



SHIELD & DIAMOND

OF PI KAPPA ALPHA

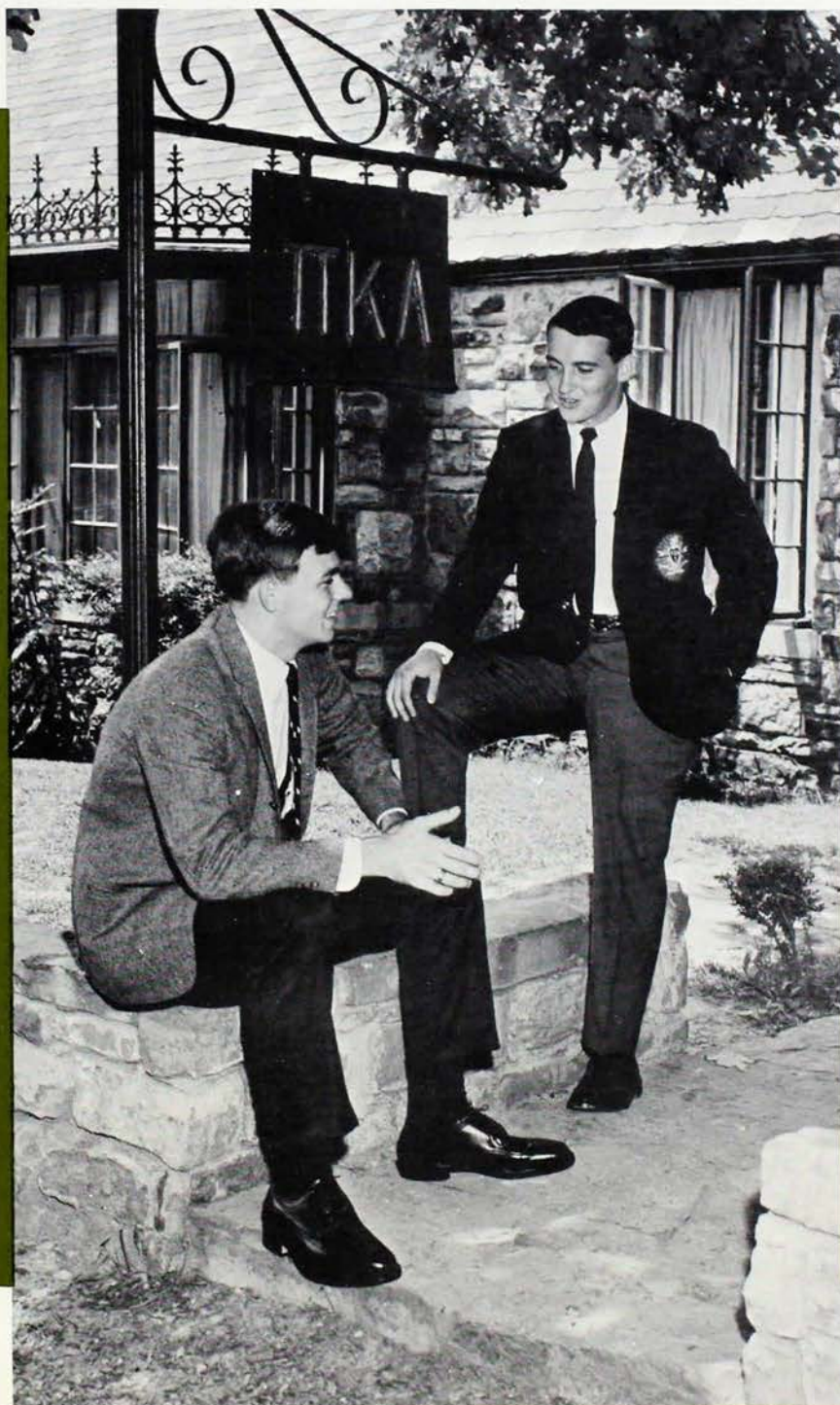
VOLUME 81 NUMBER 1 SEPTEMBER, 1969

RUSH 1969

A Different View

WHO'S IN CHARGE?

A Special Report





THE OBLIGATION FOR EXCELLENCE

Dr. William R. Nester, National Vice President, Region I

As Fall approaches, not only do we begin to anticipate a kaleidoscope of color and a welcome nip in the air as Nature does her handiwork, but also the inner excitement of a new collegiate term with all of its very personal challenges as a person assumes his role in the changing scenes of higher education and our larger society. One should rightly ask, how relevant is fraternity and specifically Pi Kappa Alpha to my educational mission and the real campus world as we enter this new decade? What better time than now to commit ourselves to be a vital part of the action in producing the better man who is informed and takes a stand on the vital issues of the day . . . who has the opportunity for deep and lasting friendships in the increasingly depersonalized settings in which we live and study, and lastly . . . who has an opportunity to develop one's value system and character with the guidelines, support and understanding of brothers who really care?

You might say—why, that is part of the rhetoric of the past. That is part of the first century of Pi Kappa Alpha and has no place in assisting me to get through school and to deal with the day-to-day survival in this confusing morass where it's difficult to determine what is real and important.

My response to you is that the answer has been there for over a hundred years and very rarely achieved. The outline of those farsighted men in 1868 merely needs comparable men of vision in 1969 who are willing to assume an obligation for excellence in translating our primary *raison d'être* in meeting the needs of our brothers of today.

Our Fraternity represents a vehicle that can become a model community within each college and university setting where the individual can develop personally and intellectually. The key to success is attitude—toward each other as men—toward knowledge itself—your collective attitude toward the mechanics of educational processes; reports, exams, research projects, lectures, etc.—your attitude toward achievement and what constitutes success—your attitude in testing any and all ideas in the spotlight of your brothers' challenges and critiques—your attitude in striving to become an educated man worthy of the regard of all whom you deem worthy.

The key has long been one of our symbols. The key to relevance of fraternalism is attitude, in working toward creating a chapter where the obligation for excellence is the hallmark. Where this prevails, the most significant chapters of Pi Kappa Alpha, Century II, are being written.

JOSEPH BENTON, ONE-TIME OPERA GREAT, HONORED BY UNIVERSITY OF OKLAHOMA OPERA THEATRE

High on the list of fascinating people who frequently are told, "You should write a book" is a proud, witty, white-haired professor of music at the University of Oklahoma who has a vast treasury of anecdotes of his life when his name was a household word on three continents.

Joseph Benton (Beta Omicron-Oklahoma), who retired this year after a distinguished career as a leading tenor in grand opera and as a teacher of aspiring singers at OU for 28 years, was recently honored by the University's Opera Theatre in an Opera Gala, featuring excerpts from operas Benton has performed.



Joseph Benton (left), retiring professor of music at the Univ. of Oklahoma, shows David Miles, University senior, the costume Benton wore when he sang the role of Faust during his career in grand opera. Miles wore the costume in an Opera Gala which honored Benton at the Univ. of Oklahoma Opera Theatre.

The famous tenor, who gave command performances for Mussolini and most of Europe's crowned heads, packed in audiences in the top opera houses of Europe, North Africa and the United States under the stage name of Giuseppe Bentonelli. He adopted the Italianized version of his name to please a voice judge who objected to "Benton", not because it was American, but because it sounded too French.

After 512 performances of 51

SHIELD & DIAMOND



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Front Cover: As rush begins at PiKA chapters all over the country, a typical rush situation is depicted between a PiKA member and prospective rushee.

The Fraternity was founded at the University of Virginia, March 1, 1868, by Julian Edward Wood, Littleton Waller Tazewell, James Benjamin Slater, Jr., Frederick Southgate Taylor, Robertson Howard, and William Alexander.

The magazine is published each March, June, September, and December. Copy deadlines are: January 1, April 1, June 1, and October 1.

It is mailed without charge to all members of the fraternity. Please promptly report changes of address—include both old and new addresses.

Direct all correspondence and changes of address to: The Shield and Diamond Magazine, 577 University, Memphis, Tennessee 38112.

ROBERT D. LYNN, Editor

MARTY BULLARD, Managing Editor

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operas, Benton returned to the United States in 1935, and became leading tenor of the Chicago Opera Company. His first appearance with the Metropolitan Opera Company resulted in acclaim from both the audience and critics, and front page headlines in the "New York Times".

Benton, who has been listed in "Who's Who in America" since 1936, returned to the University of Oklahoma after his voluntary retirement from the stage in 1944, to accept an appointment as professor of music and acting head of the voice department.

TURNPIKE 1969

YOUR OPPORTUNITY TO PREPARE FOR A NEW ERA OF FRATERNITY

PATRICK W. HALLORAN, III, *National Rush Director*

On most campuses rush is underway or will be in the very near future. Since rush is a 365 day a year job, those chapters on campuses where deferred rush is used must also begin thinking about their plans for a successful rush program.

The Pi Kappa Alpha Rush Manual, now referred to as the OPERATION TURNPIKE GUIDE, is hot off the press. Some of you have probably already seen it. Due to the necessity for all PiKA's to be aware of the new rushing philosophy and techniques, I have taken excerpts from OPERATION TURNPIKE and they are being printed in this issue of the SHIELD & DIAMOND for the purpose of getting maximum involvement from all the members in meeting their responsibilities in regard to rush.

As your National Rush Director, I encourage each of you to read and discuss the OPERATION TURNPIKE GUIDE. I would be most appreciative of any suggestions or recommendations which will further enhance the quality of this publication. Forward your suggestions to the National Headquarters staff so that we may continually evaluate where we are and where we are going. The future success of PiKA depends on critical evaluation. I personally am not interested in knowing what we have done right as much as I am in depicting those areas where we are wrong or ineffective. We must strengthen our weak links before we can take time to applaud our accomplishments. Thus, I encourage you to be critical and thorough in your evaluation of the National Rush Director's position and programs.

In an attempt to raise the interest in OPERATION TURNPIKE, I am submitting below two segments of the book—the Introduction and The Formal Presentation.

INTRODUCTION

Rush is the vehicle by which Pi Kappa Alpha has grown from its six founders at the University of Virginia to more than 83,000 members. Realizing the importance of Rush, the matter must be approached with the utmost of organization, planning, enthusiasm, and expertise. Since Rush is the foremost operation in Pi Kappa Alpha, we must approach it with the objective being to make it function as an extremely well mechanized machine with all of its parts contributing with maximum effectiveness. The ultimate goal then, is to implement the type of Rush program that will most effectively yield the best pledge class on each campus where Pi Kappa Alpha is chartered.

When considering the demands which a dynamic Rush program imposes, we can readily understand why the psychological, intellectual, and practical methods incorporated may appear to be analogous to those pressures and characteristics of the business world.

Let us explore this analogy further. If a recruiter from General Motors were to come to a university campus for the purpose of recruiting for his corporation the most outstanding individuals graduating from that institution, he would probably use the following techniques in his approach.

The recruiter from General Motors tells the recruit how successful General Motors has been. He, of course, points out all of the reasons, facts, and historical data that would give credence to his point. Fraternities on the other hand, upon making their initial contact, also point out the most significant and successful endeavors which have been accomplished by members of the fraternity and the fraternity at large. Fraternity men offer facts, figures, and a brief historical sketch of how the fraternity began and explain what its purposes, goals, and objectives are. We say that if a rushee pledges Pi Kappa Alpha he will be joining one of the largest and most successful fraternities on the campus. So, we see that the initial contact is one aimed at making a good first impression, while offering a stimulating introduction to our product. Our product, of course, being those associations we establish by meeting the challenges of making ours a better fraternity.

The recruiter for General Motors tells those men he considers to be the most promising of the graduating seniors from that institution, that General Motors has the best executive training program of any of the leading industrial corporations. And further, that it would behoove the graduating seniors to explore this avenue with the utmost of seriousness and objectivity. Is this not the same way that we, the members of Pi Kappa Alpha, initially approach the future pledges during our initial rush interviews? We see the recruiter for General Motors telling his future employee that General Motors has the most dynamic executive training program and that at the end of the prescribed period of time, he will then be rewarded by being elevated to junior executive status. He then will be given additional responsibilities and the opportunity for advancement. This is much the same approach that we use in describing our pledge training program. Pledging upon being successfully completed, affords the opportunity for initiation and membership into what we know is the finest fraternity in the world.

Of course, the General Motors recruiter also explains that if the executive training program is not successfully completed then the termination of the recruit is inevitable. This technique is used to offer a challenge to the recruit and affords him the opportunity to work under, for the first time in his professional career, those inherent pressures which are always characteristic of leaders and outstanding men. Fraternities continue to be analogous with the business world at this point. Fraternities also explain thoroughly to its rushees and later, its pledges, that if the pledge training program is not successfully completed, immediate termination will occur.

General Motors does not always attract those individuals which are more outstanding than others. Certainly, Pi Kappa Alpha does not always succeed in attracting all of those individuals which would eventually make outstanding PiKA's. If we are to compete successfully, and attempt to increase our quality and productivity, we must continue to approach the subject of Rush with renewed vitality and creativity.

The key words in this, the Pi Kappa Alpha Rush Program, are ORGANIZATION—PUBLIC RELATIONS—and SALESMANSHIP. Yes, we find ourselves once again dealing with terminology that is most often connoted to the business world. We can, in organizing our rush programs, categorize every minute detail and activity into one of these main categories. Bearing this premise in mind, let us proceed to meet the most exciting and challenging facet of fraternity life—R U S H ! ! !

THE FORMAL PRESENTATION

Short formal presentations are a must when you have a short period of time to make a lasting impression. In those cases where the rushees visit each house in groups or when there is an established time for their arrival and departure, a formal program is best for the following reasons.

1. A program answers many questions before they are asked.
2. It also presents the calibre of organization that the chapter wants to demonstrate.
3. It allows the chapter to put its best foot forward by pointing out its strong points, i.e., scholarship, athletics, campus leadership, social activities, and comradery.
4. If done correctly a programmed presentation can draw the rushee into an enthusiastic association with the chapter.

Here's how it's done . . .

Have the rushees sit amongst the brothers facing the front of the room. Don't let all the brothers group-up in the back leaving the rushees sitting by themselves.

The rush coordinator, if he is a good speaker, should act as Master of Ceremonies.

Welcome the rushees to the house.

