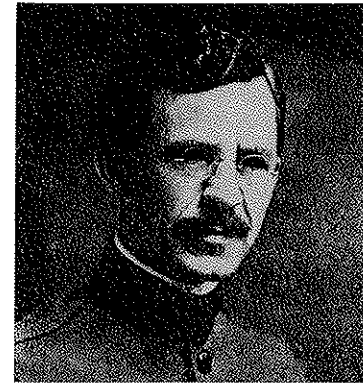


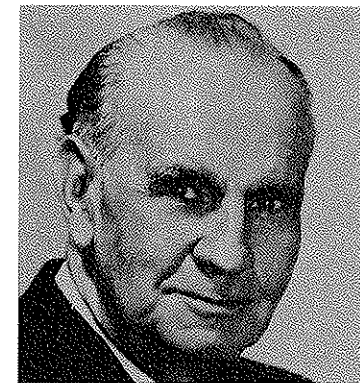
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THE LOGOS

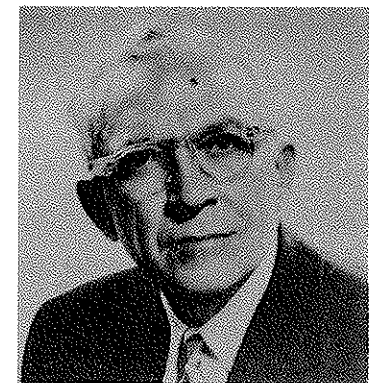
PAST PRESIDENTS OF AKA



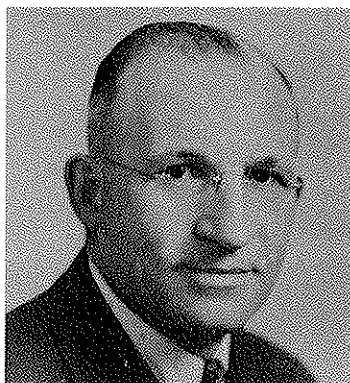
William B. Herms 1921-22



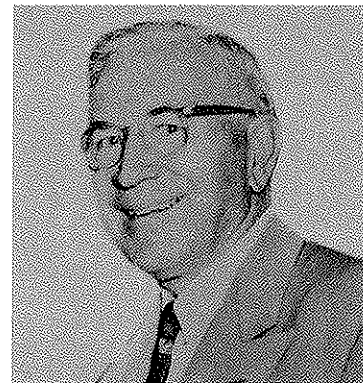
Harrison A. Dobbs 1922-23



Howard T. Beaver 1923-25



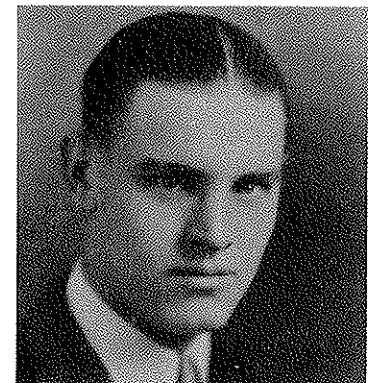
Lewis C. Reimann 1925-27



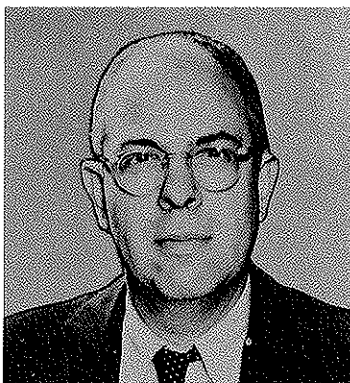
Frederick J. Moreau 1927-30



Frank A. Waring 1930-33



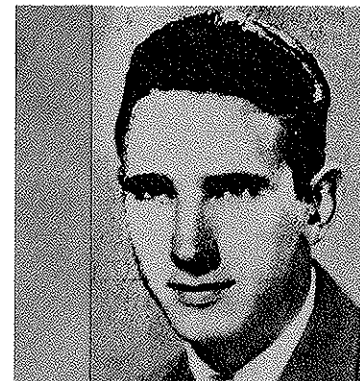
James H. Spencer 1933-36



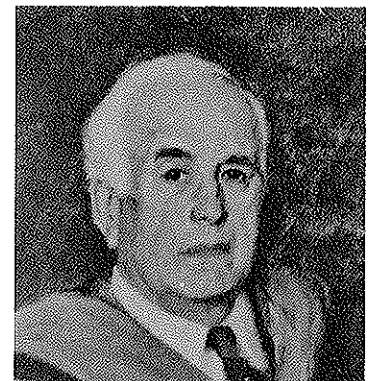
Irving Dilliard 1936-38



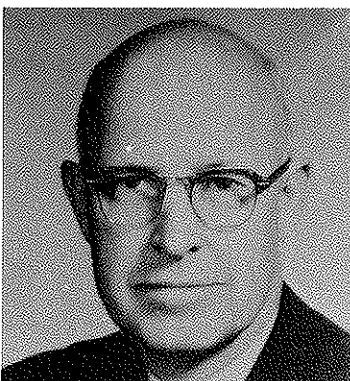
Edwin A. Wadsworth 1938-39



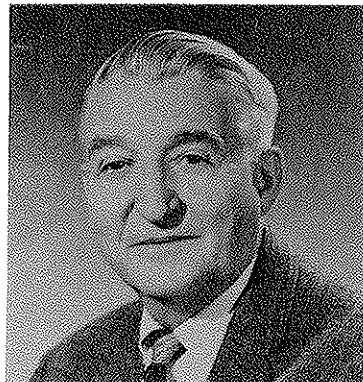
Harry H. Hollis 1939-41



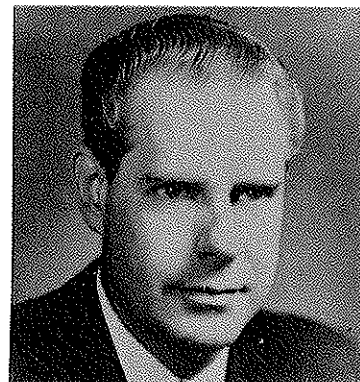
Joseph Cullen Blair 1941-45



Joseph B. Rogers 1945-47



H. George DeKay 1947-51



Ted F. Andrews 1951-60



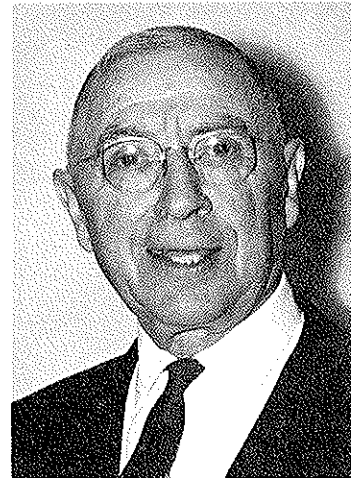
E. T. Burroughs 1960-64



Alfred B. Post 1964-68

"It is we . . .
who are
now on trial"

A message from The Rev. Gail Cleland,
National President



During the 19th Century, the great political parties of this country had a slogan, which read, "Now is the time for all good men to come to the aid of the Party." It was simple, direct, and over the years marvellously effective. It might be well if the members of Alpha Kappa Lambda had some such watch-word for today. Perhaps some loyal member of our brotherhood can come up with just the right expression for our time.

In a day when great numbers of young people are joining sporadic movements and organizations for disruptive purposes, it is well to remember that Alpha Kappa Lambda has certain values and ideals, which, through the years, have been tried and found good. A story is told of a certain superficial gentleman, who visited one of the great Art Museums of Florence, Italy. As he was about to leave, he remarked to the door-keeper, "There is nothing here worth seeing." To which remark, the wise old door-keeper replied, "If you please, Sir, these pictures are no longer on trial. It is the visitors who are on trial."

So it is with the standards and principles of our Fraternity. The great ideals of Character, Loyalty, Scholarship, Service and Leadership, were not invented by some upstart clever genius

of yesterday; they are values of life, which—through the long reaches of time—have been tried in the fires of experience, and have endured. They were basic in the very foundations of our Fraternity, and now after more than half a century of fraternal experience, we can be sure of their soundness. They make for great living. It is we, the members of this Fraternity, who are now on trial.

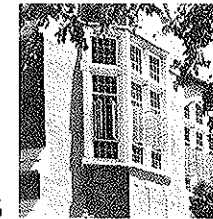
I cannot too strongly emphasize that our Fraternity is judged by what we, the members, actually are. As Emerson expressed it, "What you are, speaks so loud, that I cannot hear what you say." Never forget that our Greek name, ALETHEIA KAI LOGOS, means the Truth and the Word. The first part—TRUTH—is found in our statement of IDEALS, and the second part—the WORD, or the LOGOS—is found in ourselves. It is for us to translate the Truth of our Ideals into concrete reality as living flesh-and-blood men.

If I can impart one single impulse to my brothers of Alpha Kappa Lambda, I would hope it might be this: Let all of your aims and purposes, as well as your daily actions, be the living proof that those guide-lines which you once accepted, upon joining this great Fraternity, are true and righteous altogether.

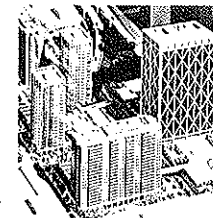
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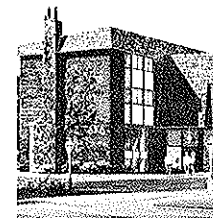
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THE LOGOS

THE MAGAZINE OF ALPHA KAPPA LAMBDA
FRATERNITY

November, 1968

Volume 38, Number 1

Richard W. Farquhar

Editor

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The Rev. Gail Cleland

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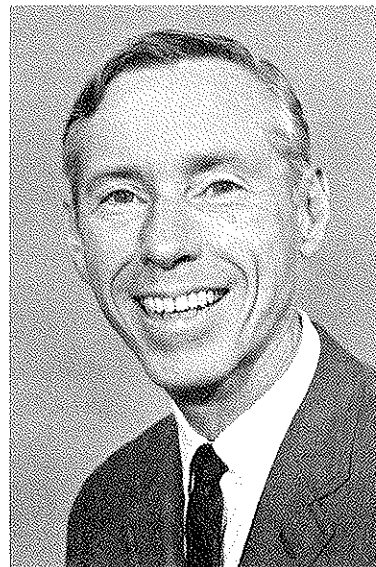
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COVER: To the best of our knowledge pictures of the sixteen past presidents of Alpha Kappa Lambda have never been published together before. Although some of these shots were copied from past issues of The LOGOS and other publications and lack quality, we thought you might enjoy seeing the men who have provided the leadership for our fraternity over the years. Their chapters are given in a list on the Directory page.



THE LOGOS is published by Alpha Kappa Lambda Fraternity National Office, 4700 South College Avenue, Box 964, Fort Collins, Colorado 80521.

The Will Rogers Papers



Dr. Theodore L. Agnew, Illinois '38, heads a research and editorial project on the work of a man who has become an American legend.

"The crash of a small airplane at Point Barrow, Alaska, on August 15, 1935, claimed the life of Will Rogers, and thus closed an era. As news of the death of America's foremost entertainer-commentator quickly spread across a stunned world, men of all ranks paused to reflect on the loss of a very uncommon man who had won their hearts with his wit and wisdom, a man who had truthfully said, 'I never met a man I didn't like.'

"Rogers died during the depths of the Great Depression, when survival of the American dream was in doubt. During the tumultuous years in which he lived, no one did more than he to help Americans understand themselves, their opportunities, and their responsibilities. Equally at ease with presidents and with paupers, Rogers was truly an American hero."

"Pioneer, cowboy, actor, author, humorist, critic, business man, traveler, father, patriot, sage—he was a living American legend. And, with the passing of time, his legacy has added to his stature."

These are a few of the introductory remarks from a brochure titled **The Will Rogers Papers** published by Oklahoma State University. That title is also the name of a project whose purpose it is to edit all of the published and unpublished works, letters, documents, and other memorabilia pertaining to Will Rogers. This task is being undertaken by an editorial team at Oklahoma State headed by Dr. Theodore L. Agnew, a 1937 graduate of the University of Illinois and member of Gamma Chapter.

