three hits in four times at bat, and Wilcox two for four,

one a booming triple to center field. Outfielder-pitcher-1st baseman John Schwarm was hitting .375 earlier this season but was dropped from the squad.

Graduating seniors from this year's team are Bob Rowe, Dick Block, and Marty Waldman. All three have contributed greatly to the success of the 1956 squad.

Along with Reingold and Holmes freshman infielder Ray Brown has looked good this season and should be a permanent fixture for the Lords at third base next year. Other members of the team who have seen a lot of action this season are Keith Brown, Ron Kendrick, Ron Bennington, Jerry Looker and Marty Berg.



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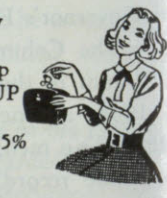
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