Introduce chapter officers, campus leaders, alumni, have them stand—this lets the rushees see the most out-

standing men in PiKA. Keep this portion of the presentation to three minutes.

A joke or short skit interjected here breaks the formality and the rushees are more relaxed.

The chapter president or the best speaker in the house should be introduced and he should briefly outline the chapter's major accomplishments. He should point to displays—trophies and charts which, strategically located, drive home the facts he is presenting. The program can be lengthened at this point by having the Scholarship Chairman present the scholastic record, if it deserves mentioning; the Intramural Director can list the athletic accomplishments, and the Social Chairman can give an account of what social events are planned for the next year—Don't stress last year's social events because they cannot be relived—Have a calendar for the coming year showing all of the parties—school social activities, etc. The Master of Ceremonies can then conclude by drawing all of these areas together.

A sample closing might go like this—

"Gentlemen, you have seen where Pi Kappa Alpha has succeeded in the past and you are now aware of where it will succeed in the future. Scholarship, athletics, campus leadership and socially we're the champ. We are very proud of our accomplishments—but we are prouder of each other.

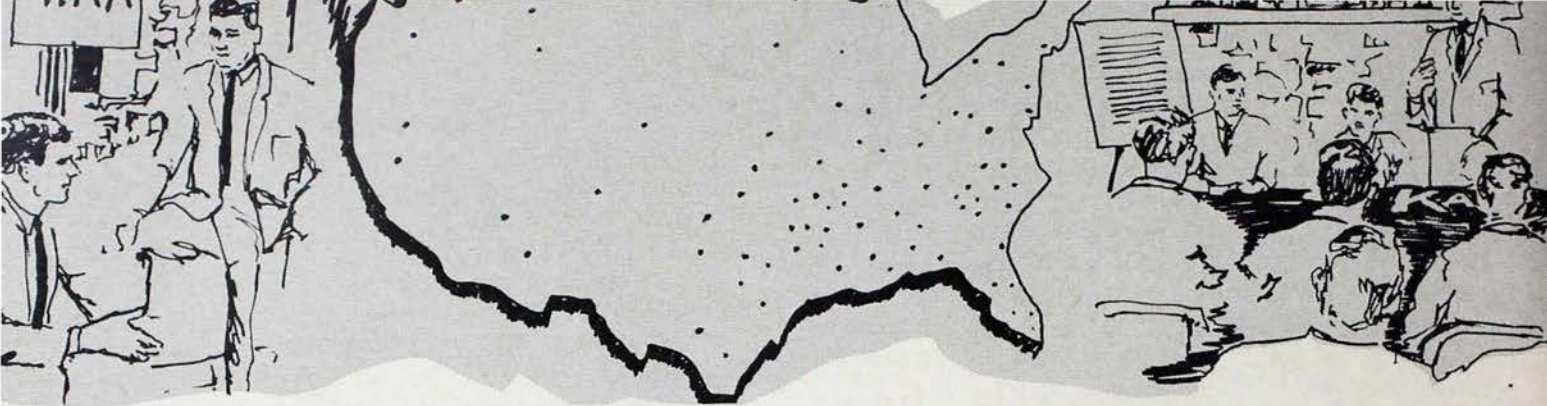
To those of you rushees that have decided you want to be a PiKA, I offer my congratulations because you will never regret being part of this team. And, to those of you that have decided to pledge another fraternity, I also offer my congratulations. And further, I offer to you this last thought. Put every ounce of energy and effort into your fraternity. Because every time you meet Pi Kappa Alpha you're up against the defending champ." Thank you . . .

At this point the brothers should have been cued to stand and give an enthusiastic ovation. This will effect the rushees and many of them will also stand because the conclusion came about so fast and with such an impact that they will be caught up in the snowballing enthusiasm. The rushee will look around him and realize that he is agreeing with what has been said. You've almost got him—let's continue.

The Master of Ceremonies should then ask for the brothers to come forward and sing. This leaves the rushee out and further shows that the chapter is a close knit group that enjoys their brotherhood and doesn't give it to just anyone. A fast-drinking song is usually best with brothers in a semi or full circle around the rushees, arms around the shoulders as in a football huddle.

"Down in Old Virginia" or another serious song should be the finale. The brothers should then quickly break the circle and each go directly to 2 or 3 rushees and take them to get a coke or whatever. They should be just about ready to commit themselves.

This total presentation should be short and to the point, usually around 25 minutes.



WHAT YOU SHOULD KNOW ABOUT PI KAPPA ALPHA

Several fundamentals of rush have been offered on the preceding pages in hope that each chapter can use the suggestions to implement their own rush program. There are so many selling points of Pi Kappa Alpha that it is impossible to mention them all; however, on the following pages we have attempted to present some basic facts about the Fraternity which should be of use to you as undergraduate members. After all, it is *you* who must sell Pi Kappa Alpha to the rushees.

☐ Pi Kappa Alpha is a Greek-letter, secret, social, college fraternity with 147 chapters and five colonies, one of which is in Canada. Founded at the University of Virginia in 1868, it is now 102 years old. PiKA has grown from the six men who founded the Fraternity to a membership of over 83,000.

☐ In a field of 61 national fraternities, PiKA has the ninth largest number of chapters and is tenth in total membership. It is interesting to note that of the eight fraternities larger than Pi Kappa Alpha, five were founded *after* 1868. All of these five have merged at some time in their history with another fraternity in order to increase their size. PiKA is one of the few large fraternities that has never resorted to this action. During the past 20 years PiKA has added an average of three chapters per year.

☐ PiKA has one of the largest National Headquarters and National staff organizations in the fraternity world. Completed on September 5, 1954, in Memphis, Tennessee, the PiKA Memorial Headquarters is one of only five in the nation which was built for fraternity business exclusively. It is dedicated to the more than 500 Gold Star Members of PiKA who died in the service of our country.

☐ The Pi Kappa Alpha Memorial Foundation provides financial aid to members and non-members in the form of scholarships and loans. Today over 5,000 PiKA's have contributed \$25.00 or more to become members of the Foundation. In addition, there are 57 members of the Senior Guardian Chapter (those contributing \$1000 or more), 105 Guardian Members (those contributing \$500 or more) and 1,974 Diamond Life Chapter Members (contributors of at least \$100).

☐ The first issue of the Fraternity's magazine was published in 1890 under the title of THE PI KAPPA ALPHA JOURNAL. The following year the name was changed

to THE SHIELD & DIAMOND and with the exception of 1895, it has been printed continuously. Today considered to be among the leaders in fraternity publications, the magazine is published quarterly and this year will be mailed to approximately 60,000 alumni and undergraduate members.

☐ Pi Kappa Alpha leads Interfraternally!

The longest period of service as an officer of any national fraternity is held by PiKA Robert A. Smythe, who was a Junior Founder of the Fraternity, founder and editor of the SHIELD & DIAMOND, and who served as Honorary National President of PiKA until his death in 1962.

The longest living member of any national fraternity was a PiKA—George Summey. When he died in 1954 at the age of 101, he had been a member of PiKA for nearly 86 years!

The current Vice President of the National Interfraternity Conference is Dr. Robert D. Lynn, who is also PiKA National Vice President and National Editor of the SHIELD & DIAMOND.

President of the National Order of Omega (leadership honorary for fraternity men) is Patrick W. Halloran III, who is serving as Executive Officer of PiKA.

☐ PiKA meets in National Convention every two years, and, in addition, a Leadership School is held every year to afford chapter delegates invaluable study of the various phases of chapter operations.

☐ Pi Kappa Alpha points with pride to thousands of alumni brothers who have distinguished themselves in every major field of endeavor.

Such men are Edward N. Cole and George Russell, President and Vice Chairman of the Board of General Motors, respectively; Dr. James D. Hardy, Surgeon-in-Chief, University of Mississippi Medical Center, Jackson, who performed the first human heart transplant in the Southeast; Chester M. Brown, Chairman of the Board of Allied Chemical Corporation; Movie and TV star Fess Parker; Lee Talley, Board Chairman and past president of the Coca-Cola Company; and Lance Alworth, star of the San Diego Chargers professional football team.

Pi Kappa Alpha has a total of fifteen Senators and Representatives in the U. S. Congress. Perhaps the best known of these is Senate Minority Leader Everett McKinley Dirksen.



• Pi Kappa Alpha leads in business . . . Listed below in alphabetical order are a few of the many PiKA's who are leaders in the business world. Because of space limitation it is impossible to list them all, but a short list of prominent PiKA's must include: Harry C. Anderson, President, Business Equipment Manufacturers' Assn. . . Irving C. Anderson, Vice President & Director, Esso International, Inc. . . Robert D. Bradford, President, American Smelting & Refining Co. . . James L. Buckley, Senior Vice President, Georgia Pacific Corp. . . Russell R. Casteel, Executive Vice President, Olin-Mathieson Corp. . . John M. Clifford, President, Curtis Publishing Co. . . General Theran M. Davis, President & General Manager, Rio Grande Motor Way, Inc. . . Edward S. Donnell, President, Montgomery Ward & Co. . . Sterling W. Fisher, Director of Public Relations, THE READERS DIGEST.

Franklin S. Forsberg, Executive Vice President, Holt, Rinehart & Winston, Inc. . . John E. Horne, President, Investors Mortgage Insurance Co. . . John G. Lutz, Vice President, Ingersoll-Rand Co. . . Charles D. McNeal, Executive Vice President, The Pillsbury Co. . . John M. Mitchell, Executive Vice President, Aluminum Co. of America . . . Donald M. Mounce, Vice President, Campbell Soup Co. . . William E. Parkins, Director of Research, Atomics International . . . C. Jay Parkinson, President, The Anaconda Co. . . Owen LeGrand Scott, Executive Editor, U. S. NEWS & WORLD REPORT . . . Thomas W. Spicer, Vice President-Finance, Western Electric Co. . . and C. Robert Yeager, President, L. G. Balfour Co.

• Pi Kappa Alpha leads in government . . . PiKA has consistently had more members in Congress than any other fraternity, and currently can boast of the largest U. S. Senate delegation of all national college fraternities with 7 members, and has 8 members in the House of Representatives.

Among the PiKA's in the Senate are John Sparkman, D-Alabama; John J. Williams, R-Delaware; Everett M. Dirksen, R-Illinois; Allen J. Ellender, D-Louisiana; Strom Thurmond, R-South Carolina; Frank E. Moss, D-Utah; and William B. Spong, Jr., D-Virginia.

PiKA Brothers who are members of the House include John H. Buchanan, Jr., R-Alabama; Maston E. O'Neal, Jr., D-Georgia; Benjamin B. Blackburn, R-Geor-

gia; Leslie C. Arends, R-Illinois; William M. Colmar, D-Mississippi; Glen C. Cunningham, R-Nebraska; Alexander Pirnie, R-New York; and David N. Henderson, D-North Carolina.

Pi Kappa Alpha has also produced two current State Governors—Louie B. Nunn, Kentucky, and Preston Smith, Texas.

• Pi Kappa Alpha leads in sports . . . Many PiKA's have distinguished themselves in the world of sports. Among these are Glenn Dobbs, Director of Athletics and Head Football Coach, University of Tulsa . . . Jake Gibbs, catcher, New York Yankees baseball team . . . Lynn O. Waldorf, Director of Personnel, San Francisco Forty-Niners . . . and Lance Alworth, star of the San Diego Chargers professional football team. PiKA is *second* among 61 national fraternities in number of members elected to the Football Hall of Fame.

• Pi Kappa Alpha leads in the military . . . From the Battle of Newmarket in 1864, in which a future founder of PiKA carried the colors, to the South Viet Nam conflict, Pi Kappa Alphas have always been willing to defend their country.

Among the notables are: Major Anthony Herbert, most decorated soldier in the Korean War . . . General Courtney H. Hodges, four star general who commanded the First Army in World War II and became the U. S. Chief of Infantry . . . Jack Lucas, youngest man ever to win the Congressional Medal of Honor . . . Brig. General Louis Wilson, Medal of Honor winner and commander of the 6th Marine Corps, District . . . and Major General Richard J. Seitz, Chief U. S. Military, Brazil.

• Other prominent Pi Kappa Alpha alumni include: Ed Cubbon, President, National Intramural Sports Association; Tennessee Ernie Ford, TV personality; and Col. Harlan Sanders, famous for his "country fried chicken".

• PI KAPPA ALPHA HAS INDEED PRODUCED MANY FAMOUS BROTHERS!

More than all of these things, however, Pi Kappa Alpha provides the most important element of all—BROTHERHOOD. Anywhere a PiKA goes he will find a Brother with whom he can associate and have something in common. That's what PiKA is all about!

GREEKS ARE STRONGER THAN EVER

Fraternity people lead our nation and make no mistake about it! Over 80% of the top 500 industrial giants of our country, as tabulated by FORTUNE magazine, are led by Greeks. The same percentage follows among educators, political leaders and professional people.

If it were not for the continued growth of the Greek-letter system, leadership of the country would be in bad shape. The future of our country, despite never-ending problems, is filled with promise and excitement.

As the country grows, so does the demand for young men and women who have been chosen to share the fraternity experience by their contemporaries. Just what is this fraternity experience?

Thousands of people all over the country recently were polled by the National Interfraternity Conference and asked a single question: Why would you want your son or daughter to join a fraternity? The answers, summarized, were:

1. Fraternities encourage superior scholarship.
2. Fraternities increase chances of graduating.
3. Fraternities inspire high standards of conduct.
4. Fraternities create a sense of "belonging."
5. Fraternities develop leadership ability.
6. Fraternities instill a spirit of good citizenship.

All of these points have been proven; yet fraternity people are still attacked by the uninformed.

Today many of our Fraternity members read biased and one-sided attacks on the Fraternity system and supposed "exposes" by leading national magazines. To those who have access to no other material, it is easy to believe that the system is dying a slow and painful death. *Nothing could be more incorrect.* Fraternities have never been stronger, healthier and wiser and they are growing so fast that most Greek leaders are having enormous difficulty keeping pace with the growth.

It is true that the Greek system has always suffered from its image of groups dedicated to social life and nonsense. This just isn't true any longer. Social life is important and we Greeks would be remiss if we did not cultivate and promote the social graces and the fun activities that go with the graces.