The brochure, which describes the purpose, nature and scope of Dr. Agnew's project, indicates that the completed work will consist of fourteen volumes containing Rogers' newspaper columns and articles, books, radio broadcasts and other writings. It will require eight to ten years of editorial work and a budget in the six figure range. Monies to fund the project are being sought from interested individuals and foundations.*

"These volumes will provide a ready and useful source of information for scholars and students of American and world history, especial-

ly covering the first third of the 20th century. In addition, because of this work, a previously uncollected and unedited mass of information dealing with Will Rogers will be available in compact and yet comprehensive form to all Americans and to the world at large."

This work has been contracted to Oklahoma State University by the Will Rogers Memorial Commission, the state agency responsible for operating and maintaining the Will Rogers Memorial at Claremore, Oklahoma.

Dr. Agnew counts as part of his experience as a professional historian service as a research assistant to James G. Randall at the University of Illinois in 1938; assistant professor, associate professor and professor at Oklahoma State since 1947; Director of Will Rogers Research since 1968; and Visiting Professor of History at Emory University in 1964.

After receiving his B. A. and M. A. degrees from Illinois, he earned an A. M. at Harvard in 1939 and a Ph. D. at that university in 1954. His research interests have been in the general area of American social and religious history. He is the author of several writings on the history of the Methodist Church.

At a meeting held in 1968 to launch Dr. Agnew's current project on **The Will Rogers Papers**, Will Rogers, Jr. gave the principle address which he concluded by saying: "My father's future is in good hands."

Another perspective on the need for this scholarly work is given in these comments quoted from Everett M. Dirksen: "The memory of Will Rogers is important to America. In troubled and anxious times such as these perhaps the best medicine that can be prescribed for our flagging American spirit is a hearty dose of that most bracing of all tonics, laughter. This was the precious gift of Will Rogers, and we need it today perhaps more than ever before."

*If any reader or someone he knows would be interested in supporting **The Will Rogers Papers**, he may contact Dr. Robert B. Kamm, President, Oklahoma State University, Stillwater, Oklahoma 74074.

"We will never have true civilization until we have learned to recognize the rights of others."

Will Rogers



Alpha Chi

Alpha Kappa Lambda's 41st Chapter is installed at Kansas State College at Pittsburg

*by James Nutt
AKL Staff Representative*



The Colony

Following the unanimous vote of the Alpha Kappa Lambda chapters, the AKL colony at Kansas State College of Pittsburg was chartered on Dec. 14, 1968. Alpha Chi Chapter became the first Fraternity chartered at the college since 1964, and the 41st chapter in Alpha Kappa Lambda.

The colony started on March 5, 1967 when eight men came together and called themselves Delta Kappa Sigma. These men dedicated themselves to forming a new concept in fraternity at Pittsburg. Delta Kappa Sigma decided, in late May of 1967, to affiliate with Alpha Kappa Lambda and to work toward becoming a chapter. The group had fifteen members at the time.

During the 1967-1968 school year, the colony became known at the college as a progressive fraternity interested in all phases of college life. The major problem faced by the new group was scholarship. With a concerted effort, the colony's scholarship rose from a 2.05 to a 2.457 on a scale of 4.00.

During the same time, Byron Maddox, a founding member of the group, with the aid of his parents, helped acquire an air-conditioned 45 man chapter house near campus. The colony had forty-two men by the end of the year.

The College

Kansas State College at Pittsburg is the youngest of the state colleges in Kansas. It

was founded in 1903 as Auxiliary Manual Training Normal School, with 54 students and five faculty members. The Kansas State legislature, in 1923, changed the school's name to Kansas State Teachers College of Pittsburg. The name was changed to Kansas State College of Pittsburg in 1959. Today there are 5,900 students enrolled at Pittsburg. There are twenty-six major buildings located on over one hundred acres of land. The most recent fame of the College is for the beauty of its co-eds. Miss Kansas of 1967 and Miss America of 1968 are both students at the College.

The Installation

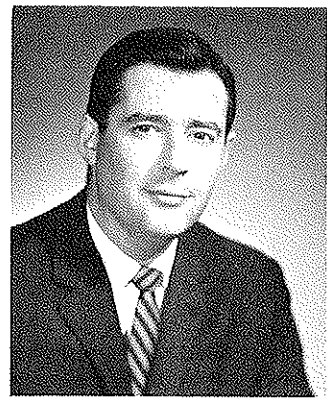
The chartering banquet was held in the Student Union on December 14. Following the banquet an installation dance was held in the Imperial Ballroom of the Student Union. Earlier in the day 18 undergraduates were installed as charter members of Alpha Chi Chapter. Lambda Chapter from Kansas State Teachers College and Alpha Mu Chapter from the University of Arkansas served as the initiation team.

Dr. Gail Cleland, National Pres. of The Fraternity of Alpha Kappa Lambda delivered the main address and officially presented the Charter to the new chapter. Official guests included Dr. George F. Budd, President of Kansas State College of Pittsburg; Dr. and Mrs. C. Baird, Executive Vice President of the College; Dr. Paul Fredstrom, Dean of Men; Jim Nutt, Alpha Kappa Lambda Executive Office; and Kansas State College Interfraternity Council and Panhellenic Representatives.



Above: Porter Library on the Pittsburg campus. Below: Brandenburg Stadium.

Lifting The Face Of The City



*Allan R. Carpenter,
Illinois '49, directs
a large scale redevelop-
ment effort in San
Francisco*

Take a blighted commercial district of San Francisco; add an imaginative group of investors and sixty-five million dollars; build an architectural award winning high rise office building; throw in modern apartment buildings, townhouses, shops and services; provide environmental beauty in the form of parks and plazas; and include the work of world famous artists like Henry Moore and Marino Marini, and what do you have? Golden Gateway Center, one of the most exciting urban redevelopment efforts in the country.

Golden Gateway was created in 1964 as a project of the Redevelopment Agency of San Francisco. The contract for development was awarded to Perini-San Francisco Associates who

named as executive director Allan R. Carpenter, an alumnus of Gamma Chapter at the University of Illinois.

In the four years that Carpenter has supervised the project fifty-six townhouses and four high rise apartment buildings have been constructed containing approximately 1250 units.

One of the most striking features of the development is the 25-story Alcoa Building which won a 1968 Architectural Award of Excellence of the American Institute of Steel Construction. Designed and engineered by Skidmore, Owings & Merrill, the Alcoa Building has a structural system, visible in the diagonal bracing of the exterior, that is resistant to the seismic forces of earthquakes. The building overlooks San Francisco Bay and numbers among its tenants the world and West Coast headquarters of several major corporations.

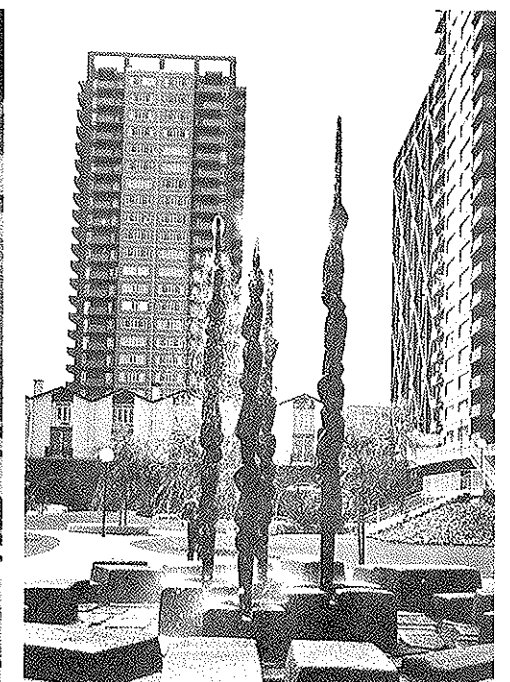
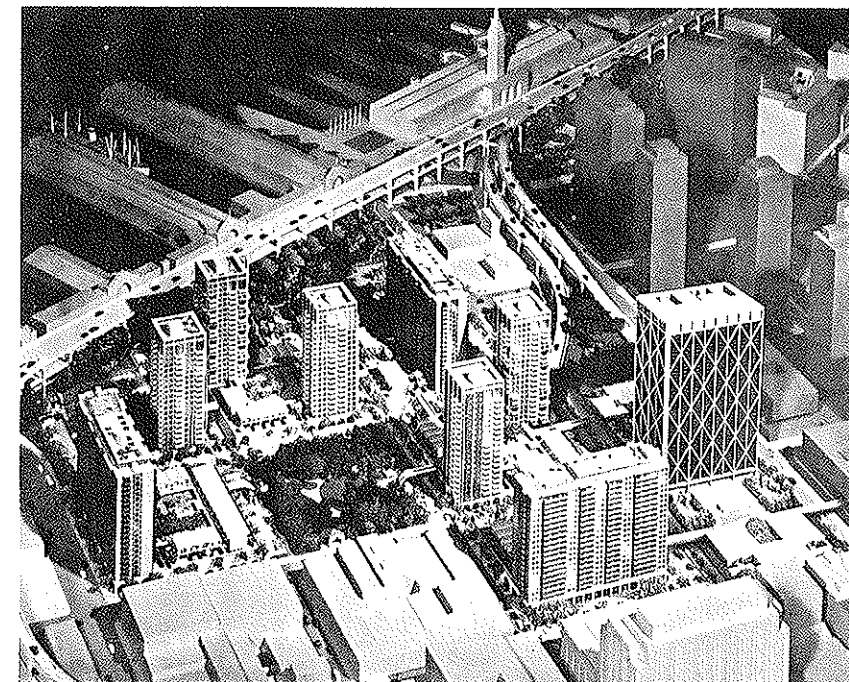
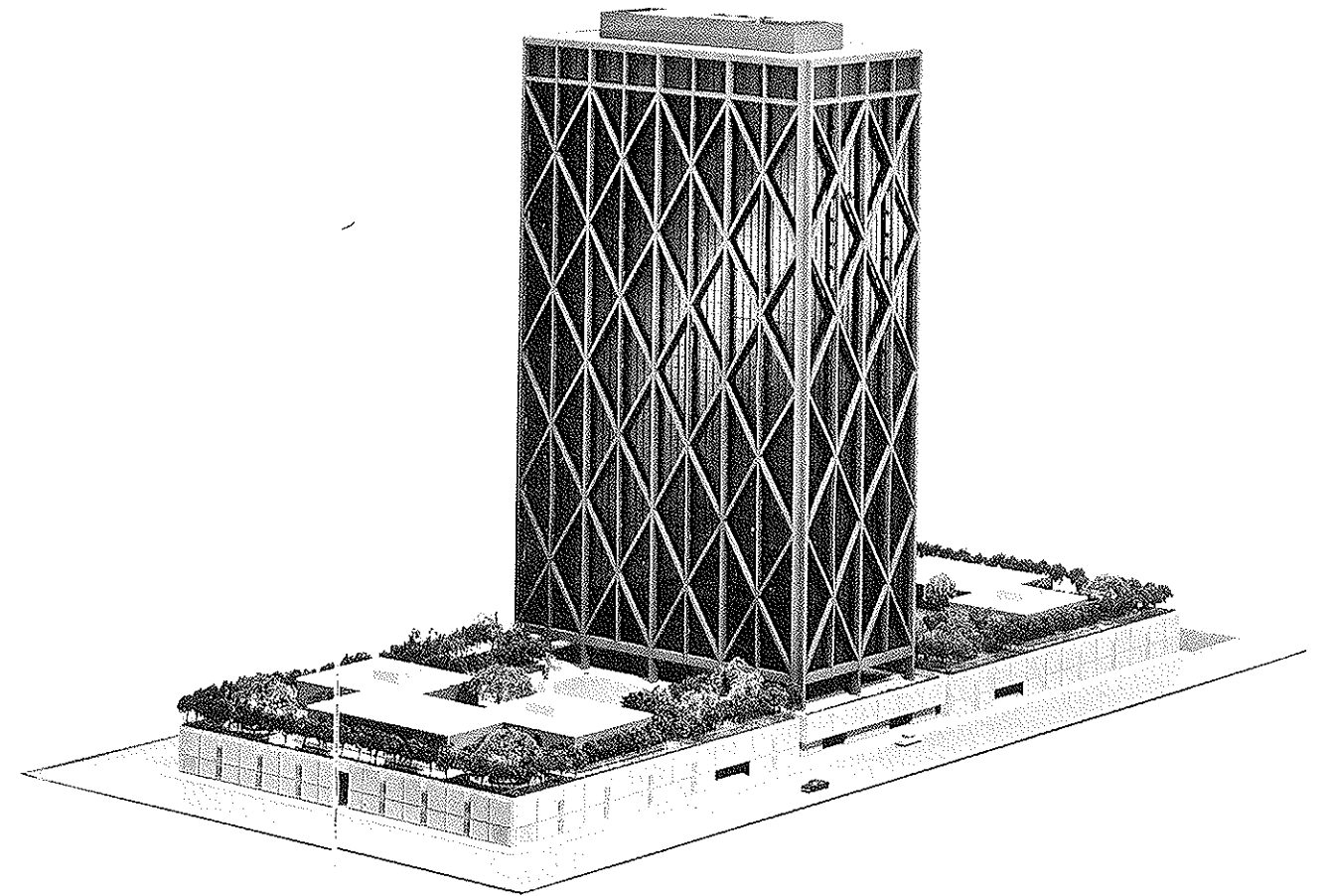
Carpenter has observed that Golden Gateway Center's residential apartment leasing program has a high percentage of tenants who are moving back into the city from suburbs in the Bay Area. The residential complex, which provides neighborhood type shopping facilities, will be increased in two or three additional phases of construction.