Some letting off steam is important for young people and Greeks have learned to channel most of this enthusiasm into projects that enhance the welfare of their respective campuses and communities.

The important thing to understand is that today's students are subject to enormous pressures which we older Greeks never faced. Many of us could not go back to college and make the grade. Human knowledge is increasing at the rate of 100% every 10 years. Some 75% of everything a college student learns today will be obsolete in 25 years; and 50% of what he learns in classes today was not even discovered 25 years ago!

The 98% of our students who do such an outstanding job get very little attention from the national press. But the 2% who march, riot and burn flags get national television, radio, and newspaper coverage and create an impression that they represent the majority.

How often do you read about the thousands of students

who are giving their blood for our fighting men in Viet Nam? How often do you read about the thousands of students who are working with underprivileged children, with blind and crippled children? How often do you read about the thousands of students who spend some of their weekends painting and refurbishing social centers in underprivileged areas? How often do you read about the thousands of students who give part of their allowances to campus charity drives? We could go on and on.

Those of us close to the scene are very concerned over the unfair image the nation's press is giving to today's college student. The least we can do is spread the word among our own and ask that the word go forth at every opportunity. Our fraternity and sorority members are bright, dynamic, concerned and devoted. They deserve our full support!

What about the impression that the Greek system is passing away? As Al Smith used to say, "let's look at the record." Since 1940, the number of established fraternity and sorority chapters across the country has more than doubled. During the past five years, there has been an increase of over 350 fraternity chapters and more than 250 new sorority chapters. New groups are being added at the rate of 70 new men's groups and 50 new women's groups every year. This figure will be even higher during the next five years. Of the 7,500,000 Greeks in the country today, 2,000,000 of them have been inducted within the past six years. Four new members are being added annually for each one who dies. Over 400 *additional* institutions throughout the nation have asked national fraternities and sororities to become established on their campuses in the last six years.

Why do the college administrators want fraternities and sororities on their campuses? The experience of Texas Christian University may give us some answers:

This University had prohibited fraternities and sororities since its founding in 1873. Then, a few years ago, greatly concerned over the lack of student spirit, they conducted a survey to find a remedy. One of the topics of the survey, which was sent to other colleges and universities, dealt with fraternities. Three questions were asked: What has been your experience with fraternities? If you had a free choice would you want fraternities on your campus? What values have you found existent in fraternities on your campus?

The answers to these questions were so overwhelmingly in favor of the fraternity system that Texas Christian reversed its 75-year old tradition and permitted a select list of fraternities and sororities to organize on its campus.

Let us not be fooled by the clamor of those who would throw stones at us. As long as we recognize our failures and meet the challenges of change, the fraternity system will not only survive, it will continue to show growth and success in the future.

EDITOR'S NOTE: *This excellent material reflecting a true and positive picture of growth and vitality in the Greek system was compiled by Phi Mu National Public Relations Director Mrs. George W. Lamb.*

MEMORIAL HEADQUARTERS STAFF UNDERGOES CHANGE



Patrick W. Halloran, III

E. Garth Jenkins, who has served as Executive Director of Pi Kappa Alpha since July 1967, resigned his position on July 31, 1969. During his more than two years as Executive Director, Garth has been concerned with the problems of the college student and the role that Pi Kappa Alpha may play in affecting the lives of its undergraduate members. He has worked hard for a climate in which the Fraternity may contribute more to the lives of its members, both undergraduate and alumni. Garth's contributions have been many and they have been gratefully accepted by the Fraternity and its members. Certainly PiKA's everywhere appreciate his many accomplishments and wish him well as he advances his career in his new capacity as Assistant Dean of Student Affairs at Auburn University.

Patrick W. Halloran III has been named Executive Officer, and will serve in the interim until such time as an Executive Director can be appointed for the permanent position. Halloran, who assumed his duties August 7, brings to his new position a wealth of experience, having been involved in fraternity work and higher education for a number of years. He was appointed Na-



E. Garth Jenkins

tional Rush Director after the Centennial Convention in Richmond, Virginia, and has served as a PiKA Chapter Consultant. He has been a member of the PiKA Leadership School faculty for 3 years.

Halloran received his BA degree in Speech, Radio & Television from the University of Nebraska-at-Omaha, where he was SMC of Delta Chi Chapter, Treasurer of the IFC, and Vice President of the Sophomore Class. He joined the University of Miami-Florida in 1965 as Assistant Dean of Men, where he served as advisor to the 17 national fraternities on campus and worked in student counseling. While at the University of Miami, he completed his Masters' Course in Education-Personnel Administration.

He is active in the Big Brothers of America organization, and is National President of the Order of Omega, national honorary for fraternity men. Halloran is the recipient of Gamma Omega's "Outstanding Alumnus Award" and Zeta Beta Tau Fraternity's Greek Service Award. Radio Station WFUN in Miami, Florida, recognized him with their Distinguished Citizen Award. Brother Halloran is single and a member of the Catholic Church.

WHO'S IN CHARGE?

BY ROBERT D. LYNN, *Editor*



The governance of any social institution is complex. This is especially true of an educational institution in a democratic society.

The current turmoil on our university campuses affects all of us. It is of deep concern to most of us. As a service to our readers we have obtained permission from the American Alumni Council and Editorial Projects for Education to include in this issue of *The Shield and Diamond* a reprint of their copyrighted article, *Who's in Charge?* It is an excellent summary of the "state of the university" today in terms of decision-making.

Every member of Pi Kappa Alpha has a vested interest in the American university system. Tranquility or chaos on the campus directly affects our fraternity and the fraternity system because our collegiate members are concurrently members of the university community. Our alumni members, as parents and as alumni, need to be aware of the interrelated sociological and governmental changes taking place today on campus and in our society.

Two Pi Kappa Alpha alumni are among the leading educators quoted in the accompanying article. Dr. Archie R. Dykes (EZ, East Tennessee State) is chancellor of The University of Tennessee at Martin and Dr. Otis A. Singletary (AI, Millsaps), is currently president of the University of Kentucky.

Trustees, presidents, faculty, students and even the public are re-examining their roles in the governance of the university. Specialization advances rapidly but cultural identification and modification of authority roles lag noticeably. The lack of clear perception of the new roles by the participants in the decision-making process in the academic community often widens the gulf between those who make the decision and those who have the ability to make the *right decision*.

It is timely to ask, *Who's in Charge in Pi Kappa Alpha?* In seeking an answer, we must be careful to ascertain where decision-making really lies—not where some erroneously *think* it lies. This emphasizes the need for continuous two-way lines of communication between the members and "national."

Ultimate authority and decision-making lies with the undergraduate member of Pi Kappa Alpha. By majority vote he adopts chapter by-laws and elects chapter officers. He, likewise, elects his representatives to District Conventions and Leadership Schools. He elects his chapter's voting delegate to the biennial national convention. It is there that national laws are regularly re-examined and modified to keep them currently expressing the will of the "now" generation of student members. Only student delegates are entitled to vote on constitutional matters, or on any law which involves financial changes which affect the student.

The power and authority in Pi Kappa Alpha is Student Power. It is expressed through the chapter and through the national convention. The Supreme Council members and other national officers are elected to implement the decisions and administer the laws of the fraternity between conventions.

Who's in Charge in Pi Kappa Alpha? The student is. The responsibility with which he makes decisions will determine the destiny of our fraternity.

Who's in Charge?

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

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

"Who's in charge there?"

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

"Who's in charge here?"

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

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

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

It is important to try to know.

Here is one reason:

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

Here is another:

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

Here is another:

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

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

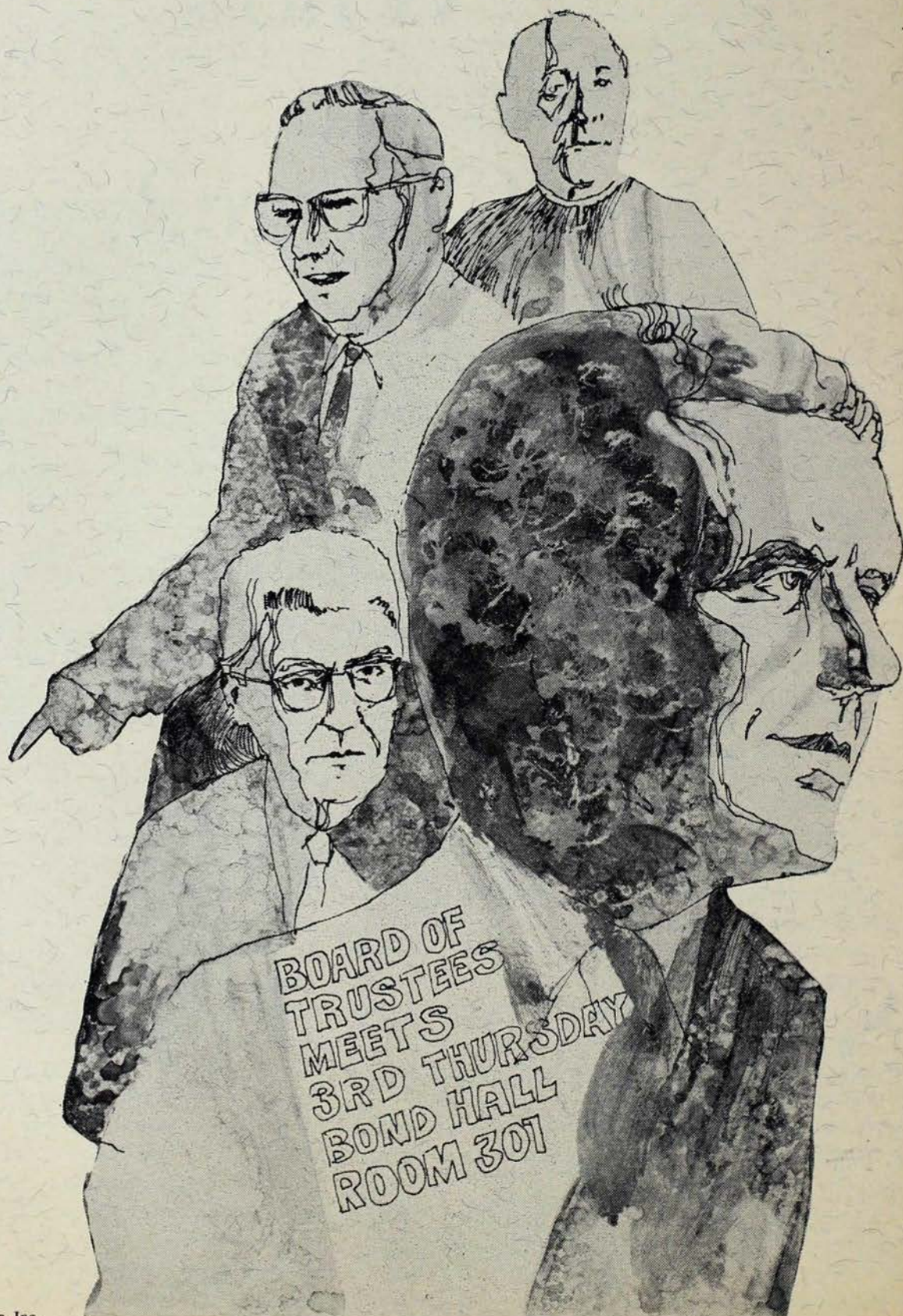
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge—I The Trustees

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mr. Boyer continued:

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

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

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

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

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

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

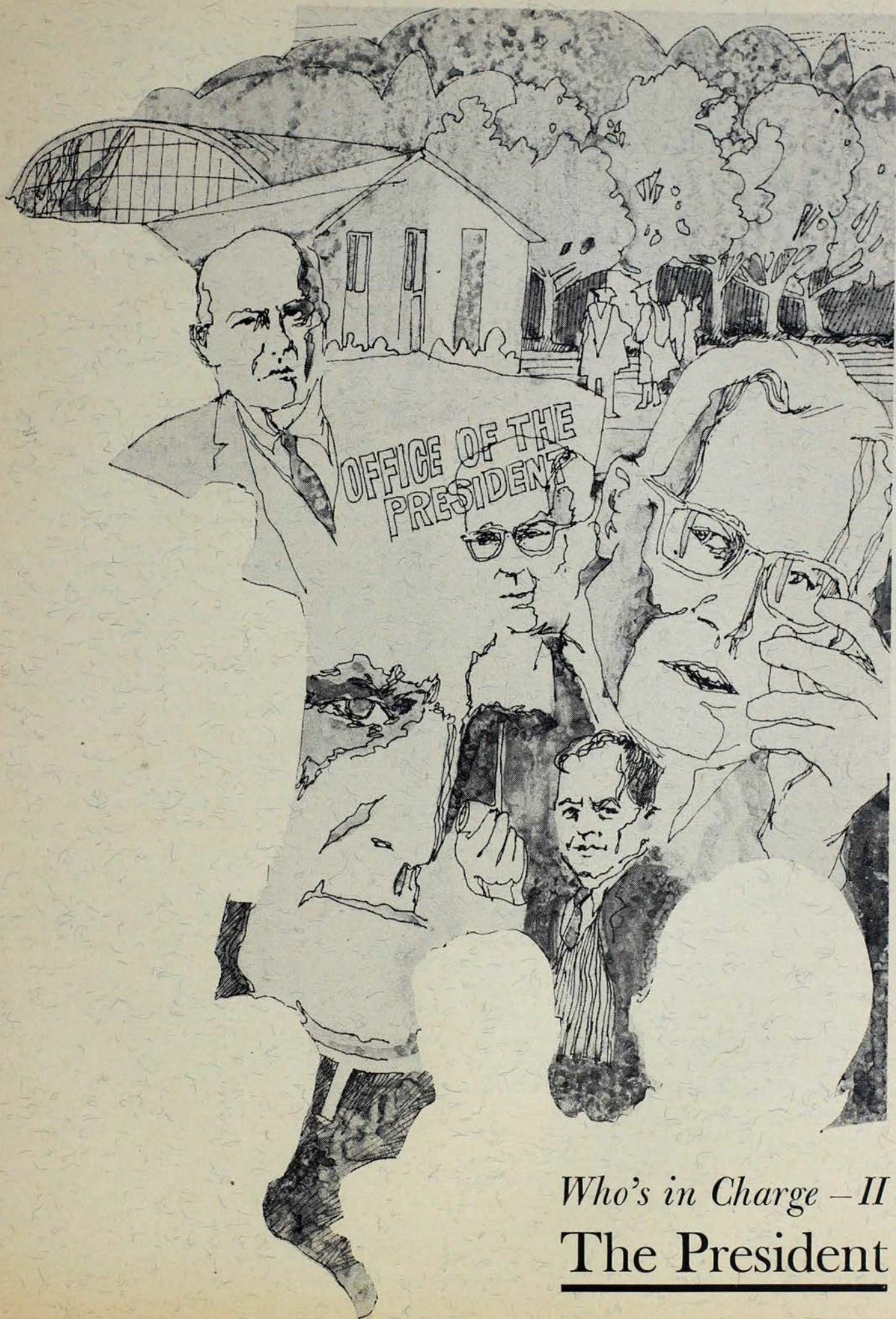
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