An appealing feature of Golden Gateway Center is the attention that has been given to the beauty and livability of the total environment. The main plaza has a system of stairways and open air escalators which carry pedestrians above the busy street into landscaped courts and open areas containing fountains, sculpture, trees and benches. Walton Square is a private park within the complex to which the public is given free access. Under construction are a health club and tennis club.

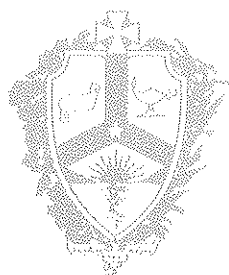
The artwork that has been incorporated includes the Moore and Marini sculptures, a sculptural fountain by Robert Woodward, and other work by Jan Peter Stern, Charles Perry and Julian Martinez.

Brother Carpenter is presently one of the General Partners of Golden Gateway Center as well as its executive director. Prior to holding this position he practiced law with a San Francisco firm, concentrating in the areas of corporate and financial law and real estate property and development.

Carpenter, 42, received his B. S. degree from the University of Illinois where he served as president of Gamma Chapter of AKL. He graduated from the University of Washington Law School in 1950. He has served on the board of the AKL National Endowment Fund. He makes his home in San Mateo with his wife and three children.



Top: Golden Gateway Center's Alcoa Building. Above left: A model of the complex as it will appear completed. Above right: Open areas, landscaping and artwork are integral features of the center.



RECENT INITIATES

ILLINOIS

September 15, 1968
Joseph Stanley Wojtana
Robert Edwin Phillips
Stephen John Schulte
Thomas Beard Ewers
Edward Noel Maliskas
Neil Douglas Gerald
February 9, 1969
Daryl Gene Bartelson
Bruce Raymond Benard
Clyde Thomas Blakeman
Marc Hall Colbert
William Eric Emerick
Terry Dean Etherton
Michael Clair Gumbell
Mark Robert Gunderson
Thomas Andrew Hill
John Rodney Kirby
Larry Allen Leeper
Joseph Frank Malaga
John Riley Myers
Alan Joseph Stein
Jay Michael Watts
Robert Franklin Welch
Gregory Lloyd Wigton
Ronald Olin Wirth

KANSAS

September 15, 1968
Craig Blaker
Roy E. Browne
James McCullough
Mark Duster
Stephen C. Harmon
Ronald I. Roppard

MICHIGAN

January 9, 1969
Norman Stanley Milks
Steven Michael DeMund

KANSAS STATE

October 6, 1968
Domingo Cirigliano Martinez

Stanley Robert Kent
James Edward Varney
February 16, 1969
Steven Anthony Reed
Ronald Dee Allen
Bryan Gale Gatterman
Ronald Lynn Myers
Charles Lee Griffin
Randall Steven Jones
Christopher Kent Hedlund
James Craig Horacek
Michael William Hamilton Jones
Stephen Emerson Gwin
Jeffery Scott Webb
Terren Duane Crist

PURDUE

September 28, 1968
Nicolas Andrew Burrell
Thomas W. Jay Jr.
Jeffery Mark Schroer
Alan Temple Edmondson
Richard Howard Baker
Bruce Edward Burris
David Michael Pierre
Jerry Carl Whybrew
Richard Joe Hawkins
Dale Harold Roy
Stephen Edwin Preston
Richard Michael Griese
William Carl Krueger
Michael Rybinski
Charles Walter Kinsey
Thomas Ray Bulger

KANSAS STATE TEACHERS

September 5, 1968
Ronald Craig Alpaugh
Johnny Ray Bunnell
David Lee Cowden
Theodore Michael Geer
Roger Eugene Luthi
Morris Douglas Morlin
Terry Dee Ohlmeier
September 5, 1968
Donnie Cline Pruett
Robert Dale Turvey
Robert Larry Waggoner
February 2, 1969
John Bradford Blocher
David Lee Scott
Brian Alan Hughes
Joseph Michael Stawowy Jr.
Carl Stephen Leatherwood
Dale Eugene Washburn
Larry Gene Moore
Michael Earl Chatterton
William Michael Wray
Jerry Lee Pruitt
Robert Wayne Drug
Michael Jerry Alcanter
Donald John Menchok
Michael Patrick Syremel
James Walter Clayton
Don Colesto Ahshapanek (Hon)

OHIO STATE

November 16, 1968
David George Schroot
Paul Matthew Zusky
Thomas Allen Waltermire
James Ronald Esswein
Nicola Blagoy Nicoloff
John Robert Thompson
David Jerome Macke
Ted Barnett Babich
Harold Glenn Ross
Lorry Clark Heckendorn
Neil Jay Bright
Robert Don Gottschalk
Stephen Craig Kerns
Robert Michael Sanka
Kirk Thomas Westervelt
Robert Ray Saviers
Ronald Jan DeHaas
William Arthur Purcell Jr.

Michael Smith
Alan Frederick Martens (Hon)
Curtis Mencer (Hon)

N. E. MISSOURI

May 5, 1968
Norman LaRue Davis
Walter Samuel Landis Jr.
Michael Harney Moylan

PACIFIC

May 12, 1968
Frank Goodman Strauss
David Keith Jalen
Mark Charles Gardner
Leland Bryant Jones
David Walden Johnston
Gregory Scott Lathrop
Conrado Murguia
Harold Maurice Hilton
Paul Eugene Moschetti
Robert I. Kaplan
Kevin O'Neil Mitchell
Arthur Graves Brigham
James Stephen Jewell
John Charles Schmidt
Mark Douglas Austin
Kurt Marion Bandley
January 19, 1969
Robert Ellis Dishon Jr.
Robert Wayne Greenstreet
James Miles Snyder
O. Douglas Cook

E. ILLINOIS

September 22, 1968
Alan Lee Joseph
Patrick Lee Massey
David Lee Thiel
October 27, 1968
Anthony Steven Ariola
Edward Roy Kopecky
Ronald Sydney Lefkowitz
John Phillip Schultz
Michael Francis Smiricky
George Peter Halfill (Hon)
William John Keppler Jr. (Hon)
Raymond F. Padovan (Hon)
October 13, 1968
Robert Eugene Kasten
John Edward McIntyre
December 15, 1968
Bruce Paul Campbell
Douglas Sherwood Mattox
Daniel Patrick Ryan
Michael J. Vornehm
February 9, 1969
John Michael Chapin
Jay Thompson Hall
Robert Joseph Hutchins
Richard Edward Kemp Jr.
Kenneth Arthur Praglow
Gerald Leonard Schlenz

CENTRAL MISSOURI

September 15, 1968
Mark Edwin Davidson
Philip Arno Meyer
James Jay Simmons
February 27, 1969
Floyd James Turner
James Edward House
John Harold Makin II
Burton Lee Messick
Samuel Joseph Bedwell
Donnald Lawrence Lock
Galen Lee Young
Michael Francis Muldoon
Richard Earl Wilson
Dale L. Feitz

PENN STATE

October 21, 1968
David Hildreth Kropp
Robert Lloyd Kiger
Dennis Ray Love

Rex Lee Bordwell
Gary Ralph Spangler
Charles Benton Wunder
William Raymond Livolsi
John Edward LeBarton
Robert Earl Martin Jr.
January 21, 1969
William John Ramsay
Richard Allen Reeves
John Joseph Curry Jr.
Martin Uret Dougherty
John Charles Todd
Walter Wilce Kaufman
Michael Wendell Moyer
Daniel Mateleska
Eugene Curtis Eichelberger Jr.

OREGON STATE

October 13, 1968
John Martin Kellogg
Edwin Arthur Doern
January 12, 1969
Richard Chace Keniston
Daniel Peter Lazuran
Thomas Edward Heinz
Gregory David Geist

CALIFORNIA STATE, PENN

January 13, 1969
Joseph Robert Abbadini
William Daniel Hogg
Philip Anton Freese
Robert Haven Miles
Gregory Andrew Niverth
Steven Thomas Pehne
James Russell Phillips
James Vincent Scarsellato
Robert Eugene Waller
Hidenori Yamatani

IOWA STATE

September 27, 1968
Richard Kenneth Keith
Duane Gordon Meyer
David Eugene Stoltzman
James Allan Dockal
Larry Dean Moeller
Ronald Evans Funkhouser
Richard Allen Pomon
Stephen Hinds Paschen
February 1, 1969
Jack Michael Bauer
Ivan Richard Ball
Terry John Sexton
Russell Wayne Scott
Thomas Herman Struecker
Michael Lee Morris

NEW MEXICO STATE

November 24, 1968
Terence Glenn Wesson
Ronald Lee Curry
Thomas Leland Eby

ARIZONA

October 26, 1968
Richard Wayne Effland Jr.
Robert Lee Phillips
February 23, 1969
Gregory Pierre Farkas
Charles Edward Tintling
Alan Terry Sagen
Robert Bruce McCaleb
Thomas David Kunkie
Royal Fred Ellinger
Robert Keith Kruse
Jeffrey Alan Baron
Jack Edward Thompson
Frank Lyle Effland
Christopher Kent Summers
Michael Joseph George
Harold Lee Rosenblatt

TODAY'S ACTIVIST TOMORROW'S ALUMNUS

Dr. William B. Boyd

Vice Chancellor, Student Affairs, University of California

■ Students come in all varieties, but there is one fate they all suffer: namely, to become alumni. A drop-out has to act fast if he is to escape enshrinement in your rosters. You strike me as one group within our common enterprise that can't lose. We have their company for relatively short periods, whereas you have them for the largest part of a lifetime—long enough to correct mistakes, to think in terms of strategy, rather than merely of tactics. But if I see these as advantages you enjoy, I must acknowledge that you share with us the problem of serving a pluralistic cluster of constituencies—many of them with conflicting value systems and interests. And your problem will become compounded in the years immediately ahead.

The problems of our society are seen in sharpest focus on our campuses, with the result that sections of the public assume a casual relationship between the two. And the sharpest focus of attention today is on the student. The press is filled with stories attempting to interpret these young adults to an older, bewildered public. To some they appear as ominous and mysterious as the abominable snowman, with the advantage—or is it the disadvantage?—of high visibility. No wonder they make good copy!

Poking gentle fun at this latest national preoccupation, Peter Schrag, associate education editor of the *Saturday Review*, wrote a piece last winter in *The New York Times*, which ran under the headline, "Rules for Student Watch-

ing—Latest Game in the Academic World." Since we are going to engage in that sport, I will start by sharing with you some of the observations and rules laid down by Mr. Schrag.

He noted, and I am quoting, "A good student watcher should have a cosmic view. If his analysis does not include some basic comments about the fate of our society, the technological dilemmas of our time, the bomb, slums, and the multiversity, he is hardly qualified to comment at all. If he can add to those dimensions some references to the identity crisis, the lack of role models, alienation and anomie, then he can count himself among the more distinguished members of the guild."

Schrag also noted that there are definite divisions within the craft. First, he recognized the analysts—those that characterize student groups according to ideological persuasion. They are careful to distinguish between DuBois Club Marxists, Progressive Labor Party Maoists, and SDS Activists, for instance. Second, the moralists: these are people fascinated by sex, LSD, beards and the pill. Third, he recognized the private eyes—"people already persuaded that behind every student lurks a red agent." Having been looking ever since McCarthy, they are delighted to find that there really are some communists on the campus, right where they were supposed to be all along. Fourth, the social flagellators. Schrag said of them: "Most of these people are romantics, trusting in moral man and immoral society."

continued page 22

Any student activist is virtuous simply because he protests. The more idiotic the protest, the more it demonstrates how brutally the society has deformed and damaged the protestor." Schrag concluded by noting that there were also other categories. One of these hit too close to home for comfort. He wrote: "University presidents, for example, are all of a kind. To them protests always illustrate the level of maturity on their own campuses. If the students riot, it demonstrates their political sophistication. If they are apathetic, it demonstrates their decorum and judgment."