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

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

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

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



Who's in Charge – II
The President

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

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

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

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

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

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

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

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

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

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

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

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

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

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

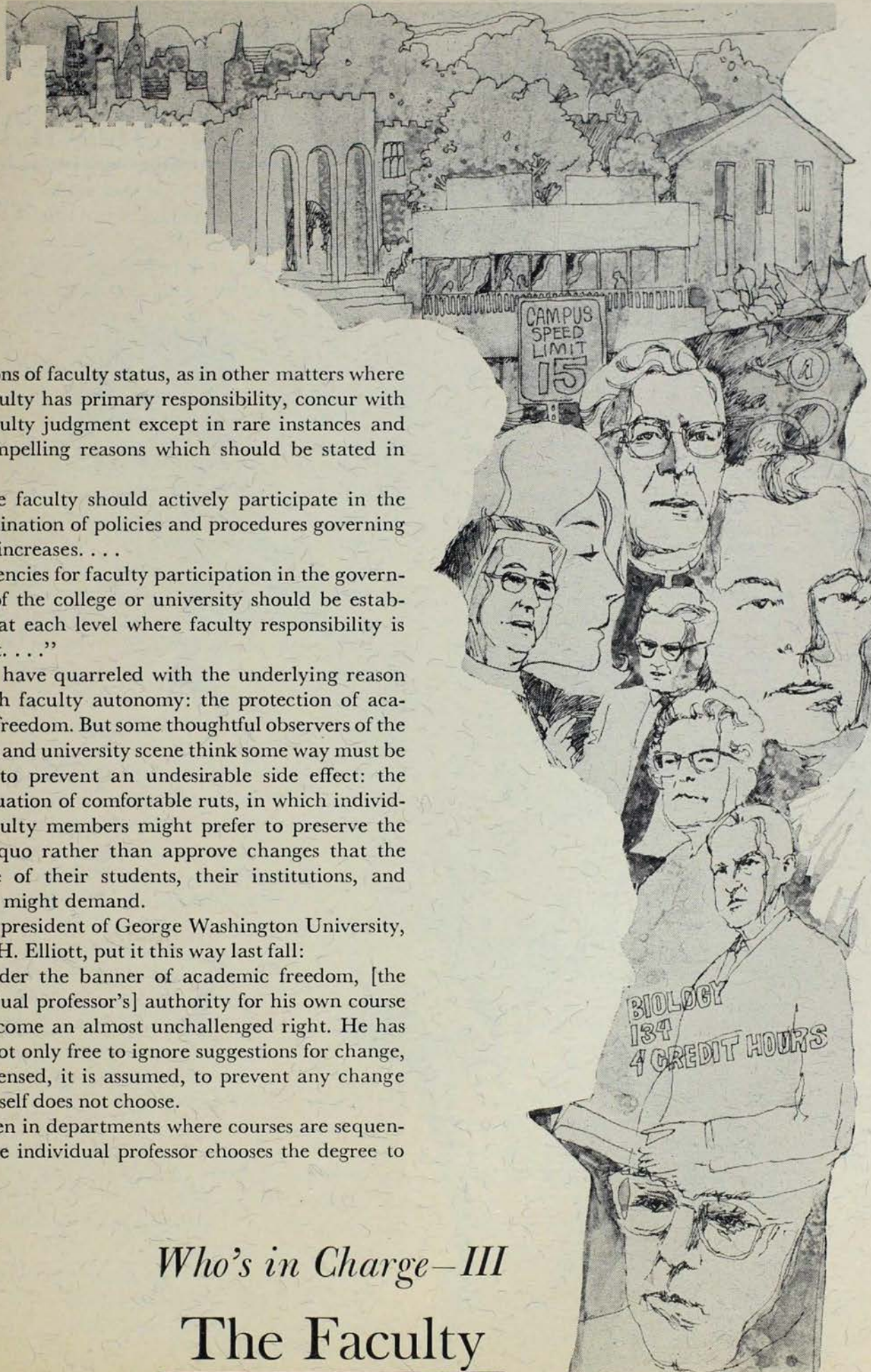
A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

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

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

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

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



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

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

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

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

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

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

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

Who's in Charge—III

The Faculty



Who's in Charge—IV

The Students



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Attached to a college (intellectually,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

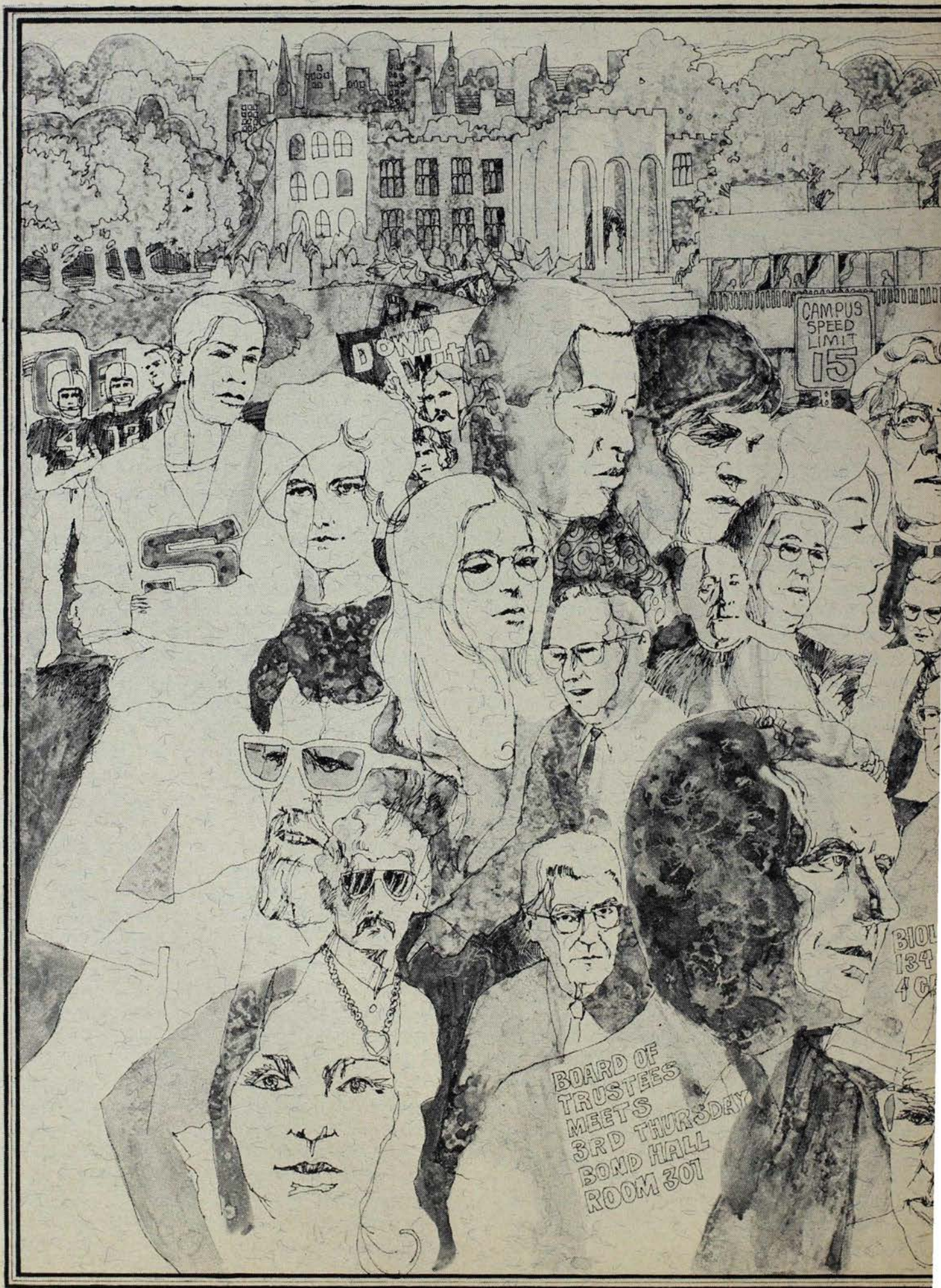
- Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

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

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

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

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





Who's in Charge?

Ideally, a Community

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

—JOHN CAFFREY, *American Council on Education*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

education, nothing could be more eloquent.

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

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

"Power is allocated with money," he wrote.

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

"Decisions are being made in more places, and

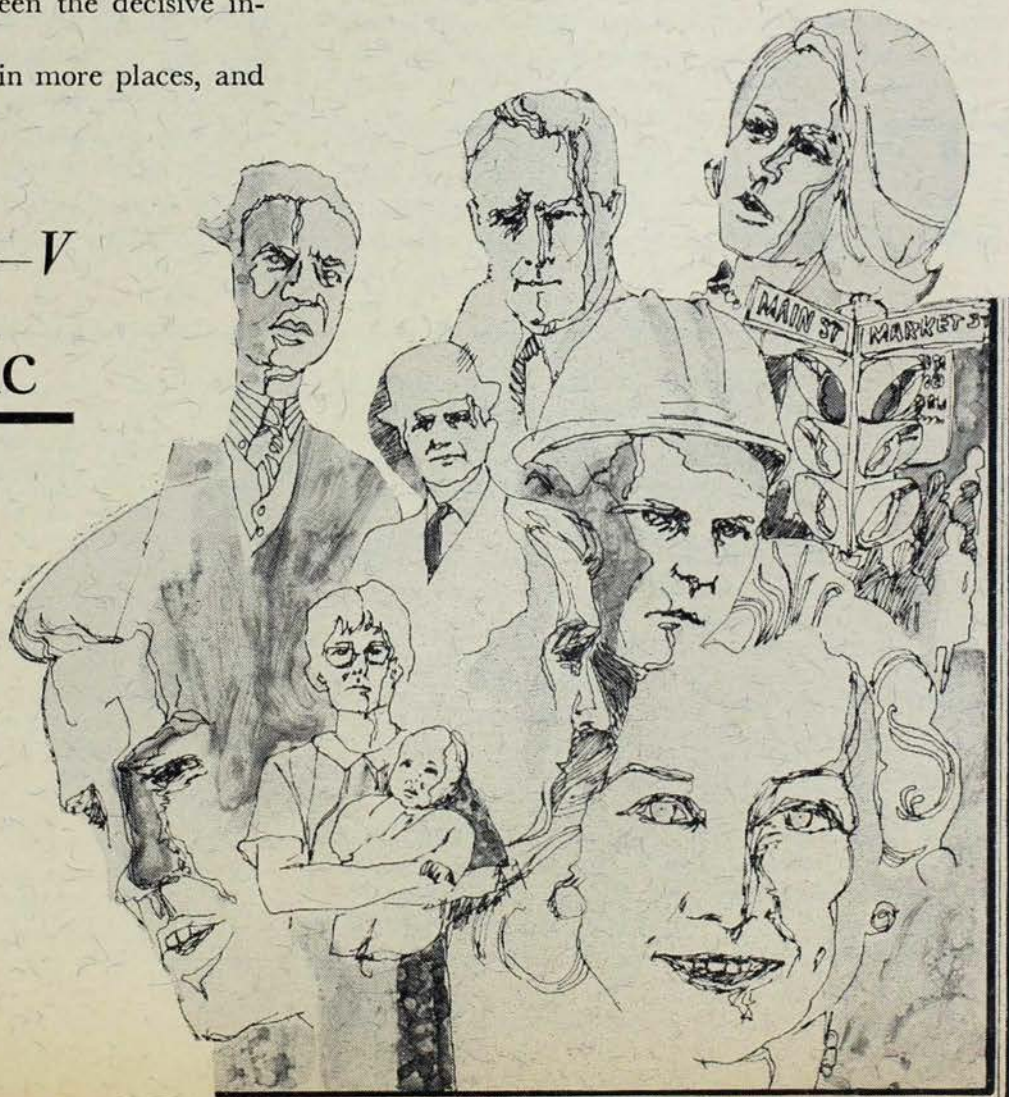
more of these places are external to the campus."

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

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

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

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

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

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

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

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

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

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

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

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

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

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

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

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

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ΦΙΛΙΑ

"For the establishment of friendship on a firmer and more lasting basis; for the promotion of brotherly love and kind feeling. . . ." The words of our Preamble sound with almost romantic unreality in contrast to the explosive situations on our campuses which frequently can be traced to the frustrations of alienation and depersonalization. The discomforting demands of power groups, also disruptive and sometimes frightening, may be attributed in part at least, to the absence of brotherly love.

Even in fraternity chapter rooms, it is possible to encounter serious divisions stemming from ideological differences or anger resulting from conflicts over values and choices. There are not a few fraternity chapters where the brotherhood is rent by the use of drugs on the part of some to the disgust and fear of others.

In the midst of all this, is it possible to find a friend? What is friendship, anyway? Can brother love and kind feelings be possible in this confused and frightened world? You'd better believe it! Yes, there is still no place better able to establish healthy, human relationships; significant, lasting, friendships, than in the college fraternity. But, if we want to preserve this treasure, we have our work cut out for us and we had better move fast. In short, the responsibilities of being a fraternity man are greater than ever because the forces that threaten our society in general are knocking at the door of the fraternity house and asking with scathing honesty—what are you here for, why do you exist? Can you justify the hypocrisy of holding ideals that are not borne out in practice? Our first response must be the certainty that we know ourselves, who we are and what we stand for. This includes a dedication to the value of establishing lasting friendships and lasting brotherly love.

Our notion of friendship is developed from *philia*, one of the four Greek words used to describe the different aspects of love—Philadelphia is derived from this word. Our word friendship comes from Anglo-Saxon origins which mean the expression of love in terms of human relationships that are deeply interpersonal and mutually responsible. Friendship is prominent in the preamble of ΠΚΑ's Constitution because ΠΚΑ's extol the value of real commitment to one another. To be a friend is to care.

The difference between a group of guys who share the same dorm and a fraternity is that the former are committed to the development of acquaintances, from which an occasional friendly relationship might happen. The latter is committed to the development of friendship from the start, which is the fraternity man's way of saying that daily life is based on love—love of man who is our brother. Dorm life depends on what a group put together by circumstances can develop. Fraternity life is the expression of those who share the common bond of living

BULLARD LEAVES HEADQUARTERS STAFF

Director of Publications and Alumni Affairs Marty K. Bullard resigned his position with the Fraternity to become the new Director of Alumni Affairs at Memphis State University. His new duties, which began in July, will include coordinating the activities of the University's 70,000 former students in 25 alumni chapters across the country.

A 1965 graduate of Memphis State University and a member of Delta Zeta Chapter, Brother Bullard has had extensive experience in alumni development, fund raising, and public relations. Prior to joining the Memorial Headquarters staff, he owned the advertising consultant firm of Marty Bullard & Associates.

His duties at PiKA included four areas of responsibility: publications, public relations, alumni affairs, and Memorial Foundation promotional material. In addition, he edited the weekly bulletin WHERE THE ACTION IS and was recently named Managing Editor of the SHIELD & DIAMOND. It is hoped that he will continue to be of assistance in editing and publishing the magazine.

Bullard, 27, was business manager of THE TIGER RAG, MSU student newspaper, for two years while an undergraduate student. He was also president of Pi Delta Epsilon, journalism honorary fraternity, and was named to "Who's Who in American Colleges and Universities."

A class co-chairman of the MSU Third Annual Fund, Bullard is executive vice president of the PiKA House Corporation at Memphis State, and a member of the American Alumni Council, the College Fraternity Editors Association and the Memphis Mail Users Council.

Brother Bullard's talents will be sorely missed by the Fraternity. We wish him the best of luck in his new position.

life together. Friendship implies respect as well as mutual enjoyment. Without respect and enjoyment, love of any sort is empty.

Our Preamble inspires and directs us to tell the campus, from the President to the newest freshman, that fraternities hold the key to campus unity precisely because their existence is not based on circumstance, rather, they exist to witness to the highest value a human can hold—the value of love. When God wanted us to know what He was really like, He became a brother to man and gave us a concrete example of how love was to be lived. We, who would share the high calling of brotherhood, look to God in Christ as our example and pattern. Can any other campus group, in dorm or student union, that calls men together to share in the celebration of life, begin to boast the same?



Zeta Phi Chapter Officers (l to r): Rod MacDonald, IMC; Jerry Palumbo, SC; Bill Kallaos, SMC; Gordon Roewe, MC; and Mike Waller, ThC.

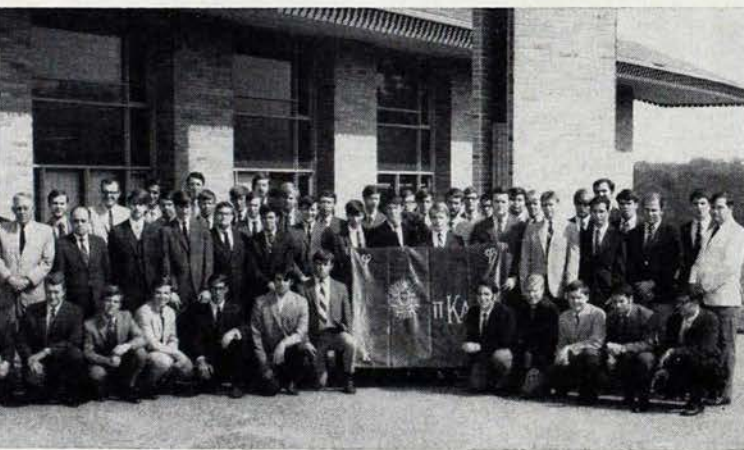
PI KAPPA ALPHA RETURNS TO ST. LOUIS

On May 4, 1969, Zeta Phi Chapter at the University of Missouri-St. Louis was installed, and Pi Kappa Alpha again returned to St. Louis. Since the withdrawal of Beta Lambda's charter at Washington University in 1961, an active group of St. Louis alumni saw the need for another student chapter in St. Louis. When prospects were not good to return to Washington University, local alumni turned to UMSL. In 1967, A. Wellborne Moise, then National Alumni Secretary on the Supreme Council, became interested in forming a colony at UMSL and was instrumental in organizing the group.

Presiding at the initiation and installation ceremonies of Zeta Phi Chapter which began Saturday, May 3, was National Vice President Robert V. Wolf. Forty charter members were initiated into Pi Kappa Alpha by teams from Theta Chapter (Southwestern-at-Memphis) and Alpha Nu Chapter (Univ. of Missouri-Columbia).

Sunday's activities began with a breakfast at Ben Franklin Heritage House for the officers of the new chapter. Installation ceremonies were held that afternoon at Christ Memorial Baptist Church. A banquet at the Executive Inn concluded the weekend's activities.

Among those participating in the installation ceremonies were

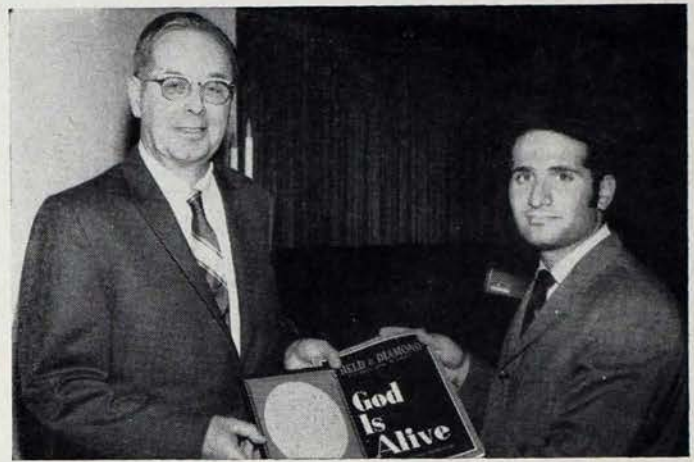


National Officers, alumni, and Initiating Team from Theta Chapter (Southwestern-at-Memphis), along with the Brothers of Zeta Phi Chapter at their Installation on May 4, 1969.

Richard N. Bills, former District No. 20 President; Bruce Druckemiller, Alumnus Counselor for Zeta Phi; Roger Eklund, Chapter Consultant; past National President Charles Freeman; and Executive Director E. Garth Jenkins. Also in attendance were UMSL Chancellor James Bugg and Dean of Student Affairs Harold Eickhoff.

Enhancing the events of the weekend was Zeta Phi's participation in "Greek Week" activities. The Chapter walked off with top honors—Rus Sainz was named Greek God, the Chapter won second place in both the community project and penny drive, first place Over-All Greek Week, and John E. Baker was named "Man of the Year."

The concurrence of Greek Week and the installation of the Chapter into the National Fraternity made this weekend a most memorable one for Zeta Phi.



Former National President Charles L. Freeman presents Zeta Phi SMC William Kallaos with a copy of the Pi Kappa Alpha Preamble and an issue of the SHIELD & DIAMOND magazine at the Chapter's Installation on May 4, 1969.

PRE-INITIATION PROGRAM PRECLUDES INSTALLATION OF ZETA CHI CHAPTER

On May 11, 1969, the Southwest Missouri State College Colony of Pi Kappa Alpha was officially installed as Zeta Chi Chapter. National Vice President Robert V. Wolf conducted the installation ceremony, along with men from Alpha Kappa (Missouri-at-Rolla), Epsilon Iota (Southeast Missouri St.) and Alpha Nu (Missouri-at-Columbia). Among those in attendance at the initiation and installation ceremonies, which saw the initiation of three alumni as well as the colony members, were District President No. 20-B Duane D. Christensen, Chapter Consultant Roger S. Eklund, and Colonel Ed Baxter. Brother Baxter was instrumental in developing the colony, and serves as Alumnus Counselor as well as President of the House Corporation of Zeta Chi.

One of the unusual features of the installation was that this colony was the first to go through a pre-initiation program designed by the National Fraternity. The "Ingress" program, as it is known, lasted three days and included discussion groups, Workshops and Inquiries. Administered by Chapter Consultant Roger Eklund, the first evening included a Discussion Group centered upon the history of the Colony. The second evening a Workshop was held in which the group was divided by age, with each group discussing what they considered to be the most crucial problem of the new chapter. The third day included a Discussion Group on the value of PiKA and was concluded by an individual Inquiry. The Inquiry was an oral examination centering upon the individual's opinion of himself and what his relationship to the Fraternity would be as a member. The entire program was a resounding success.

While still a colony, success was already apparent in all fields of endeavor—athletics, scholarship, social activities, and community service projects. The Colony placed second on the all-fraternity scale for last fall's semester average, and now as a chapter, they continue to place emphasis on the education of the entire individual.

A pledge Slave Sale held last fall proved so interesting that it is on its way to becoming a yearly event. A PiKA sponsored Folk Festival during both fall and spring semester excited great campus interest on both occasions.

Progress is the keynote at Southwest Missouri State College and Zeta Chi is interested in progressing to a point where they can continually meet the needs of the present day student.

ZETA PSI AND ZETA OMEGA INSTALLATIONS MARK HISTORIC FIRST FOR PI KAPPA ALPHA

An historic first for Pi Kappa Alpha took place on the weekend of May 9-11, 1969, when, for the first time in the Fraternity's

history, two chapters were installed on the same weekend by the same Installation Teams.

On Friday, May 9, teams from Eta (Tulane), Alpha Gamma (LSU) and Gamma Psi (Louisiana Tech) initiated men into Zeta Psi Chapter at Nicholls State College in Thibodaux, La., and on Saturday, May 10, Gamma Psi conducted the installation ceremonies. On May 10-11 the teams traveled 150 miles to install Zeta Omega Chapter at the University of Southwestern Louisiana in Lafayette. National Vice President Robert D. Lynn presided at both ceremonies.

Among the first initiates of Zeta Psi Chapter were Mr. S. Burt Wilson, Colony Faculty Advisor, and four alumni—Daniel Borne, Jimmy Martinez, Frank Pasqua, and Rudolfo Stahl. Installation ceremonies were held at St. Thomas Aquinas Catholic Chapel on campus. Serving as Installation Officers were Dr. Lynn, Guyton Watkins, Chairman, Real Estate Management Commission, who was instrumental in the colonization and development of the group; and Chapter Consultant Charles Herron. A motion from the floor to accept as chapter officers the same men who had previously served as colony officers was passed unanimously. Those elected were: SMC Anthony Fazzio, IMC Allen Naguin, ThC Rudy Stahl, SC Kerry Jambon, and Historian Charles Swift.

Among the many distinguished guests present at the Installation Banquet which was held at the Bayou Country Club in Thibodaux were: Mr. Ambroise Landry, City Clerk of Court and representative of the Mayor; Dr. Vernon Galliano, President of Nicholls State College; Dean G. G. Vavarro, Dean of Academic Affairs; Dr. Lynn, Brother Herron, who served as Master of Ceremonies; and Brothers Watkins and Wilson.

During the banquet several awards were presented to various members of the new chapter, and as a special event, the 1969 Sweetheart Court was introduced. Dr. Lynn, who was featured speaker, spoke of the "deeper meaning" of Pi Kappa Alpha.

After initiating the Nicholls State Colony on Friday, teams from Eta and Alpha Gamma traveled to Lafayette on Saturday to initiate members of the Southwestern Louisiana Colony. Then on Sunday, May 11, the team from Gamma Psi joined with Eta and Alpha Gamma to install the group.

Among those in attendance at the ceremonies were Dr. Robert D. Lynn and Chapter Consultant Charles Herron, who represented the National Fraternity; E. Glynn Abel, Dean of Men at the University of Southwestern Louisiana; Dr. Zeke L. Loflin (Theta Xi Fraternity), Head of the Mathematics Department at USL and Chairman of the University's Committee on Fraternities; Alumnus Counselor Major Don R. Moore, who was reassigned to Viet Nam shortly after the Installation; and Faculty Advisor Gay H. Hopkins. Both Dr. Loflin and Dr. Lynn are officers of the National Interfraternity Conference—they are President and Vice President of the organization, respectively. Gifts of appreciation were given to Brothers Moore and Hopkins for their roles in the development of the Colony.

Special recognition should be given to Dennis E. Woody (Delta Zeta-Memphis State Univ.), who, as a Resident Counselor, went to Lafayette in the early Spring of 1968 to establish the Colony at USL. One of the first things he did was to contact Carl F. Watson, who had been a pledge of Alpha Gamma Chapter at LSU. Together they expanded their interest in the Fraternity to include other students. At this time meetings were held in

Dr. Robert D. Lynn, National Vice President, presents charter to Zeta Omega Chapter SMC Richard W. Hammaker as (l to r) Alumnus Counselor Don R. Moore, Chapter Consultant Charles Herron, Resident Counselor Dennis E. Woody, and Faculty Advisor Gay H. Hopkins look on.



(l to r) USL Dean of Men E. Glynn Abel, SMC Richard Hammaker, Dr. Z. L. Loflin, President of the National Interfraternity Conference; and Dr. Robert D. Lynn, PiKA National Vice President and Vice President of the NIC, who presided over the installation of Zeta Omega Chapter at the University of Southwest Louisiana, pause for a moment during the weekend's activities for a friendly chat.



Zeta Psi Chapter Officers at Nicholls State College, installed at the Chapter's Installation on May 10, 1969, are: (l to r) Charles Swift, MC; Kerry Jambon, SC; Anthony Fazzio, SMC; Allen Naguin, IMC; and Rudy Stahl, ThC.