"Occasionally," he noted, "someone even suggests that student demonstrations really don't reflect anything very important. Such errors will undoubtedly be rooted out. At the same time, student protests will become more prevalent and flamboyant. We can't allow them to disappear; too many adults depend on them."

This happily irreverent attitude is particularly welcome to university administrators who, in full knowledge of the many casualties claimed by student disorders, sometimes believe that the greatest loss has been that of our sense of humor. A certain grimness has settled over many campuses—a poor substitute for the frivolity once associated with college life. The light touch is needed if we are to maintain some balance and perspective. Satire can provide the insight required to get beyond superficial asininity to the more profound. Much of what distresses us in student life today is probably old human absurdity wearing new faces, no more alarming than goldfish swallowing, panty-raiding or phone-booth packing. Indeed the early signs of a reaction are already visible. One prominent observer has predicted that our preoccupation with students will soon be regarded as the leading banality of the decade. Personally, I hope not. While acknowledging the need for balance and perspective and damning the sensationalism which has been too common, I hope we can avoid the temptation to turn away from our unfinished business of observing—really observing—our students, and listening—really listening—to what they have to say about our universities and the society which supports them. For all the commonness of humanity, students are different today—behaving differently, and presenting different needs to their faculties. They even look and

sound different. A public which became accustomed to the silent generation of the 1950's (and we should remember that we were once distressed by that silence) finds the voice of the new campus radical all too raucous, his tones too strident and jarring. The Ivy League look that was once almost a uniform for college men (and remember that we made jests about that), is now a fond memory as we face what appears to be casualness gone to seed. Many campus haunts even smell different. The more suspicious of the over-thirty generation find it easy to believe that the incense which is suddenly popular masks the sweet odor of marijuana.

Our problem then is to develop an analysis of the student scene which acknowledges—even stresses—continuity with the past, yet recognizes the new features and forces which have created a situation which is novel in significant ways. The major outlines of development are familiar to all of you so I will use memory cues rather than detail in my efforts to sketch quickly the background needed for an analysis of a contemporary student body.

The stereotype which persists in a portion of the public mind is that which Hollywood created as it portrayed the entertaining features of campus life before World War II. That was the collegiate culture which is the fond memory of many of the alumni you serve. The privileged youth of the nation were the major portion of that student body. Their high jinks attracted attention within a public delighted to be diverted from the problems of the less privileged majority. However unjustly, a carnival atmosphere was suggested and colleges quite willingly accepted a responsibility for providing entertainment to the public. Hundreds of stadiums across the nation still stand as atavistic remains of that era. There was more competition within those stadiums than was demonstrated in admission offices or even in the classrooms. I regard that as observation, rather than condemnation. Competition can bring out the worst as frequently as the best in man. Victory is sweet, but the scar tissue of the vanquished creates enduring pain which a whole society must help bear.

The liberal education sought by the college man of pre-World War II was designed less to liberate than to provide the intellectual amenities appropriate to the liberated. Education tended to be pre-professional and a kind of

cultural adornment. That college atmosphere was a casualty of war. Acceleration, the loss of male students, and demands of the military services for urgent help dealt a severe blow not just to the image but to the substance of college life.

That stage was quickly followed by the deluge of veterans who returned; men and women of more varied and less privileged backgrounds were impatient with cultural adornment. They brought a pragmatic motivation to their work. They needed the liberalizing and humanizing influences of liberal education, but they brought essentially vocational emphasis to their studies. The "rah-rah culture"—hardly more than a vestigial remain from the 1930's—barely survived. And let's face it, it has been nursed back to health and sustained primarily to please the alumni of an earlier era. The trend begun with the veterans was later to be strengthened by the national merit scholar types who were to be so vigorously recruited during the near panic following Sputnik I.

The sense of urgency and high purpose gave way to the apathetic or silent generation of the 50's—those children of affluence who appeared to be accepting the material emphasis of a nation still recovering from memories of deprivation. These quiet students were—as the activists are today—a reflection of the major trends in society, not a product which was being developed on campuses.

For better or for worse, the apathetic 50's gave way to the activist 60's. The moral imperative of the civil rights movement is frequently isolated as a major cause for the change. I regard that as terribly important and I will comment on it later, but other forces were certainly involved. Of fundamental importance is the happy but troublesome fact that human beings at their best demand a purpose for living that is really worth a life. Mere competition for grades was not a sufficient challenge, nor were the material inducements that had once motivated a nation that remembered want. A student journalist in the *Michigan Daily* summed the matter up by stating: "To seek material reward—the house in Scarsdale, the pretty wife, and the steady job—was not enough because it was so obtainable." This need for purpose was once beautifully put by William James who as a young man wrote, "Much would I give for a constructive passion of some kind." One can imagine that the youth

of the 50's made just such a lament—although characteristically, too silently to be heard by their preoccupied elders. To their good fortune—and to that of American society—the college youth of the 60's found a constructive passion, first in civil rights, then in peace.

I do not mean to suggest a predominance of activism. You know better. But our present campuses are at least given color and tone by activism. Current campuses also reveal a generally high level of stress and unrest which disturb the educator and lay public alike.

To a substantial degree stress has always been a characteristic of college life. Along with restlessness and some rebelliousness, it derives from the very nature of human growth during the late adolescent years. We can in complete confidence predict its continuance into the indefinite future. But there is more of it now and it has a higher visibility. Professor Donald Brown of the University of Michigan's Center for Research on Learning and Teaching, recently called attention to a number of reasons for this change in the order and magnitude of college unrest. Several factors are involved. Most obviously, the sheer increase in numbers of students has enlarged the restless population. Moving from a quantitative to an essentially qualitative consideration, the broader social spread in our contemporary student bodies leads to the presence on campus of a greater range of behavior than we have been accustomed to seeing, and thus poses a greater challenge to universities. Competition for admission and retention is inevitably greater now, with obvious potential for increasing stress and aggressive behavior. And, as I mentioned earlier, the news hungry medianot only calls attention to our disturbances, they tend by their presence to transform our students into willing performers. Some of the performances thus elicited appear to be innocent happenings to one audience, but ominous portents to another. Brown also has pointed out that the contradictions in our society are more visible now. Our idealistic students react to disparities and inequities at two levels: first, in moral outrage at injustice and at the hypocrisy which hides it; secondly, they react in altruistic social work and political activism aimed at shifting power in our society. More subtly, Brown indicated that an increased emphasis on an existential view of self-determination, individual responsi-

bility, and the need for meaningful interpersonal relationships, and on the essence of one's self-identity, has tended to replace the older ethic of pragmatism and privacy. Somehow spiritually related to that is the fact that the inherent loneliness of youth, something we may have succeeded in forgetting, is increased today by the higher level of anonymity in society.

Having mentioned anonymity I should offer at least a passing bow to the new villain, the IBM card whose imprint of do not fold, spindle, or mutilate has become a latter-day slogan of protest. Actually, technological changes have improved our ability to handle larger numbers, not merely more rapidly but more effectively. But the price paid for improvement has been the appearance of impersonality and another contribution to unrest. Finally, it is also true that our students have come from improved high schools to colleges with high expectations. Expectations which all too frequently are not met! They react in various ways—in anger at frustration or disappointment, or in attempts to change the college to conform to their expectations. Whichever course they choose, stress and unrest result. These are but the major forces which are increasing the tension level in environments where the explosive energy of thousands of healthy young men and women are being turned to difficult and sometimes unpleasant tasks. Small wonder that we experience disquiet!

What of the students in this setting of tension? A multiversity is characterized by pluralism. Even those with high admissions standards have surprisingly heterogeneous populations. These students vary in objective, in background, in motivation, and in life style. In the face of such diversity, there are various ways that one can approach the problem of analysis and description. One of the most convenient is to borrow from the taxonomy set down by Berkeley sociologist, Martin Trow. I shall take some liberties with his classifications, even while cribbing from the results of his research and thought.

The student population includes a number of subcultures. An individual student may find his life contained within a single one or he may move from one to another. Perhaps the best known is the Greek subculture which Trow labeled "collegiate" and whose antecedents were described earlier. This is the fun and games group for whom the gentlemen's "C" is

a happy compromise of competing demands. I have called the subculture Greek because it tends to be dominated by fraternities and sororities. Many critics regard them as the dinosaurs of university life—organisms which failed to adapt. They do sometimes seem to be attempting to answer questions no one else is asking anymore. On all too many campuses they are now characterized by embarrassingly token integration, substandard housing, and more assessments than brotherhood.

Those who found that fraternities made a contribution to their own life may take heart, however from evidence that the decline may be nearing its end. Some campuses are already reporting a renewal of interest in membership. At a time when impersonality is a major problem in our universities—so much so that one critic has compared universities with stud farms—all service and no love; and, in a novel situation where a base of supportive fellowship is needed; at a time when universities are in full retreat from the doctrine of *in loco parentis*; and when students must therefore assume new responsibilities for the ordering of their own lives; at such a time there are new challenges to which fraternities and sororities would seem to be uniquely equipped to respond. If at this moment they can find the flexibility and creativity they need, then Greek societies can enjoy a renaissance on college and university campuses.

The second of the subcultures is the "professional" culture. This is a large group on a university campus and is composed of students whose work is already oriented toward a future career. For them, the university is a means to a fixed end. They do not see the university as an active agent working on their lives, and hence they have no inclination or need to be in revolt against it. Rather, they see themselves as the active agents shaping their own lives, and they perceive the university as a resource which they can use for their own purposes.

A third group comprises the "intellectual" culture. This is made up of students for whom knowledge and understanding are ends in themselves. Nevitt Sanford has recently pointed out that for the intellectual, knowledge actually becomes a love object. These young men and women judge the universities and appraise their own success within them in terms of their estimate of their intellectual and moral development. They frequently have strong social moti-

vation as well and thus furnish recruits for activist groups on campus. One of the best indices to the academic quality of a college is the size of the intellectual subculture found on its campus.

Another subculture, one which fascinates even while it concerns us, is that made up of alienated youth. Approximately 4 percent of contemporary university students suffer from severe alienation, which Dr. Seymour Halleck, Chief of Psychiatric Services at the University of Wisconsin, has defined as "Estrangement from the values of one's society and family, and the similar estrangement from that part of one's history and affectual life which links him to his society or family. Subjectively, the alienated student experiences himself as being detached from his own feelings as well as from those around him."

These are by and large unhappy students who are casualties of a devastating combination of affluence, permissiveness and neglect. Some of you have doubtless heard of a survey which was designed to test some hypotheses about the significance of parents knowing where their children were at all times. The plan was to call homes in the evening and to ask parents for that vital information. The striking thing was that the researchers frequently found themselves talking with kids whose parents were out—they knew not where. These extremes only serve to provide dramatic illustrations. The parents might well stay home and talk of love, but if the substance of responsible living were missing, the damage would probably be as great.

The alienated students are not the product of our campuses then, but one of its problems. Without a clear concept of who they are and without purpose or effective motivation, such students find the curriculum meaningless (and hence they label it irrelevant), and find disciplined study almost impossible to maintain. They often drift from role to role, damaging themselves and disturbing their elders by promiscuous but frustrating sexual experiences and by experimentation with drugs. In part, this drug use is intended to offend; in part, it appears to represent a search for some meaningful inner experience that might offset the external world to which the alienated person is unable to relate. The incompatibility of such behavior with disciplined study frequently leads the alienated student into the ranks of the drop

outs—then into one of the hippie colonies like that of Haight-Ashbury.

A word of caution is called for. The hippie subculture on and off of university campuses is a very mixed bag. It includes not merely the severely alienated students, but also others who have an adequate self-identity but for various reasons adopt the hippie style. This becomes in a sense their "fraternity." More importantly, it affords them an opportunity to give witness to a way of life and a set of values which they regard as superior to the life style of the "straight" world.

Given the gentleness of a typical hippie and given the message of love which he tries to communicate, it is strange that our society tends to view this subculture not merely with fascination but with apprehension. Some have suggested that the reason for this is less a public health concern than the fact that we find it easier to tolerate rebellion against our values than to accept the simple indifference offered by the hippie.