Distinguished guests at Zeta Phi's Installation included: (l to r) Guyton Watkins, Chairman, Real Estate Management Commission; Ambroise Landry, Clerk of Court for the City of Thibodaux; President of Nicholls State Vernon Galliano; Dean G. G. Vavarro, Dean of Academic Affairs at Nicholls State; S. Burton Wilson, Zeta Phi Faculty Advisor; and Anthony Fazzio, Chapter SMC.

dormitory rooms, but this didn't dampen the enthusiasm for Pi Kappa Alpha.

During the fall semester the group really came of age. The Colony placed third in overall Greek Week activities out of 14 participating fraternities. By this time the Colony had acquired a house and had made several visits to other IKA chapters. During spring rush they took the largest pledge class on campus.

Now Zeta Omega is looking forward to a new history—one in which they can bring to men of character the pride, high ideals, and brotherhood of an active chapter of Pi Kappa Alpha.

JOSEPH GRANT IVERSON 1902-1969

The Pi Kappa Alpha Memorial Foundation and indeed, the entire Fraternity, has suffered a great loss with the death of one of its most devoted members—J. Grant Iverson (Alpha Tau-Utah). He died July 11, 1969, of natural causes, at his home in Salt Lake City, Utah.

Brother Iverson served PiKA long and well during his 46 years as a member of the Fraternity. He was a Trustee of the Memorial Foundation since 1963, and served as President in 1967-68. He was a member of the Diamond Life Chapter, Centennial Medallion Club, Guardian and Senior Guardian Clubs of the Memorial Foundation. In addition, he served PiKA for a quarter of a century as a District President and as a member of the National Nominating Committee.

An attorney for many years in Salt Lake City, he served on several Utah State Bar committees, and

was active in the Republican Party. He was a noted historical researcher, and was a member for six years of the Utah State Historical Society, serving as president of the organization at the time of his death.

Brother Iverson received his law degree from the University of Utah, where he was student body president. He was past president of the Utah Alumni Association and was on the Board of Regents of the University.

A former bishop of the Capitol Hill Ward, Church of Jesus Christ of Latter-day Saints, he was superintendent of the Garden Park Ward Sunday School, and served a mission in the Northwestern States Mission.

He is survived by his wife, a daughter, and two sons, both of whom are members of Alpha Tau Chapter.

J. Grant Iverson - A Tribute

By LES GOATES (AT-Utah)
Former District President

Of some men who have risen to renown in public life, it might be said they won much esteem but little affection; of others it might be said they were loved more than they were esteemed; but of Joseph Grant Iverson (Alpha Tau-Utah) who is mourned by all of Pi Kappa Alpha today, it can be said that he won both love and esteem in equal and overflowing abundance.

Grant Iverson was "Mr. Pi Kappa Alpha" throughout the vast western province of the Fraternity—her best-loved member, most active leader, most popular speaker, and most kindly beloved friend and brother. His love for Pi Kappa Alpha was boundless; his personal interest in each young man, deep and sincere. Who but Grant Iverson, a district officer, would attend an active chapter meeting every Monday evening, month after month, year after year, for a quarter of a century!

He held a gentle but firm hand over Alpha Tau Chapter, whose consistently lofty status at the University of Utah and in the National Fraternity was due mostly to Grant's inspirational guidance.

It is altogether likely that Grant Iverson initiated more men into Pi Kappa Alpha than any man of all time. As alumni president of Alpha Tau, he accompanied this district "princeps," under the direction of a member of the Supreme Council, to install chapters at Utah State University, Montana State College, Colorado University, Colorado College, Denver University and the University of New Mexico. He gave the initiatory ceremony to upward of a thousand undergraduate and alumni initiates and has given it at least that many times since those early days of the Fraternity in the Mountain West. By his superb eloquence and profound understanding of the ceremony, Grant always brought out, at its brightest and best, the sheer spiritual grandeur of the Ritual.

Brother Iverson was fired with enthusiasm for Pi Kappa Alpha and when he turned his forensic charm and skill on a gathering of rushees, the host chapter invariably would emerge with most of the pledges—often times all of them. Amazingly he kept close check on "his boys," encouraging and helping, with his wise counsel and even his personal funds, those in trouble; commending and honoring those who achieved success whether in athletics, student politics, debating, music, scholarship or whatnot.

When Grant Iverson died July 11, 1969, at his home in Salt Lake City, the entire Fraternity suffered a very great loss, but we remind ourselves in his passing, he has left us not only grief but something of the nobility of his character, the quality of his devotion. He had been a beloved leader, not only of the young men who so eagerly received of his counsel, but to all IKA's everywhere. He has taught us the true meaning of the Master's admonition: "A new commandment I now give unto you, that you love one another."

When perplexities and problems threatened as they did many times, Grant taught the young men of his chapters: "We shall survive only if we deserve to survive; only by strict observance and adherence to the ideals of the Fraternity shall we keep Pi Kappa Alpha at all."

The natural kindness of Grant Iverson, his gentleness, his ready comprehension of the problems of youth, his flashes of humor, his ready sympathy, his warm humanity, his directness of thought and purity of motives—these, like his humility and the friendly dignity of his bearing, we shall not soon forget. But most of all, we shall remember how faithfully he followed the guiding precepts of Abraham Lincoln, his exemplor whom he loved: "To do the right as God gives us to see the right . . . and to finish the work we have yet to do."

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LIVING PAST PRESIDENTS:

Elbert P. Tuttle, 1930-38, P. O. Box 893 Atlanta, Ga., 30301
Roy D. Hickman, 1940-46, Alabama Engraving Co., Birmingham, Ala., 35201
Andrew H. Knight, 1948-50, P. O. Box 599, Fairfield, Ala., 35064
Ralph F. Yeager, 1953, 5802 Wooster Pike, Cincinnati, Ohio, 45227
John F. E. Hippel, 1953-56, 1418 Packard Bldg., Philadelphia, Pa., 19102
Grant Macfarlane, 1956-58, 351 Union Pacific Bldg., Salt Lake City, Utah, 84100
John U. Yerkovich, 1958-60, 1100 Jackson Tower, Portland, Oregon, 97025
Charles L. Freeman, 1964-66, 1319 E. Washington St., Bloomington, Ill., 61701
Donald E. Dickson, 1966-68, Route 6, Farmville, Virginia 23901

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- DISTRICT #16-B:** President, *Donald N. Andrews*, ΔΓ, 6202 Somerset Dr., No. Olmsted, Ohio, 44070 • Chapters: Bowling Green, Toledo & Case Western Reserve.
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- DISTRICT #20-B:** President, *Robert H. Brockhaus*, AK, 10000 Hilltop Drive, St. Louis, Missouri, 63128 • Chapters: Missouri

at Rolla, Missouri, Southeast Missouri State, Southwest Missouri State College & Missouri at St. Louis.

- DISTRICT #21:** President, *James A. Feighny*, BO, 2421 No. Dewey, Oklahoma City, Okla., 73103 • Chapters: Arkansas, Southern Methodist, Oklahoma, Tulsa, Oklahoma State, Texas Tech, No. Texas State, East Central State & Southwestern State.
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- DISTRICT #23:** President, *E. C. True*, AO, 1406 E. 15th St., Georgetown, Tex., 78626 • Chapters: Southwestern, Texas, Houston, Lamar State, Stephen F. Austin, Sam Houston State & Southwest Texas State.
- DISTRICT #24:** President, *John E. Whiteside*, ET, Camuus Union & Housing Office, Eastern New Mexico Univ., Portales, New Mex., 88130 • Chapters: New Mexico, Arizona, Arizona State, & Eastern New Mexico.
- DISTRICT #25:** President, *Pieter H. Kallemeyn*, TT, 5911 So. Pennsylvania, Littleton, Colorado, 80120 • Chapters: Colorado, Denver, & Colorado State.
- DISTRICT #26:** President, *C. Ross Anderson*, AT, 349 E. 9th South, Salt Lake City, Utah, 84111 • Chapters: Utah, Utah State, Montana State & Idaho State.
- DISTRICT #27-A:** President, *Richard L. Davis*, ΔP, 3465 S.W. Marigold St., Portland, Ore., 97219 • Chapters: Washington, Oregon, State, Oregon & Linfield.
- DISTRICT #27-B:** President, *J. Lance Parker*, AT, Student Affairs & Counseling, UCC 228, Univ. of Idaho, Moscow, Idaho, 83843 • Chapters: Washington State Univ., Univ. of Idaho & Eastern Washington State U.
- DISTRICT #28:** President, *Gunnar L. Latham*, ΓH, 2338 Scarff St., Los Angeles, Calif., 90007 • Chapters: California, Southern California, San Diego State, San Jose State & San Fernando Valley State.

UNDERGRADUATE CHAPTERS

- ADRIAN COLLEGE**, ZA (1966): 1053 W. Maumee, Adrian, Mich., 49221 • SMC *Brian Macomber* • AC *William Henry Messerly*, 811 Michigan Ave., Adrian, Mich., 49221.
- ALABAMA, UNIV. OF**, ΓA (1924): P.O. Box 1923, University Ala., 35486 • SMC *John W. Green, III* • AC *Rufus Bealle*, 23 Buena Vista, Tuscaloosa, Ala., 35401.
- ARIZONA STATE UNIV.**, ΔT (1951): 410 Adelphi Dr., Tempe, Ariz., 85281 • SMC *Howard Rosch* • AC *Eugene David Hoel*, 1019 E. Lemon, Apt. 106, Tempe, Ariz., 85281.
- ARIZONA, UNIV. OF**, ΓA (1925): 1525 E. Drachman, Tucson, Ariz., 85719 • SMC *Stephen N. Grulich* • AC *Kenneth C. Goodnight*, 2719 E. 19th St., Tucson, Ariz., 85716.
- ARKANSAS STATE UNIV.**, ΔΘ (1948): Drawer Z, State University, Ark., 72467 • SMC *Wayne Watkins* • AC *Robert Allen Blackwood*, 1804 James St., Jonesboro, Ark., 72401.
- ARKANSAS, STATE COLLEGE OF**, EΦ (1963): P.O. Box 564, Conway, Ark., 72032 • SMC *John Boyeskie* • AC *Woodrow E. Cummins*, 6315 Ash St., Conway, Ark., 72032.
- ARKANSAS, UNIV. OF**, AZ (1904): 320 Arkansas Ave., Fayetteville, Ark., 72701 • SMC *William Burns Carwell* • AC *Charles Muncy*, 1925 Green Valley, Fayetteville, Ark., 72701.
- AUBURN, UNIV.**, T (1895): Box 498, Auburn, Ala., 36830 • SMC *Tommy Hill* • AC *James K. Haygood, Jr.*, Room 211, First Nat'l Bank Bldg., Auburn, Ala., 36830.
- BIRMINGHAM-SOUTHERN COLLEGE**, Δ (1871): Box A-52, Birmingham, Ala., 35204 • SMC *William R. Gunn* • AC *John H. Satterfield*, 2141 Mountainview Dr., Birmingham, Ala., 35216.
- BOWLING GREEN STATE UNIV.**, ΔB (1942): Fraternity Row, Bowling Green, Ohio 43402 • SMC *Keith W. MacRae* • AC *Glenn Rosenthal*, 113 Crim St., Bowling Green, Ohio, 43402.
- BRADLEY UNIV.**, ΔΣ (1950): 706 N. Institute, Peoria, Ill., 61606 • SMC *David Cole* • AC *Daniel F. Keane*, 2712 No. Lehman Rd., Peoria, Ill., 61604.
- CALIFORNIA, UNIV. OF**, ΔΣ (1912): 2324 Piedmont Ave., Berkeley, Calif., 94704 • SMC *L. Bernie Basch* • AC *Dr. Jack M. Saroyan*, 450 Sutter St., Suite 1424, San Francisco, Calif. 94108.
- CARNEGIE-MELLON UNIV.**, BΣ (1922): 5004 Morewood Place, Pittsburgh, Pa., 15213 • SMC *Lester Wayne Harbaugh* • AC *Charles O. Bounds*, 114 W. Steuban St., Pittsburgh, Pa., 15205.