As I have reported before, my own view is that they are performing a very valuable function. Barring a catastrophe, we are rapidly heading into a world in which our Protestant work ethic will simply be inadequate. We have made work sacred, the object of our lives and the source of our fulfillment. Those of us who have jobs like yours and mine have found this enormously rewarding. But for the less fortunate, even today, that ethic leads to barrenness and frustration. In the years ahead, when to speak of expanding leisure is simply a euphemism for shrinking work, some higher purpose must be found for life than mere work, else life will seem empty indeed. There is now a sense in which the hippie subculture represents a kind of laboratory from which we may discover secrets that will help us cope with a world in which the quality of human relationships will be more important than our absorbing jobs.

A public without a program sometimes confuses hippies with political activists, whom they resemble in superficial ways. The differences are profound, as I shall try to indicate.

The hippie tends to be passive rather than active. He is more concerned with improving the quality of human relationships than with transforming society. When the alienated student enters the ranks of the genuine campus activists he is very apt to damage the cause he

professes to support. Dealing with this relationship, Dr. Halleck has noted that "When such a student becomes involved with activist groups he can be characterized as the most angry and irrational member of that group. He is unwilling to cooperate with other students, or to follow an organized plan, and if unchecked by more mature activists will lead the group into battles that have no chance of being won. The alienated student differs from the revolutionary student insofar as he is not motivated by utopian ideals and is more concerned with means than with ends."

The last of the subcultures for analysis is that made up of political activists. Along with the hippies they have been the focus of popular attention, with the result that an inaccurate but persistent stereotype has emerged. Much of the public sees the political activist or student radical as a dirty, bearded beatnik, if not an unkempt communist. They are imagined as living a busy life. Attributed to them are conspiracy against the establishment, complicity with red agents, and no small amount of folk singing and free loving. Considering the activists' success in maintaining high grades, the critics are unwittingly paying quite a tribute to their energy and intelligence—both of which are in fact uncommonly high. Fortunately, as the results of current research make their way into the popular press, a more balanced view is beginning to emerge. The new view makes up in accuracy for what it loses in titillation.

What manner of students are these activists? Before answering that question I should acknowledge at the outset some small validity to the popular stereotype. It has survived because some readily visible but barely germane evidence keeps confirming it. For instance, there are some communists among student radicals. There are some unkempt ones too. Moreover, some of the organizations which have chapters on our campuses are communist and have affiliative lines lead-

ing to nonstudent organizations which are at work beyond the campuses. But those facts are not the most relevant for an understanding of student activists. Most of them are not great joiners. They are not much given to institutional loyalties. Most of their organizations are student led and their lines are confederative to other campuses rather than affiliative to political organizations run by the over thirty crowd. One of the most interesting characteristics of their organizations has been their fragility. They form, break easily, then regroup around some new issue or cause. This is not so much a sign of failure on their part as an indication of the indifference or hostility toward bureaucracy which is common to campus radicals.

You may know some student activists well—even off the job. Some of them might well be your own children. They tend to come from advantaged families, enjoying adequate income and a secure status within their communities. These families tend to be liberal and permissive in their outlook. Especially by those who deplore the consequences, student activists are frequently referred to as "the fallout from Dr. Spock." Political activists are not, as popular opinion would have it, engaged in revolt against their parents. The contrary is more apt to be true. They are in many cases engaged in fulfilling the ideals that they learned in their liberal and permissive homes. The parents may be embarrassed by the manner of their offspring's rebellion, but the generational difference within the household is apt to be a difference of style, not of value.

This represents a reversal of the situation to which university administrators had become accustomed. A decade ago students were apt to be in a kind of revolt against their parents as they sought their identity and their liberty. In that revolt the college was in a sense the ally of the student. In some ways a patronizing ally, with a wink over the shoulder to the parent, but still genuinely an

ally as the student sought to free and to know himself. No longer is that true in the case of the political activist. For him the university is enemy, not ally—a part of the establishment which he holds in contempt. When he measures it against the values taught him by his parents he finds it lacking.

We are describing then young men and women of good family and high ideals, with the courage to take unpopular positions and the audacity to defy the very establishment whose affluence played so important a part in giving them the freedom to attack it. A rather curious set of circumstances! Part of the American genius. How do they view themselves? Some useful insight can be gained by comparing the adjectives they choose to describe themselves with the adjectives chosen by typical nonactivist university students. The latter group, "straights" in campus language, chose the following words to describe themselves: optimistic, practical, responsible, ambitious, reserved, foresighted, considerate, self-controlled, orderly. Rather like you and me! By comparison, an activist group, with the same choices available, made these selections to describe themselves: critical, curious, idealistic, individualistic, impulsive, moody, perceptive, rebellious, restless. Now that is an attractive list in many respects, and fine human beings may be painted by these words, but they clearly differ in important ways, at least in self-image, when they are compared with their more orderly classmates from the other cultures. The research of social psychologists and the experience of teachers has also shown activists to be bright and generally nonreligious, nonconformists in an intellectual sense but not with any compulsion to practice obvious nonconformity. They generally have a strong intellectual orientation, although they are not immune to anti-intellectual positions and tactics.

So much for a profile of their attitudes; what are their beliefs? There is no monolithic body of doctrine common to today's student radical.

A few subscribe to doctrines of the old Left, but more are inclined to the eclecticism of the new Left. Their fundamental values are not essentially different from yours and mine, but they differ markedly from us in their assessment of the extent to which those values prevail in our way of life. We share with them a belief in democracy, in humanitarianism, in egalitarianism, in justice for all, and so on through the platitudes of a political platform. But they would say to us that we stand so blinded by our hypocrisies that we fail to realize the extent to which our values have been diluted by the hundreds of compromises we have made. And at this point we come to a crucial difference between their view and ours. We take a long view of our history. In our eyes negotiation, conciliation, compromise and the many other liberal tactics familiar to us all have produced whatever triumph of democracy and justice we see in the world—and we *do* see a triumph of those values, however incomplete. And the glaring failures we see at this moment we regard as a momentary aberration, rather than an indictment of our tradition.

The impatient student activist takes a shorter and less friendly view, however. He sees our liberal techniques of discussion, conciliation and compromise as responsible for the dilution of our values and for our failures to achieve their triumph. In short, these students share the highest values of our tradition at the same time that they reject the assumptions of our establishment.

Some observers have pointed out that the modern student activist, instead of having an ideological system, has a sense of moral outrage at the injustices and failures he sees in our society. He reacts to specific issues. He raises everything to the level of principle and insists on dealing with it there, without compromise or negotiation. This tends to make his morality absolutist and his analysis simplistic. For all of his high intelligence this tendency often leads him to take anti-intellectual

positions. One writer has summed this up by characterizing them as "all heart—no head."

Our conflicts with student radicals have derived not from arguments over morality, but from differences over tactics and methodology. The tactics of the radical up until the present have tended to be abrasive and confrontational. In considerable part I believe that this was a mistaken derivation from the recent history of the civil rights movement. The first of the student sit-ins that became the model for activists elsewhere were those by Negro students in North Carolina. The technique was effective and it spread rapidly. The common derivation was that what worked was bodies on the line. Horizontal protest eclipsed in popularity such old-fashioned techniques as petitions and negotiations. In a pragmatic society the inevitable happened. Each new problem was met by new applications of confrontation and the studied use of civil disobedience, with bodies on the line. People sat-in, prayed-in, waded-in, and in various ways used their bodies to bring some part of the establishment to a halt. Students were often involved in these activities and they brought the techniques back with them to our campuses.

But I think they misread their own history—with tragic results for the aborted civil rights revolution. Those students who started the revolution produced a force for change, but it was not simply because they laid their bodies on the line. Rather it was because the witness of their presence focused national attention on an injustice we had managed to avoid seeing. By illuminating that injustice they created a strong moral force for its elimination. It was the moral force thus created that made possible a succession of reforms in our society. But too many activists believed it was their coercive force alone, rather than the moral force which derived from their witness, that was responsible for victory. They became committed to a technique which soon became as repugnant to many Americans as the evil

against which they were directing it. The result has been a moral backlash which has injured the causes they sought to serve. Their misreading of history has nearly killed the civil rights movement, at least that non-violent, integrative phase of it to which so many of us became committed. And it has similarly produced a reaction against them on university campuses. They learned too late that while public attention is easy to attract, public sympathy is as easily alienated.

While the student activist subculture is not committed to a single political or economic ideology and is generally not interested in doctrine, there is nonetheless an important ideological basis for much of the conflict between activists and university administrations. The conflict stems from opposing versions of the nature and purpose of the university in modern society. Most faculty perceive a university as a center of learning, with the dual functions of preserving and disseminating knowledge on the one hand, and of advancing it on the other. They live comfortably enough with the perpetual tension between the university as a conservative force, preserving knowledge and values, and its constant potential as a revolutionary one, because of the change provoking potential of new knowledge. They may see revolutionary implications in their discoveries, but they do not see the university as a direct agent for social or political change.

The New Left, however, sees the university as its best hope for a powerful instrument to provoke what they believe to be needed change in society. They wish to force it into complicity with them as a revolutionary agent. The extremists among them would actually prefer to see universities close down than to see them continue to function as conservatizing agents in society. At least they would not then turn out another generation of men and women who would perpetuate the despised establishment. Fundamentally different concepts of a uni-

versity thus lie behind and give an ideological character to the conflict between student radicals and university administrations. This accounts for the adversary posture we have toward one another. It also accounts for the ambivalence so many of us must suffer as we find ourselves in opposition to young men with whom we share so many goals and values, even though we reject their idea of the university and find their tactics abhorrent.

I hope that this taxonomy of student life is helpful in giving a balanced view of the student scene today. But the approach has liabilities of its own which may be counteracted, in part, by an attempt to indicate some characteristics in a profile of a typical university student today. We have some data for this because last fall the American Council on Education administered a test to a large number of freshmen entering several hundred American colleges and universities. Some of the results are both interesting and reassuring. When these students were asked to identify those goals which they regarded as most important for their lives, they chose the following, listed in declining order:

(1) to help others in difficulty, (2) to be an authority in one's own field, (3) to keep up with political affairs (how reassuring that this rates higher than keeping up with the Jones's), (4) to succeed in one's own business, (5) to be very well off financially, and (6) to obtain recognition from peers. Now all of those may not be equally attractive, but they do embody most of the classic American ideals, and the ranking reflects a fine sense of values.

When these same students were asked to select from a list of possibilities those traits which they thought distinguished them, these characteristics lead: (1) being understanding of others, (2) academic ability, (3) a drive to achieve, (4) cheerfulness, and (5) stubbornness (now we are beginning to recognize them).

When they were asked to place themselves in a political spectrum, 19 percent of those quarter million students saw themselves as more liberal than average, whereas 15.3 percent saw themselves as more conservative. The remainder presumably saw themselves as part of what campaign rhetoric calls the mainstream of American life.

With regard to those habits we tend to correlate with moral behavior, their "confessions" suggest the following: In the year preceding admission to college: 53.5 percent drank beer, 37.7 percent gambled, 20.6 percent cheated and, 16.6 percent smoked and would you believe it, more attended church than the movies. I hope you find that general picture as encouraging as I do.

Late last year on our own campus there appeared a table bearing a sign which read, "Tired of Protest, Wear a Friendly Button." The messages have tended to be lighthearted, if irreverent. Samples include, "Our God Lives, Sorry about yours"; "Chastity is its own punishment"; "Save Rent, Move in With a Friend"; "Nietzsche is Dead, signed God." I would hope that we may yet be approaching on our campuses the year of the friendly button, not to signal the death of protest, but rather our own ability to shape it into a creative force in our society. Fortunately, my assignment was to describe contemporary students, not to offer counsel about alumni. But the one quickly becomes the other and so I predict for you an exciting future. END

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THE AKA CHAPLAIN

by The Rev.
James G. Emerson, Jr.

A chaplain can be seen in two ways. His function in the fraternity can be strictly ceremonial and—except for installations—largely irrelevant. Or his function can be personal and highly important for a chapter in a day of change.

For my own part, I reject the ceremonial view. Ceremony in itself will mean nothing if not placed in the context of purpose. What is the purpose of being in college? For that matter, "what am I doing with my life?" These and related questions can find expression in the ceremonies; but one thing is sure: outside of those questions, the ceremonies are just a show that is produced more or less well.