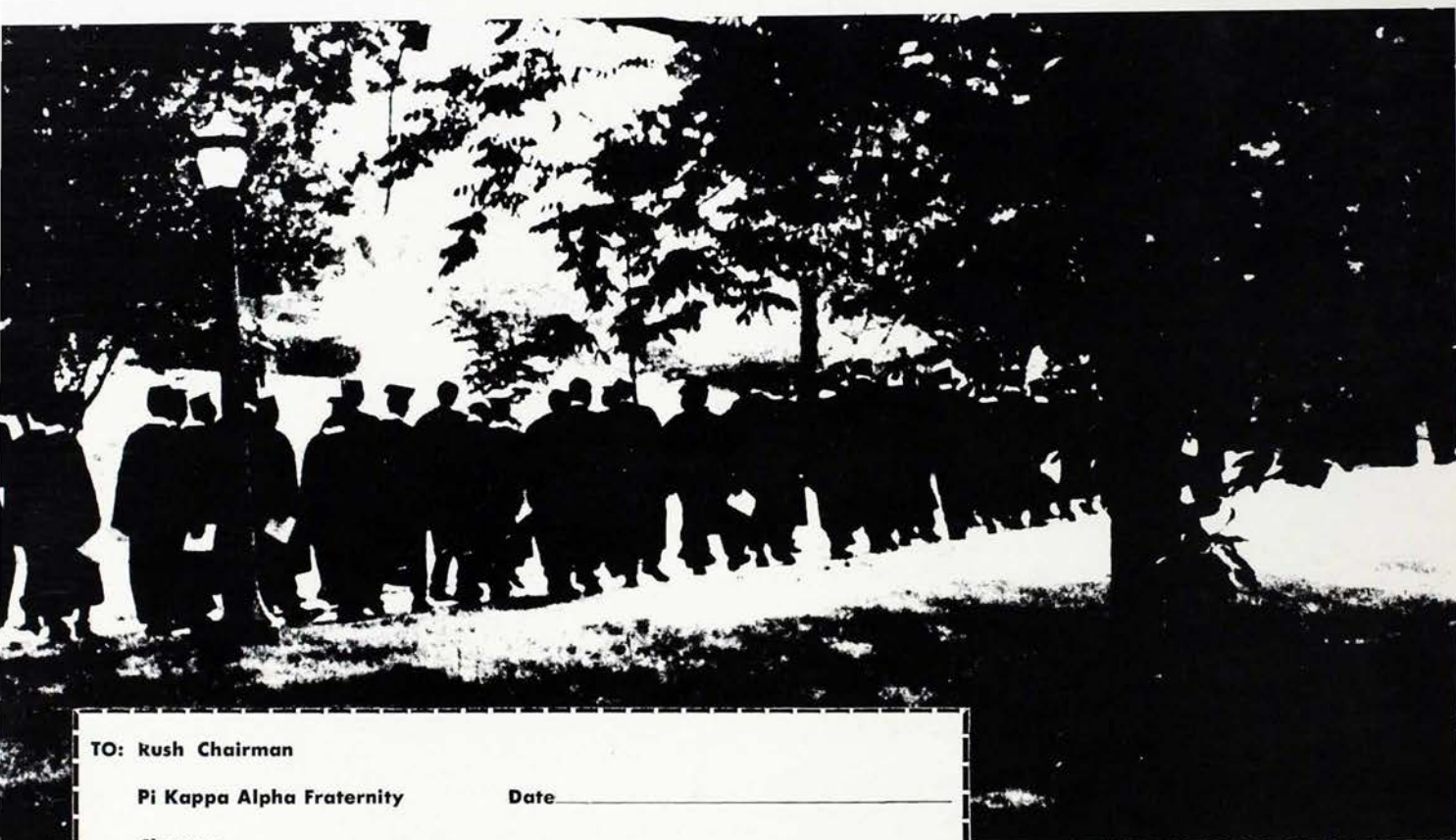
- CASE WESTERN RESERVE UNIVERSITY, EΞ (1960): 11120 Magnolia Dr., Cleveland, Ohio, 44106 • SMC *Larry J. Midla* • AC *Thomas A. Auten*, 3306 East Overlook Rd., Cleveland Heights, Ohio, 44118.
- CHATTANOOGA, UNIV. OF, ΔE (1947): 900 Oak St., Chattanooga, Tenn., 37403 • SMC *Edward Williams* • AC vacant.
- CINCINNATI, UNIV. OF, ΔΞ (1910): 3400 Brookline Ave., Cincinnati, Ohio, 45220 • SMC *Mark A. Serrienne* • AC *Timothy Fay Barker*, 4934 Ralph Ave., Cincinnati, Ohio, 45238 and *William Ralph Hoeb, Jr.*, 8220 Rivista Place, Cincinnati, Ohio, 45230.
- COLORADO STATE UNIV., EΘ (1956): 258 W. Prospect, Apt. 83, Ft. Collins, Colo., 80521 • SMC *H. Theodore Smith* • AC *L. Michael Stephens*, F-1 University Village, Ft. Collins, Colo., 80521.
- CONCORD COLLEGE, ZT (1969): Box C-26, Athens, W. Va., 24712 • SMC *Richard L. Basham* • AC *Dr. Arthur Benson*, Box 397, W. Broadway, Athens, W. Va., 24712.
- CORNELL UNIV., BΘ (1917): 17 South Ave., Ithaca, N. Y., 14850 • SMC *David Paul Hanna* • AC *George David Weiner*, 17 South Ave., Ithaca, New York, 14850.
- DAVIDSON COLLEGE, B (1869): Box 574, Davidson College, Davidson, No. Carolina, 28036 • SMC *Patrick G. Bray* • AC *Rev. John McNeel Handley*, Box 313, Huntersville, No. Carolina, 28078.
- DELAWARE, UNIV. OF, ΔH (1948): 143 Courtney St., Newark, Del., 19711 • SMC *Christopher Loyd Kuhn* • AC *Milward W. Riker, Jr.*, R.D. No. 3, Newark, Del., 19711.
- DELTA STATE COLLEGE, ZB (1963): Box 606, Delta State College, Cleveland, Miss., 38732 • SMC *George Lewis* • AC *Dr. MacGarham McRaney*, 515 Robinson Dr., Cleveland, Miss., 38732.
- DENVER, UNIV. OF, IT (1925): 2001 South York St., Denver, Colo., 80210 • SMC *David E. Cook* • AC *Martin R. Griek*, 1110 So. Bellaire St., Denver, Colo., 80222.
- DRAKE UNIV., ΔΘ (1950): 1080 22nd St., Des Moines, Iowa, 50311 • SMC *Dennis W. Zimmerman* • AC *James D. Williams*, 1359-24th St., Des Moines, Iowa, 50310.
- DUKE UNIV., AA (1901): Box 4775, Duke Sta., Durham, No. Carolina, 27706 • SMC *Marvin M. Matthews* • AC *Dr. Richard S. Buddington*, 2112 Broad St., Durham, No. Carolina, 27705.
- EAST CAROLINA UNIV., EM (1958): 407 East 5th St., Greenville, No. Carolina, 27834 • SMC *Mike Madagan* • AC *Robert Taft*, 1705 East Fifth, Greenville, No. Carolina, 27834.
- EAST CENTRAL STATE COLLEGE, EΩ (1963): Box 227, Ada, Okla., 74820 • SMC *Alan Ferron* • AC *Jean N. Servais*, 2626 Woodland Dr., Ada, Okla., 74820.
- EAST TENNESSEE STATE UNIV., EZ (1955): Box 020, E.T.S.U., Johnson City, Tenn., 37602 • SMC *Nick Hart* • AC *Albert J. Kunze*, Box 2798, E.T.S.U., Johnson City, Tenn., 37602.
- EASTERN ILLINOIS UNIV., ZF (1964): 962 10th St., Charleston, Ill. 61920 • SMC *Bill Cook* • AC *Oren Franklin Lackey*, 121 So. 34th St., Mattoon, Ill., 61938.
- EASTERN KENTUCKY STATE UNIVERSITY, ZT (1969): Box 351, Coates Adm. Bldg., Richmond, Ky., 40475 • SMC *Tim Lanfersiek*.
- EASTERN NEW MEXICO UNIV., ET (1962): P. O. Box 2521, E.N.H.M.U., Portales, New Mexico, 88130 • SMC *John S. Koontz* • AC *Marshall G. Stinnett*, 2106 South Ave., I Place, Portales, New Mexico, 88130.
- EASTERN WASHINGTON STATE COLLEGE, ZN (1966): 119 W. Sixth, Cheney, Wash., 99004 • SMC *Donald J. Walker* • AC *Michael Dee Jarvis*, 2128 W. Montgomery, Spokane, Wash., 99205.
- EMORY, UNIV., BK (1919): Drawer R, Emory Univ., Atlanta, Ga., 30322 • SMC *Michael Tennison* • AC *Shelton S. Laney*, 2507 Williams Lane, Apt. 1, Decatur, Ga., 30033.
- FERRIS STATE COLLEGE, ZK (1966): 607 So. Michigan, Big Rapids, Mich. 49307 • SMC *Phillip C. Tindall* • AC *Richard P. H. Gray*, 602 So. Warren Ave., Big Rapids, Mich. 49307.
- FLORIDA INSTITUTE OF TECH., ZΞ (1968): P.O. Box 520, F.I.T., Melbourne, Fla., 32901 • SMC *Thomas G. Karpiak* • AC *William J. Bailey*, 10 Holly Ave., Suite 5, Cocoa, Florida, 32931.
- FLORIDA SOUTHERN COLLEGE, ΔΔ (1947): Box 610, F.S.C., Lakeland, Fla., 33802 • SMC *Henry Craig Brenner* • AC *Dr. O. Nelson DeCamp, Jr.*, 206 Easton Drive, Lakeland, Fla., 33803.
- FLORIDA STATE UNIV., ΔΔ (1949): 218 So. Wildwood Ave., Tallahassee, Fla., 32304 • SMC *Clifford Napolitano* • AC *Marshall R. Culbreth*, 777 Miccosukee Rd., Tallahassee, Fla. 32303.
- FLORIDA, UNIV. OF, AH (1904): Box 13947, Univ. Sta., Gainesville, Fla., 32601 • SMC *Daniel J. Gallagher* • AC *Glen Richard Hudson*, 508 N.W. 36th Terrace, Gainesville, Fla., 32601.
- GANNON COLLEGE, ET (1962): 515 W. 7th St., Erie, Pa., 16501 • SMC *Edward L. Korwek* • AC *James Crane*, 1401 Central Dr., Erie, Pa. 16505.
- GENERAL MOTORS INSTITUTE, ZA (1963): 715 East St., Flint, Mich., 48503 • SMC (A-Sec.) *Arthur W. Matthews* • SMC (B-Sec.) *Murray Roy Borndahl* • AC *Harold M. Benson*, 1551 Forest Hill Ave., Flint, Mich., 48504.
- GEORGETOWN COLLEGE, AA (1906): 455 E. Main St., Georgetown, Ky., 40324 • SMC *John Mosley* • AC *Kenneth C. Fendley*, 503 Estill Court, Georgetown, Ky. 40324.
- GEORGIA INSTITUTE OF TECH., ΔΔ (1904): 211 Tenth St., N. W. Atlanta, Ga., 30313 • SMC *Richard Wade* • AC *James H. Van Kleeck*, 5095 Roswell Rd., N.E., Apt. D-1, Atlanta, Ga., 30305.
- GEORGIA STATE COLLEGE, EN (1960): 33 Gilmer St., S. E., Atlanta, Ga., 30303 • SMC *John Russell O'Donnell* • AC *Russell B. Gladding, Jr.*, 533 No. Superior Ave., Decatur, Ga., 30033.
- GEORGIA, UNIV. OF, AM (1908): 360 So. Lumpkin St., Athens, Ga., 30602 • SMC *Ed Barfield* • AC *G. Eugene Ivey*, 6093 Lawrenceville Hwy., Tucker, Ga., 30085.
- HAMPDEN-SYDNEY COLLEGE, I (1885): Box 37, Hampden-Sydney College, Hampden-Sydney, Va., 23943 • SMC *David S. Mercer* • AC *John Hardy Waters, III*, Office of Registrar, Box 103, Hampden-Sydney College, Hampden-Sydney, Va., 23943.
- HIGH POINT COLLEGE, ΔΩ (1953): Box 3160, High Point College, High Point, N.C., 27260 • SMC *Charles Eakes* • AC *Virgil C. Reid, Jr.*, 1600-D Long St., High Point, N.C., 27262.
- HOUSTON, UNIV. OF, EH (1956): 2232 Dorrington, Houston, Tex., 77025 • SMC *Ray Wayne Luce* • AC *Jess Pachecoe*, 1925 Southwest Freeway, Houston, Tex., 77006.
- IDAHO, UNIV. OF, ZM (1966): 630 Elm St., Moscow, Idaho, 83843 • SMC *Dana W. Deist* • AC *Dr. Willard Barnes*, 1617 Clifford, Pullman, Wash., 99163.
- IDAHO STATE UNIV., EP (1961): 653 South 4th St., Pocatello, Idaho, 83201 • SMC *Clarence C. Gaylord* • AC *James M. Mulick*, 70 Oakwood, Pocatello, Idaho 83201.
- ILLINOIS, UNIV. OF, BH (1917): 102 E. Chalmers St., Champaign, Ill., 61822 • SMC *Kenneth C. Hendricks* • AC *John F. Bowdish*, 1621 W. University, Champaign, Ill., 61820.
- INDIANA UNIV., ΔΞ (1950): 814 East 3rd St., Bloomington, Ind., 47401 • SMC *Thomas Pogue* • AC *Michael C. Braunstein*, 611 So. Park, Bloomington, Ind., 47401.
- IOWA, STATE UNIV., AΦ (1913): 2112 Lincoln Way, Ames, Iowa 50010 • SMC *Mark Zirkelbach* • AC *Gary A. Moeller*, R.R. #2, Boone, Iowa, 50036.
- IOWA, UNIV. OF, FN (1929): 1032 North Dubuque, Iowa City, Iowa, 52240 • SMC *Michael L. Curtis* • AC *Dwight P. Mescher*, 428-5th Ave., Iowa City, Iowa, 52240.
- KANSAS STATE COLLEGE OF PITTSBURG, EX (1963): 1911 So. English, Pittsburg, Kansas, 66762 • SMC *Michael E. Cassel* • AC *William H. Baker, III*, 1901 So. Kennedy, Pittsburg, Kansas, 66762.
- KANSAS STATE UNIV., AΩ (1913): 2021 College View, Manhattan, Kansas, 66502 • SMC *Dale Mann* • AC *Gary L. Robben*, H-22 Jardine Terrace, Manhattan, Kan., 66502.
- KANSAS, UNIV. OF, BF (1914): 1145 Louisiana, Lawrence, Kansas, 66044 • SMC *John Cherry* • AC *Richard N. Bills*, 3530 W. 83rd St., Shawnee Mission, Kansas, 66208.
- KENTUCKY, UNIV. OF, Ω (1901): 459 Huguelet Dr., Lexington, Ky., 40506 • SMC *J. Robert Watts* • AC *John U. Field*, Box 36, Versailles, Ky., 40383.
- LAMAR STATE COLLEGE, EK (1958): 735 Georgia St., Beaumont, Texas, 77705 • SMC *Steve venthoefer* • AC *Roger A. Hazlip*, 3980 Bristol, Beaumont, Texas, 77707.