From the time he begins as a freshman until he graduates, any college man—who thinks—will have different views of his purpose. As his ideas change, and as he grows, his understanding of "Alethia Kai Logos" had better change too. Otherwise, the chapter is not doing its job in helping a boy become a man. Thus, in private and group conferences, in pledge meetings and with the activities, the chaplain has the function of helping provide for personal growth within the house.

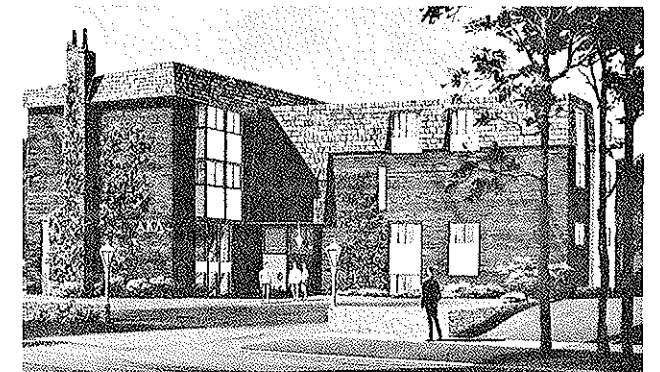
As the National chaplain, I invite any chapter that would like guidance in this area to be in touch with me personally. Letters may be sent by way of the national office or simply addressed to me at Larchmont, New York, 10538. In addition, I hope to have regular notes in future issues of Logos—thanks to the Editor's invitation—which may be of general help.

New Houses

New chapter house construction begun in May, 1967 at Kappa Chapter was completed in October of last year. The \$300,000 facility at Purdue houses 64 men in two-man study rooms and separate dormitories. Study rooms are grouped into five areas allowing students with similar interests and study habits to work together. Other features of the house are the two story central entryway, large formal living room on the first floor and the dining and lounge areas on the lower level.

Dedication of Kappa's new home took place on October 26, 1968. Dr. H. George DeKay, past National President and long time board president of Kappa, was honored by the establishment of an award in his name. The presentation of the award was made to Robert Sprunge posthumously for his efforts and dedication in helping to make the new chapter house possible.

Efforts of Alpha Theta Chapter and its board have resulted in the acquisition of a chapter house at Wisconsin State in Eau Claire. The two story stucco home is situated on a nicely landscaped lot and provides living space for forty members.



Kappa, Purdue



Alpha Theta, Wisconsin State

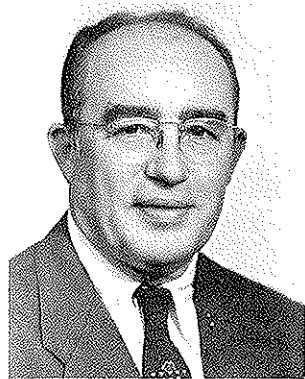
NEWS BRIEFS



The Rev. James G. Emerson



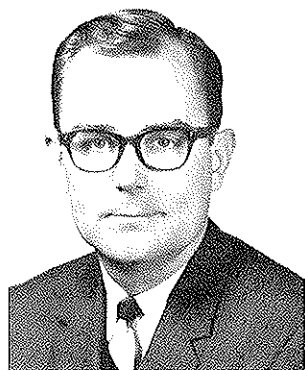
Dr. John L. Wilson



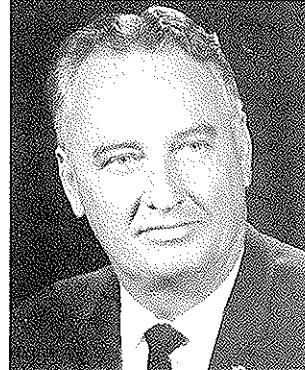
Dr. E. G. Williamson



J. Linwood Johnson



Robert E. Gable



C. E. Brehm

New National Chaplain

The Rev. **JAMES G. EMERSON, JR.**, Stanford '46, has accepted the position of AKL National Chaplain. He graduated from the Princeton Theological Seminary in 1949 and earned a Ph.D. degree from the University of Chicago in 1959. Since 1959 he has been pastor of the Westminster Presbyterian Church in Bloomfield, N. J.

Brother Emerson's activities have included serving as a University Fellow at the University of Chicago, chairmanship of the United Presbyterian Council of the New York Metropolitan Area, and serving as delegate to several World Student Christian Federation Conferences in Europe. He is the author of the books, **Divorce, The Church, and Remarriage** and **The Dynamics of Forgiveness**. He founded the Family Camp Program of the New York City Area Presbyterian Churches. A native of California, Emerson is married and has three children.

Bishop Lauds Youth

BISHOP JAMES CHAMBERLAIN BAKER, Illinois Hon., who will be 90 in June, was the subject of a recent article in the Los Angeles Times. Bishop Baker, the Methodist prelate who founded the Wesley Foundation 63 years ago, says that his current concern is youth—"not that America's young people are, in his view going wrong, but that they are heading right, and they need the support of their elders", to quote the Times article. "I think that in this day we have got to do everything we can to keep the so-called 'good' people from developing a backlash against the black man and youth alike," he said in an interview in his Claremont home. "We had better get back to this revolutionary movement. It's a step toward better things."

General Smith Interviewed

GENERAL OLIVER P. SMITH, California '16, was interviewed last fall in the San Francisco Chronicle. The 74 year old four star general of

the Marine Corps recalled some of his 38 years of service which began in World War I and carried him to the command of the First Marine Division in Korea in the winter, 1950. It was there he led his men through the bitter fighting and perilous circumstances at Chosin Reservoir.

Since his retirement in 1955, General Smith has largely divorced himself from military activities. He reads and studies works on warfare and raises roses in his garden at his Los Altos home.

Top Photographer

PERRY C. RIDDLE, Kansas State Teachers '59, staff photographer for The Chicago Daily News has won one of the two top prizes in the 26th annual Pictures of the Year competition sponsored by the National Press Photographers Association. Riddle received the title "Newspaper Photographer of the Year". The award is based on a portfolio of work of the preceding year.

Named College Chairman

DR. JOHN L. WILSON, Michigan '24, was named Chairman of the Board of Trustees of Jamestown College. He is retired as Senior Vice President and Director, Research and Development, of Economics Laboratory in St. Paul, Minn.

He received a B. A. degree from Jamestown College in 1920, an M. A. from Michigan, a B. S. from Jamestown and a Ph. D. from the University of Minnesota in 1933. He directed Economics Laboratories subsidiaries in Norway, Canada and other areas until his retirement in 1963. He began as that firm's lone chemist in 1931.

Receives Honorary Degree

DR. EDMUND G. WILLIAMSON, Illinois '25, was the recipient of an honorary degree from Xavier University. The citation honored him as "pioneer builder of student programs on the university campus, whose sensitive analysis of student drives and needs has provided the base for nationally accepted concepts and principles for the professional handling of student affairs."

38 Years As Treasurer

J. LINWOOD JOHNSON, Penn State '25, has served for 38 years as alumni treasurer of Tau Chapter and its predecessor, Sigma Phi Alpha. He received a B. S. degree from Penn State in

1925 and became alumni treasurer in 1930. Now retired after 35 years with the Ledds and Northrup Co. of Philadelphia, he makes his home in Lansdale, Pa. He has four children and seven grandchildren, one of whom is a member of AKL.

Heads Kentucky Parks

ROBERT E. GABLE, Stanford '55, was appointed by Kentucky Governor Louie B. Nunn to head the parks system for the state. As Commissioner of Parks for Kentucky he oversees the operation and future development of 36 state parks of which 12 are major resorts.

Gable was president of Beta Chapter while at Stanford where he earned a B. S. degree in industrial engineering. He has served as officer or director of several business firms and is an advisory board member of the University of Kentucky's Somerset Community College. He is married and has three children.

Cited By OEO

The Rev. **ROBERT PLAGGE**, Illinois '43, was presented with the Rural Service Award recently established by Sargent Shriver. He is among the first to receive such an award for outstanding community service at the state and local level, the first awards having been made for service in urban areas.

The Rev. Plagge was cited for his work in finding assistance and opportunity for alcoholics and disadvantaged people in New Mexico. He is pastor of the First United Presbyterian Church in Las Vegas, N. M.

According to the Office of Economic Opportunity, the Rural Services Award is for "those individuals and organizations whose dedicated efforts to alleviate the problems of the poor in rural America have helped create a better life for our citizens."

Hunts Big Game

Among the interests of **C. E. BREHM**, Kansas State '32, is big game hunting. His African safaris have produced a number of prize trophies including an elephant head with tusks weighing 70 pounds each. He has hunted big game in North America and plans a trip to the Yukon this year and another African safari in 1970.

Brehm is owner of C. E. Brehm Drilling & Producing, largest independent oil producer in the Illinois Basin with home offices in Mount Vernon, Illinois.

ALUMNI NOTEBOOK



ALPHA, UNIVERSITY OF CALIFORNIA

CHARLES J. BOOTH, '08, is the author of **The Improvement of Reading through Diagnostic Analysis** and is helping to implement the program it outlines for elementary and high schools.

LAMONT CARR, '53, is working on a masters degree in orthodontics at Georgetown University.

LEE JOHNSON, '42, is Southwest Regional Sales Manager for French Line Steamship Company in Dallas.

JOHN B. MATTHEW, '21, paints landscapes and restores paintings in retirement in Sacramento, Calif.

HERBERT M. MOORE, '25, is retired as chief accountant at the University of Redlands (Calif.).

KNOWLES A. RYERSON, '14, was named Berkeley Fellow at the University of California.

EDWIN WADSWORTH, '32, is an architect in Menlo Park, Calif.

BETA, STANFORD UNIVERSITY

PETER C. APPENSELLER, Hon., works for Roche Laboratories in Basle, Switzerland.

ALAIN C. ENTHOVEN, '52, will join Litton Industries after serving as assistant secretary for systems analysis in the U. S. Defense Dept. since 1960.

ALEXANDER I. FAYE, '64, is a captain in the U. S. Air Force.

GAMMA, UNIVERSITY OF ILLINOIS

WALDEMAR B. KARKOW, '48, is president of Photo Instrument Tooling Co. in Yorkville, Ill.

DELTA, UNIVERSITY OF KANSAS

DAVID L. BOYD, '66, is an air force lieutenant and recently won the air medal for air action in southeast Asia.

ROBERT E. JACOBY II, '68, is attending Johns Hopkins Medical School.

MYRON B. MARGOLIS, '59, is a pilot for Continental Airlines and is the holder of ten decorations earned in combat in Viet Nam as a captain in the U. S. Marine Corps.

ZETA, UNIVERSITY OF MICHIGAN

ALEX C. BURR, '21, is an engineering consultant to the United Christian Church of Thailand in Bangkok.

ETA, WASHINGTON STATE UNIVERSITY

JAMES N. AMSBERRY, '64, is in sales management with the H. D. Baker Co. in Tacoma, Wash.

ROBERT G. HYDEN, '54, is a major in the U. S. Air Force and was awarded the National Safety Council President's Medal for saving the life of a man trapped in an excavation at Camp Springs, Md.

DAVID D. SCHINDELE, '63, is a project engineer at the Hamilton Standard Division of United Aircraft Corp. in Connecticut.

THETA, UNIVERSITY OF WASHINGTON

ROBERT G. BLIESNER, '61, is a systems analyst for Computer Planning Corp. in Torrance, Calif.

IOTA, KANSAS STATE UNIVERSITY

GARY L. BUNNEY, '63, is a captain in the U. S. Air Force.

STEPHEN L. KRUEGER, '70, is a student at the University of Munich, Germany.

LARRY D. LOOMIS, '64, is a senior engineer for Motorola, Inc. and is working on a master's degree at Arizona State University.

JOHN C. MORRISSEY, '60, is an air force captain and has received his fourth award of the Distinguished Flying Cross flying an F-105 in southwest Asia.

MAURICE P. SCHRAG, '61, is a research engineer for the Carter-Day Company in Fridley, Minn.

LOUIS J. SMITH, '33, is retired in Fredonia, Kansas.

WILLIAMS A. SMULL, '69, is an air force first lieutenant and pilot.

KAPPA, PURDUE UNIVERSITY

EARL E. SWARTZLANDER, JR., '67, is attending graduate school at the University of Colorado.

LAMBDA, KANSAS STATE TEACHERS COLLEGE

DAVID R. SMALL, '64, is a claims representative for Motors Insurance Corp. in Topeka, Kansas.

DON C. WILHELM, '61, is head basketball coach at Bethel College in North Newton, Kans.

XI, NORTHEAST MISSOURI STATE TEACHERS COLLEGE

DAVID A. ENGLE, '63, is an air force captain flying refueling support for SAC in southeast Asia.

JOHN B. THOMAS, '63, is studying for a masters degree at the University of Missouri.

GARY W. TRIMBLE, '67, is serving in the U. S. Army.

OMICRON, UNIVERSITY OF THE PACIFIC

BRADLEY N. BROWN, '66, is an army first lieutenant in military intelligence.

ERNEST W. MERRO, '59, is with the U. S. Air Force in Weisbaden, Germany.

PAUL STAGG, JR., '66, is an air force second lieutenant supervising aircraft electrical and instrument systems repair.

RHO, EASTERN ILLINOIS UNIVERSITY

KEITH R. WISE, '64, is a first lieutenant in the U. S. Air Force and is a space systems operations officer at Eglin AFB, Fla.

SIGMA, CENTRAL MISSOURI STATE COLLEGE

CARL R. BROWN, '58, is a high school band director in West Columbia, S. C.

TAU, PENNSYLVANIA STATE UNIVERSITY

ROBERT W. NEIDERMYER, '66, received a master of science degree from North Dakota State University and is studying for a Ph. D. in agronomy.

PHI, OREGON STATE UNIVERSITY

PETER C. KROK, '68, has been commissioned a second lieutenant in the U. S. Air Force.

JERRY D. STAFER, '65, is a sales representative for Texaco in Portland, Ore.

ALPHA BETA, UNIVERSITY OF ARIZONA

HARRY R. FURNEY, '65, is an air force captain and chief of the architecture branch of the Aerospace Defense Command headquarters at Ent AFB, Colo.

ALPHA GAMMA, WISCONSIN STATE UNIVERSITY

ARTHUR N. McBAIN, JR., Hon., was re-elected for a fifth term on the LaCrosse (Wis.) County Board.

ALPHA ZETA, NORTHWEST MISSOURI STATE COLLEGE

JERRY C. PATEE, '68, was commissioned an ensign in the U. S. Navy.

ALPHA ETA, McNEESE STATE COLLEGE

DONNIE DAVIDSON, '68, is an army second lieutenant serving in Viet Nam.

ALPHA IOTA, UNIVERSITY OF WYOMING

DIXON SMITH, Hon., is assistant for academic affairs in the Denver office of the Trustees of the State Colleges of Colorado.

ALPHA KAPPA, COLORADO STATE UNIVERSITY

FRANCIS A. BULAWA, '68, works for Shell Chemical Co. in Denver.

DENNIS L. SCHILZ, '67, farms with his father in Brule, Neb.

ALPHA LAMBDA, NORTHERN ILLINOIS UNIVERSITY

WILLY C. EIFLER, '68, is serving in the U. S. Army.

ALLEN D. JOHNSON, '67, is serving in the U. S. Army in Viet Nam.

CHARLES W. McKEON, '67, works for IBM Corp. in Honolulu.

ALPHA NU, WASHBURN UNIVERSITY

DONALD R. LONGREN, '67, is serving in the U. S. Army.

OMEGA CHAPTER

Bernard Albert Behlau Jr.
Central Missouri '63

Harold H. Brown
Washington State '33

Clifford Wesley Friend
Michigan '34

Osman Ranson Hull
California '13

Andrew Bernard Matthiesen
Illinois '30

James Henry Markus
Arizona '68

Charles Vincent Porter
Kansas St. Teachers '64

Thomas Rex Routh
Illinois '23

Lloyd F. Smith
Kansas '30

Maynard Nesbitt Southworth
Michigan '30

Wallace Beeson Swank
Purdue '35

RECENT INITIATES

WISCONSIN, LACROSSE

December 14, 1968

Terry Michael Murphy
Robert Edward Beourain
Randall Joel Trollap
William John Kelly Jr.
Greg Richard Mattison
James Russell Barry
Dana John Ford
Mark Edward Frey
David Raymond Nelson
Thomas Walter Tepper
Barry Roos Snider
Thomas Alan Lehmkuhl
Gilbert John Schmitt
Thomas Joseph Robak

WISCONSIN, OSHKOSH

September 17, 1968

Kenneth Floyd Adams
David George Arps
Joseph John Bopppe
James Olen Ballsieper
Gary Cecil Beede
Bernie Jay Gallas
Dean Frederick Garry
Richard Gene Habighorst
Robert Leonard Jacobson
James Lee Jorgensen
Roy Martin Scholtka
Alan Sheridan White

N. W. MISSOURI

September 23, 1968

James Allen Costello
January 11, 1969
Gary Earl Esbeck
Mark Delano Kyhnn
Joseph Wayne Nichols
Joseph Richard Fleming Jr.
Leonard Roscoe Lenihan Jr.
Joseph Frank Marotta
Theodore Morgan Jr.
Dennis Franklin Wothers
Walter Joseph Yadusky
Gene Ernest Fundum

McNEESE

September 15, 1968

Bruce Robert Fraser
John Ray Gommage Jr.
Michael Oscar Reed
Elliott Wyatt
January 19, 1969
Spencer Franklin Cole
Roger Joseph Eisner (Hon)
Robert Brock Lawes (Hon)

WISCONSIN, EAU CLAIRE

September 1, 1968

Neil Curtis Browning
Joseph Michael Ferrara
Frank Joseph Hoffmann III
Paul Anthony Romanski

December 12, 1968

Rodney Wayne Christianson
Paul Edmund Kerkuliet I
Allen Paul Klah
David William Landgraf
Barry Brian Landowski
David Lee Mueller
Norbert Charles Peil
Albert David Sirianni (Hon)

WYOMING

September 5, 1968

William Dwight Nygran Jr.

October 6, 1968

Forrest Mason Powars
John Andrew Zabre
Kenneth Martin Jensen
Dennis James Brobec
Homer Dee Wells (Hon)
Jeffery Sheldon Halverson (Hon)

February 2, 1969

James Lee Gibson
Lincoln Dale Eisler
Steven Kenneth Kurtz
Bart John Walker
Mark Douglas Olsen
Larry Joseph Gossman
Dean Ralph Enix
Mickey Thomas White
Thomas Alan Changstrom
Richard Bruce Jennings
Richard Steven Zimmerman
Raymond Douglas Bussard
John Seitz
Wayne Lawrence Gras
Brady Neil Joseph Jerome Kraft

COLORADO STATE UNIVERSITY

October 12, 1968

John Avery Suttler

January 26, 1969

David George Stewart
David Lynn Dornan
January 26, 1969
Lynn Dale Wakeman
Mark Edward Herman
Monte Robert Watson
Harley Dick Dillard
William Howard Plumb

N. ILLINOIS

October 6, 1968

Lawrence Michael Gorski
Robert Gary Gilbert
Kenneth Brian Gerardi
Thomas Lee Sanders
Thomas Carl Nelson
Frank Carl Wegzyn
Donald Paul Jacobsen
Dennis Bernard Ball
Richard Anthony Lapetina
Glenn Philip Sapa
Bryan Wesley Swank
Willard William Soltwisch Jr.

December 15, 1968

Thomas Kenneth Splayt
Walter Henry Ballerman Jr.
Wayne Joseph Walz
James Edward Coughlin
David Bruce Wolf
Larry Michael Corcoran
Antonio Guillermo Barreda
Charles Leo Gahala
Donald Fred Krueger
Frank William Martin
Timothy Carl Klotz
Glen Arne Erickson
Joel Leonard Moen
John Leonard Nuzzo
John Vincent Landon
John Francis Piha
Charles Paul Holinka
James Richard Kostek
Dennis Walter Gibula
Gregory Joseph Krynski
Ray Allan Diehl

Roger Kevin Klamm
Stephen Rollin Haines
Joseph Michael Zouvas

ARKANSAS

September 28, 1968

Charles Hooper Hight
Paul Sloan Rainwater
Joe Dolan Phelps
James Walter Clark
Charles Edward Baier
James Earl Cotton
Christopher Louis Macioce
Gerald Grank Hadapp Jr.
Timothy Alan Larson
Thomas Charles Fleenor

March 2, 1968

Ronnie Hommers

February 23, 1969

William Herbert Ayers
Leslie Allison Owens
Richard Pete Greiner
Robert Keith Cochran
Dennis Edward Graham
John Lawrence Armstrong
Robert Alger Pomeroy
James Authur Boyer
William Stephen Lair
David Cairnes Johnston
Richard Craig Downing
Van Anthony Gearhart
William Glen Gilbert
Karl Stuart McMinn

WASHBURN

September 29, 1968

Edward Russell Moses IV
Kirk Sanborn Weillepp
John Warren Zimmerman

February 9, 1969

Kerry Stephen Clements
Steven Wayne Trinkle
Patrick Edward McKenna
Gary Allan Harding
Steven Louis Gaskell
William Edward Thompson
Stephen Lee Upton
Truman Charles DeHaemers
Terry Lee Brumm

U. OF COLORADO

October 14, 1968

Charles Fred Grater II
Ronald William Dusterdick
Richard Bond Leeds
Larry Wayne Hopf
Harry Edwin Hefty

MONTANA

October 26, 1968

Allan William Eve

U. OF TEXAS

October 4, 1968

Charles Marshall Campbell
William Matthew Heaton
Billy Carl Hahn Jr.
Sanders Lee Posner

February 14, 1969

John Stephen Dryden
James Barto Arnold, III
Paul Andre' Leche
Carl Leslie Boren
Roger Jerome Burnett
Richard Alan Schultz
David Larry Carson
John Robert Christie
Roger Hugh Pitts
Harvey Lee Case III
Sammy D. Garrett

TEXAS, EL PASO

March 2, 1969

Richard Allan Peters
William Kyle Baird

U. OF NEW MEXICO

October 26, 1968

Jimmy Milton Best (Hon)

February 8, 1969

Bruce Alan Briggs
Thorne Allen Davis
Robert DeWitt Hindi
Edmond James Jeung
John Spencer Abney
Wayne Howard Albright

February 8, 1969

Ednen Alex Hindi
Francis Joseph Kruse
Richard Daniel Sakasitz
William Francis Hannahon
David Michael Putnam

ALLIANCE

January 12, 1969

Thomas Francis Gillard Jr.
Thomas Joseph Accomando
Thomas Andrew Roslonski
James Michael Kramer
Conrad Joseph Sobczak
Thomas Henry Rowan
Gregory Michael Kinowski
Patrick John Carr
Thomas Joseph Welan
James Henry Bytnar
William Paul Yost
Joseph Albert Prazenica
John Joseph Keenan

NEBRASKA WESLEYAN

September 14, 1968

Charles Steven Sydoryk

February 16, 1969

Charles Herbert Jackson
Robert Steven Shires
Paul Wayne Snyder
Darral Robert Petersen
Robert Warren Mulmquist Jr.
Robert Eugene Linman
Thomas Lee Jensen
Jon Michael Jelinek
Jerry Alan Rajewich
Harry Nicholas Sourapas
Kern Edwin Wisman
Roger Bruce Matthews

IDAHO

December 7, 1968

Philip Lee Hendrickson

February 8, 1969

Brian Louis Pairier
Peter James Whitford
Donald Ernest Beck
Donald Charles Litchfield

KANSAS STATE, PITTSBURG

December 14, 1968

Merrill Robert Cunningham
Timothy Gerald Donovan
Dennis Loren Goodwin
Kent Eugene Hansen
Joseph Charels Heptig
Merle Hess Jr.
David Jones Hull
Kevin Craig Jones
Robert L. Deith
Richard Gerald Meridith
Larry Paul Meyer
Donald Allen Moffatt
Philip Sidney Petruzzelli
Charles Glenn Powell
Paul David Rehbehn
John Henry Scheer
Rex Daniel Smith
Edward LaVerne Taylor

January 8, 1969

Byron Culbertson Maddox III

February 10, 1969

Steven Patrick Sturgeon

February 17, 1969

Donald Lee Wakefield

DON'T GET HUNG UP ON PLEDGE UNITY

by Ron Seibold,

AKL Staff Representative

Many good pledge education programs have failed to be successful because the chapter membership was hung up on a concept called, "pledge class unity."

I am not sure when the idea of "pledge class unity" first crept into fraternity jargon. I am also not sure why it crept in to begin with. But I wish increasingly that it would creep out. I wish that fraternity men would stop labeling "pledge class unity" as something wonderful to behold, i.e., a goal of pledge education. If a pledge program accomplishes pledge class unity, in the traditional sense, the pledge program has probably been a failure rather than a success.

An extremely important goal of pledge education is the integration of the pledges into the total chapter program. In other words, the pledges should feel, after a term of pledgship, a strong identification with the entire chapter (members and pledges), not his pledge class.

When a pledge program becomes hung up on the pledge-class-unity bit it causes the pledges to identify more with their pledge class than with the fraternity. The pledge class becomes a group separate to itself instead of a part of the "whole", the chapter.

Having a cohesive group of pledges is nice, but the goal of chapter unity cannot be stressed enough.

Pledge class unity, in the traditional sense, is usually in conflict with chapter unity. Often a fraternity that believes in strong pledge class identification is plagued with internal cliques composed of one-time pledge classes. In general, pledge class unity is not a virtue of a pledge program but a fault.

Certainly, some degree of cohesiveness will and should be encouraged in a pledge class, but it should be directed outwardly rather than inwardly. Esprit de corps among the pledges should result from a feeling of purpose in the total chapter structure.

An effective pledge program should have strong lines of communication with the chapter. A big brother or pledge father system is not enough.

An interaction of both purpose and communi-

cation is paramount in developing a sense of chapter unity among the pledges. Purpose and communication can come about through:

1. **Member Attitudes.** The members have a big responsibility towards helping the pledges to feel a part of the total chapter. If the members assume a superior role over the pledges, it will result in a strong pledge class identification rather than chapter identification. The members should, rather, assume a helpful role with the pledges. Respect should be earned through example rather than through coercive tactics. Respect for a good example is far better than respect for authority.
2. **Decision-Making.** Many chapter decisions should be made by both members and pledges. Many AKL chapters have "good of the order meetings" or "house meetings" in which both members and pledges participate on an equal status. Committee reports, minor decisions (such as service projects, social functions, dress, etc.) should be made during these meetings. Complex decisions (such as elections, etc.) can be reserved for the chapter meeting (members only). As the pledge term progresses and the pledges become more involved in the chapter, more complex items can be included on the "good of the order" agenda.
3. **Committee Membership.** Each pledge should be encouraged to sign-up for a committee post in the chapter. Most committees should have a 50-50 ratio of members and pledges.
4. **Projects and Work Assignments.** Responsibility for work assignments and special projects should be divided equally among the members and pledges. Chapter projects with both members and pledges participating together are far better than "pledge class projects".

The concept of pledge class unity is a purposeless concept and works against the concept of chapter unity. Cohesiveness in the pledge class should be directed outwardly toward chapter-unity. Don't get hung up; pledge class unity is for the birds.

ROBERT W. CHAMBERLAIN, JR., Assistant of Dean of Men at Arizona State University recently wrote an article for the **Shield of Phi Kappa Psi** on "Pledge Class Unity Is For The Birds". Ron Seibold, staff representative for AKL, acknowledges this article as the inspiration and source for many of the ideas expressed here.

The Grapevine

Chapter Information



ALPHA, UNIVERSITY OF CALIF., 2701 Hearst Ave., Berkeley, Cal. Chapter Pres, Robert Ferroggiaro, Board Pres, Robert Wyckoff.

GAMMA, UNIVERSITY OF ILLINOIS, 401 East Daniel, Champaign, Ill. Chapter Pres, Joe Jemsek, Board Pres, Robert Twardock.

DELTA, UNIVERSITY OF KANSAS, 2021 Stewart Ave., Lawrence, Kan. Chapter Pres, Mark Retonde, Board Pres, Marshall A. Havenhill, II, MD.

ZETA, UNIVERSITY OF MICHIGAN, 912 S. Forest, Ann Arbor, Mich. Chapter Pres, Carl Daehler, Board Pres, Thomas Dasef.

ETA, WASHINGTON STATE UNIVERSITY, 602 California, Pullman, Wash. Chapter Pres, James M. Peters, Board Pres, John Wills.

IOTA, KANSAS STATE UNIVERSITY, 1919 Hunting Ave, Manhattan, Kan. Chapter Pres, Craig Zaiss, Board Pres, Gary Lazarus.

KAPPA, PURDUE UNIVERSITY, 417 Waldron, West Lafayette, Ind. Chapter Pres, Stephen Mueller, Board Pres, Richard K. Gilchrist.

LAMBDA, KANSAS STATE TEACHERS COLLEGE, 1215 Sylan St, Emporia, Kansas. Chapter Pres, Steve Hungerford, Board Pres, David Allison Jr.

MU, OHIO STATE UNIVERSITY, 220 East 14th, Columbus, Ohio. Chapter Pres, David Schroot, Board Pres, Dale Niesz.

XI, NORTHEAST MISSOURI STATE COLLEGE 918 S. Osteopathy, Kirksville, Mo. Chapter Pres, Ron Selkirk, Board Pres, Stacy Howell.

OMICRON, UNIVERSITY OF THE PACIFIC, 212 West Fulton, Stockton, Calif. Chapter Pres, Steve Trexel, Board Pres, Bill Guadagnolo.

RHO, EASTERN ILLINOIS UNIVERSITY, 2211 S. 9th St., Charleston, Ill. Chapter Pres, Dan Ryan, Board Pres, A. J. Hoffman.

SIGMA, CENTRAL MISSOURI STATE COLLEGE, B. Fraternity Complex, Warrensburg, Mo. Chapter Pres, Richard Myers, Board Pres, Steve Rustman.

TAU, PENNSYLVANIA STATE UNIVERSITY, Box 739, State College, Pa. Chapter Pres, Ralph Wackenhut, Board Pres, Henry T. Moon.

UPSILON, COLORADO STATE COLLEGE, 1845 11th Ave, Greeley, Colo. Chapter Pres, Maury Ahlman, Board Pres, Claude Evans.

PHI, OREGON STATE UNIVERSITY, 2635 Knapp, Ames, Iowa. Chapter Pres, Jim Anderson, Board Pres, Arthur Hughes.

CHI, CALIFORNIA STATE COLLEGE, P.A. 600 Wood St, California, Pa. Chapter Pres, Emil Litwin, Board Pres, Roger McGary.

PSI, IOWA STATE UNIVERSITY, 2635 Knapp, Ames, Iowa. Chapter Pres, Walt French, Board Pres, Gene Lutz.

ALPHA ALPHA, NEW MEXICO STATE UNIVERSITY, Box 3035, University Park, NM. Chapter Pres, Bruce E. Allen, Board Pres, Jim Kwasny.

ALPHA BETA, UNIVERSITY OF ARIZONA, 1449 N. Cherry, Tucson, Arizona. Chapter Pres, David Schaller, Board Pres, Dr. L. W. Dewhirst.

ALPHA GAMMA, WISCONSIN STATE UNIVERSITY, Student Union, LaCrosse, Wisc. Chapter Pres, Larry Button, Board Pres, Arthur McBain.

ALPHA EPSILON, WISCONSIN STATE UNIVERSITY, 634 Wisconsin, Oshkosh, Wisc. Chapter Pres, Tom Waefler, Board Pres, Dr. Charles Lyons.

ALPHA ZETA, NORTHWEST MISSOURI STATE COLLEGE, 622 N. Walnut, Maryville, Mo. Chapter Pres, Jerry Dyke, Board Pres, Thomas Gossman.

ALPHA ETA, McNEESE STATE COLLEGE, Box 463, Lake Charles, La. Chapter Pres, Mike Reed.

ALPHA THETA, WISCONSIN STATE UNIVERSITY, 101 Summit Ave, Eau Claire, Wisc. Chapter Pres, Kenneth Lipske, Board Pres, Tom Caprioli.

ALPHA IOTA, UNIVERSITY OF WYOMING, Fraternity Row, Laramie, Wyo. Chapter Pres, Terry Felter, Board Pres, Larry Chasey.

ALPHA KAPPA, COLORADO STATE UNIVERSITY, 709 Wagner, Fort Collins, Colo. Chapter Pres, Mike Mooney, Board Pres, Jerry Anderson.

ALPHA LAMBDA, NORTHERN ILLINOIS UNIVERSITY, 910 Hillcrest, DeKalb, Illinois. Chapter Pres, Pete Quigley, Board Pres, Ron Vancil.

ALPHA MU, UNIVERSITY OF ARKANSAS, 10 No. Garland, Fayetteville, Ark. Chapter Pres, Tommy Eanes, Board Pres, Stanley W. Krueger.

ALPHA NU, WASHBURN UNIVERSITY, 1520 W. 17th, Topeka, Kansas. Chapter Pres, Richard Chamberlain, Board Pres, Marilyn Burch.

ALPHA XI, UNIVERSITY OF MONTANA, Lodge, Box 40, Missoula, Montana. Chapter Pres, Jim MacKinzie, Board Pres, Dr. Richard A. Solberg.

ALPHA OMICRON, UNIVERSITY OF COLORADO, 1105 11th St., Boulder, Colorado. Chapter Pres, Ron Lebsack, Board Pres, James B. Dean.

ALPHA PI, UNIVERSITY OF TEXAS, Box 1801, Austin, Texas. Chapter Pres, Stan Spaeth, Board Pres, Garvin Chastain.

ALPHA RHO, UNIVERSITY OF TEXAS, EL PASO, 9116 W. H. Burges Dr, El Paso, Texas. Chapter Pres, Raul Gomez, Board Pres, John Richard.

ALPHA SIGMA, UNIVERSITY OF NEW MEXICO, 1824 Las Lomas, Albuquerque, N. M. Chapter Pres, Ed Cazzola, Board Pres, Edwin A. Jones.

ALPHA TAU, ALLIANCE COLLEGE, 433 So. Main St, Cambridge Sprgs, Pa. Chapter Pres, John Bart, Board Pres, Dr. Edward Owens.

ALPHA UPSILON, NEBRASKA WESLEYAN UNIVERSITY, 5007 Huntington, Lincoln, Neb. Chapter Pres, Craig Mitchell, Board Pres, Gene Swinton.

ALPHA PHI, UNIVERSITY OF IDAHO, 1038 Blake St., Moscow, Idaho. Chairman, Dennis Robinson, Board Pres, Walter Phelps.

ALPHA CHI, UNIVERSITY OF KANSAS, PITTSBURG, AKL House, Pittsburg, Kansas. Chapter Pres, John Scheer.

THE FRATERNITY OF ALPHA KAPPA LAMBDA

Executive Offices: 4700 S. College Ave., Box 964, Fort Collins, Colo.

Founded at the University of California

on April 22, 1914

LEWIS J. BACON, Executive Director
JAMES NUTT, Staff Representative

GREGORY LONG, Staff Representative
RONALD SEIBOLD, Staff Representative

Editor, THE LOGOS, Richard W. Farquhar, 2904 Tulane, Fort Collins, Colorado

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Alfred B. Post, 895 Roanoke Road, San Marino, California
David M. Allen, 155 Montgomery Street, Room 804, San Francisco, California
E. T. Burroughs, 1365 Cass Avenue, Detroit, Michigan
National President, Gail Cleland, 924 Cragmont Ave., Berkeley, California
National President-Elect, Vernon L. Heath, 501 Locust Lane, Robinson, Illinois
National Scholarship Director, Dean O. Clark, 3758 Lyon Drive, Columbus, Ohio
National Chaplain, James G. Emerson, Larchmont, N. Y. 10538

Nat'l. Alpha Kappa Lambda (Housing Corp.)

P.O. Box 13661, Kansas City, Mo. 64199

Chairman, J. Glenn Hahn, Suite 1100, Commerce Trust Building, 922 Walnut Street, Kansas City, Missouri
Marshall A. Havenhill, 4512-2 O'Donnell Heights, Fort Riley, Kansas
Keith Gilchrist, 5613 Skyridge Dr., Indianapolis, Ind.

The Logos Foundation, Box 997, Fort Collins, Colo.

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Chairman and Treasurer
Rev. Gail Cleland, California '09
Eric Bramstedt, Stanford '58

Bradstreet Smith, California '37
Marshall A. Havenhill, Kansas '57
Hugh Alan Gaudie, California '62
Lewis J. Bacon, Executive Secretary

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1933-36	James H. Spencer, Z'31	1960-64	E. T. Burroughs, Z'29
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