- LEHIGH UNIV., PA (1929): 514 Delaware Ave., Bethlehem, Pa., 18015 • SMC *John W. Havens* • AC *William Richard Reynolds*, 2233 Pinhurst Rd., Bethlehem, Pa. 18018.
- LINFIELD COLLEGE, ΔP (1950): 435 College Ave., McMinnville, Oregon, 97128 • SMC *Gregory A. Todd*.
- LITTLE ROCK UNIV., ZH (1965): P. O. Box 4561, Asher Ave. Sta., Little Rock, Ark., 72204 • SMC *Joe D. Morris* • AC *Dr. Dudley Beard*, 8411 Westwood, Little Rock, Ark., 72204.
- LOUISIANA POLYTECHNIC INSTITUTE, Ψ (1940): Box 4288, Tech Sta., Ruston, La., 71270 • SMC *John R. Clay* • AC *Darrell Arden McEachern*, Box 793, Ruston, La. 71270.
- LOUISIANA STATE UNIV., ΔΓ (1902): Box PK, L.S.U. Sta., Baton Rouge, La., 70803 • SMC *Robert L. Bryan* • AC *Steven Harmon*, 9124 Keaty Ave., Baton Rouge, La., 70809.
- MARSHALL UNIV., ΔΓ (1948): 1737 Sixth Ave., Huntington, W. Va., 25701 • SMC *John T. Foy* • AC *John Morton*, 405 Fifth Ave., Huntington, W. Va., 25701.
- MARYLAND, UNIV. OF, ΔΨ (1952): 4530 College Ave., College Park, Md., 20742 • SMC *Vincent D. Burns* • AC *Joseph I. Headman*, 9316—19th Ave., Aderphi, Md., 20781.
- MEMPHIS STATE UNIV., ΔZ (1947): Box 82319, Memphis State Univ. Memphis, Tenn., 38111 • SMC *Joseph R. Ganguzza* • AC *Jack Panzeca*, Univ. Center Programming Board, M.S.U., Student Univ. Center, Memphis, Tenn., 38111.
- MIAMI UNIV., ΔΓ (1947): 410 E. Church St., Oxford, Ohio, 45056 • SMC *David Hatalsky* • AC *Jack F. Southard*, 110 Oberlin Court, Oxford, Ohio, 45056.
- MIAMI, UNIV. OF, ΓΩ (1940): 5800 San Amaro Dr., Coral Gables, Fla., 33146 • SMC *Kenneth Ingham* • AC *Michael Caricartie*, 5800 San Amaro Dr., Coral Gables, Fla., 33146.
- MICHIGAN, UNIV. OF, BT, (1969): 1923 Geddes, Ann Arbor, Mich., 48104 • SMC *David Rubinow* • AC *Wallace Watt*, 6157 W. Stoll Rd., Lansing, Mich., 48906.
- MILLSAPS COLLEGE, ΔΓ (1905): 424 Marshall St., Jackson, Miss., 39202 • SMC *Bobby Moore* • AC *Colin Avon Patterson McNease*, 1704 Howard St., Jackson, Miss., 39202.
- MISSISSIPPI STATE UNIV., ΓΘ (1927): P. O. Drawer GT, State College, Miss., 39762 • SMC *Johnny F. Box* • AC *Ralph Webb*, P.O. Box 427, Columbus, Miss., 39701.
- MISSISSIPPI, UNIV. OF, ΓΓ (1927): Box 4475, University, Miss., 38677 • SMC *Mickey Mouldin* • AC *Dr. Charles Miller Murry*, 116 Douglas Dr., Oxford, Miss., 38655.
- MISSOURI, UNIV. OF, AT ROLLA, AK (1905): College Box 156, Rolla, Mo., 65401 • SMC *Barry J. Brandt* • AC *Robert V. Wolf*, Dept. of Metallurgical Eng., Univ. of Mo. at Rolla, Rolla, Mo., 65401.
- UNIV. OF MO. AT ST. LOUIS, ZΦ (1969): 67 Berkshire, Richmond Hgts., Mo., 63117 • SMC *William Kallaos* • AC *Bruce E. Druckenmiller*, 75 Wildwood Lane, St. Louis, Mo., 63122.
- MISSOURI, UNIV. OF, AN (1909): 916 Providence Rd., Columbia, Mo., 65201 • SMC *Jon Holzgrafe* • AC *Dr. Gale Holsman*, Crum Bldg., 811 Cherry, Columbia, Mo., 65201.
- MONTANA STATE UNIV., FK (1928): 1321 S. 5th St., Bozeman, Montana, 59715 • SMC *Greg Allen Diener* • AC *Allen L. McAlear*, 1st Bank Bldg., Bozeman, Montana, 59715.
- MURRAY STATE UNIV., EA (1958): Box 1127 Univ. Station, Murray, Ky., 42071 • SMC *Dan Miller* • AC *Dean William G. Nash*, 303 North 16th St., Murray, Ky., 42071.
- NEBRASKA, UNIV. OF, ΓB (1924): 2145 "B" St., Lincoln, Nebraska, 68502 • SMC *John V. Hendrv* • AC *Ronald C. Croom*, 609 No. 17th St., Lincoln, Neb., 68508.
- NEBRASKA, UNIV. OF AT OMAHA, ΔX (1952): ΠKA Fraternity, c/o Univ. of Nebraska at Omaha, Box 167, Omaha, Neb., 68101 • SMC *Dennis Van Moorlegem*.
- NEW HAMPSHIRE, UNIV. OF, ΓM (1929): 5 Strafford Ave., Durham, N. H., 03824 • SMC *Michael C. Weisel* • AC *Paul A. Pelton*, 1 Varney St., Dover, N. H., 03820.
- NEW MEXICO, UNIV. OF, BA (1915): 600 University, N. E., Albuquerque, N. M., 87106 • SMC *David Williams* • AC *Steven L. Davis*, 10208 McKnight Ave., N. E., Albuquerque, N. Mex., 87112.
- NICHOLLS STATE COLLEGE, ZΦ (1969): P.O. Box 2412, College Sta., Thibodaux, La., 70301 • SMC *Gregory M. Chase* • AC *Elmo Authement*, Dir. of Evening Div., Nicholls State College, Thibodaux, La., 70301.
- NORTH CAROLINA STATE UNIV., AE (1904): 214 S. Fraternity Court, Raleigh, N. C., 27606 • SMC *Bill Troxler* • AC *James T. Carper*, 2117 Cowper, Raleigh, N. C., 27608.
- NORTH CAROLINA, UNIV. OF, T (1895): 106 Fraternity Court, Chapel Hill, N.H.C., 27514 • SMC *Michael S. Cornwell* • AC *Richard G. Cashwell*, 621 Tinkerbell Rd., Chapel Hill, N. C., 27514.
- NORTH DAKOTA, UNIV. OF, ZP (1968): 2622 University Ave., Grand Forks, No. Dakota, 58201 • SMC *Richard Amundrud* • AC *Capt. Stewart W. Bentley, Sr.*, 114-2 Chevy Chase, Minot AFB, No. Dakota, 58701.
- NORTH TEXAS STATE UNIV., EA (1955): Box 11528, No. Texas State Univ. Station, Denton, Texas, 76201 • SMC *Gerald M. Ware* • AC *Charles M. Roberts*, 127 Peach St., Denton, Tex., 76201.
- NORTHWESTERN UNIV., ΓP (1932): 566 Lincoln, Evanston, Ill., 60201 • SMC *Guy Wickwire* • AC *James Edward Kelly, Jr.*, 1330 No. State Parkway, Chicago, Ill., 60610.
- OHIO UNIV., ΓO (1930): 8 Church St., Athens, Ohio, 45701 • SMC *Joseph John Stanko* • AC *R. James Henderson*, 21 Eden Place, Athens, Ohio, 45701.
- OKLAHOMA STATE UNIV., ΓX (1939): 713 W. University, Stillwater, Okla. 74074 • SMC *Dick Haynes* • AC *Robert F. Tatum*, 320 S. Washington, Stillwater, Okla., 74074.
- OKLAHOMA, UNIV. OF, BO (1920): 1203 S. Elm St., Norman, Okla., 73069 • SMC *Curtis Fallgatter* • AC *Andrew Coats*, 1116 Hemstead Place, Oklahoma City, Okla. 73116.
- OLD DOMINION COLLEGE, ZΓ (1966): 1419 Colonial Ave., Norfolk, Va., 23517 • SMC *Glenn Darrow* • AC *R. E. B. Stewart, III*, 320 Court St., Portsmouth, Va., 23704.
- OREGON STATE UNIV., BN (1920): 145 N. 21st St., Corvallis, Ore., 97330 • SMC *Reg Brooks* • AC *William J. Slater*, 2265 Highland Way, Corvallis, Ore., 97330.
- OREGON, UNIV. OF, ΓH (1931): 1414 Alder St., Eugene, Ore., 97401 • SMC *R. John Kaegi* • AC *Frank E. Bostick*, 2650 Capitol Dr., Eugene, Oregon, 97403.
- PARSONS COLLEGE, ZΔ (1964): ΠKA Fraternity, Fairfield, Iowa, 52556 • SMC *Donald Oetter* • AC *Charles F. Daum*, 55 W Stone St., Fairfield, Iowa, 52556.
- PENNSYLVANIA STATE UNIV., BA (1913): 417 E. Prospect Ave., State College, Pa., 16802 • SMC *Thomas J. Comitta, Jr.* • AC *Dundas Simpson Orr, Jr.*, 500 Westgate Drive, State College, Pa., 16802.
- PENNSYLVANIA, UNIV. OF, BII (1920): 3916 Spruce St., Philadelphia, Pa., 19104 • SMC *Timothy S. Sotos* • AC *Joseph Livezey*, Allens Lane & Livezey Lane, Philadelphia, Pa., 19119.
- PITTSBURGH, UNIV. OF, ΓΣ (1934): Π Kappa Fraternity, c/o Dean of Men, 12th Floor, Cathedral of Learning, Univ. of Pittsburgh, Pittsburgh, Pa., 15213 • SMC *Robert M. Buchanan* • AC *Lawrence C. Dziubek*, 201 Bascom Ave., Pittsburgh, Pa., 15214.
- PRESBYTERIAN COLLEGE, M (1890): Box 493 Presbyterian College, Clinton, So. Carolina, 29325 • SMC *W. Cleveland Dobbins* • AC *J. Frost Walker, Jr.*, Associate Professor, Presbyterian College, Clinton, So. Carolina, 29325.
- PURDUE UNIV., BΦ (1922): 629 University St., W. Lafayette, Ind., 47906 • SMC *John Craig Dwanson* • AC *Charles A. Hintzman*, 629 University, W. Lafayette, Ind. 47906.
- RENSSELAER POLY. INST., ΓT (1935): 2256 Burdett Ave., Troy, N.Y., 12180 • SMC *Robert W. Kopprasch* • AC *William Reid, III*, 2256 Burdett Ave., Troy, N.Y., 12180.
- RICHMOND, UNIV. OF, O (1891): Univ. of Richmond Sta., Box 188, Richmond, Va., 23202 • SMC *F. Dudley Fulton* • AC *William R. Rock*, 1203 Hollins Rd., Richmond, Va., 23229.
- SAMFORD UNIV., AII (1911): College Box 1006, Birmingham, Ala., 35209 • SMC *Joel Kimmey Inman* • AC *Paul Joseph, Albano*, 540 Edgecrest Dr., Birmingham, Ala., 35209.
- SAM HOUSTON STATE COLLEGE, EII (1961): Avenue I, Huntsville, Texas 77341 • SMC *Tom Wooten* • AC *Cortland W. Davis*, Box 421, Huntsville, Texas, 77341.
- SAN DIEGO STATE COLLEGE, ΔK (1948): 6115 Montezuma Rd., San Diego, Calif., 92115 • SMC *Steve Wolcott* • AC *Jeffery Robert Clark*, 4155½ 39th St., San Diego, Calif., 92105.
- SAN FERNANDO VALLEY STATE COLLEGE, ZO (1967): 18429 Prairie St., Northridge, Calif., 91324 • SMC *Michael N. Louthian* • AC *Boyd Olson*, 21225 Roscoe Blvd., Canoga Park, Calif., 91304.

- SAN JOSE STATE COLLEGE, ΔΠ (1950): 298 So. 12th St., San Jose, Calif., 95112 • SMC *Richard B. Marks* • AC *Lawrence F. Stagnaro*, 1061 Meridian, #17, San Jose, Calif., 95125.
- SOUTH CAROLINA, UNIV. OF Ξ (1891): Univ. Box 5110, Columbia, So. Carolina, 29208 • SMC *Stacy Smith* • AC *Raymond E. Miller*, Apt. 33-6, Hendley Homes, Columbia, So. Carolina, 29205.
- SOUTH FLORIDA, UNIV. OF, ΖΠ (1968): U.C. Box 428, Univ. of So. Fla., Tampa, Fla., 33620 • SMC *Elido Fernandez, Jr.* • AC *Robert J. Grindey*, Physical Education Bldg. 219, 4202 Fowler Ave., Univ. of So. Fla., Tampa, Fla., 33620.
- SOUTHEAST MISSOURI STATE COLLEGE, EI (1958): K-201, Group Housing, Cape Girardeau, Mo., 637701. • SMC *Willie Outman* • AC *Wendell P. Black*, Oakenwold, Cape Girardeau, Mo., 63701.
- SOUTHERN CALIFORNIA, UNIV. OF, ΓΠ (1926): 707 W. 28th, Los Angeles, Calif., 90007 • SMC *Peter B. Knepper* • AC *Benedetto Pio Greco*, 976 Easy St., Los Angeles, Calif. 90042.
- SOUTHERN METHODIST UNIV., BZ (1916): 6205 Airline Rd., Dallas, Texas, 75205 • SMC *Scott Young* • AC *James H. Stitt*, 3342 Cloverdale, Dallas, Tex. 75234.
- SOUTHERN MISSISSIPPI, UNIV. OF, ΔM (1949): Box 427, Southern Sta., Hattiesburg, Miss., 39401 • SMC *Mike Morris* • AC *Stanford P. Gwin*, Rt. 3, Woodhaven Dr., Hattiesburg, Miss., 39401.
- SOUTHWEST MISSOURI STATE COLLEGE, ZX (1969): 800 So. National, Springfield, Mo., 65804 • SMC *Nicholas Russo* • AC *Colonel Ed Baxter*, 1118 East University, Springfield, Mo., 65804.
- SOUTHWEST TEXAS STATE COLLEGE, ΖΘ (1965): P.O. Box 471, San Marcos, Texas, 78666 • SMC *Dean W. Anthony* • AC *Jerry L. Moore*, 809 Belvin St., San Marcos, Tex., 78666.
- UNIV. OF SOUTHWESTERN LOUISIANA, ΖΩ (1969): 326 General Houton, Lafayette, La., 70501 • SMC *Richard Hammaker* • AC *Major Dan R. Moore*, USAF, 1109 Montrose Blvd., Lafayette, La., 70501.
- SOUTHWESTERN UNIV., AO (1910): IKA Fraternity, S.U. Station, Box 9, Georgetown, Texas, 78626 • SMC *Dennis Eric Schnauffer*, 606 Rathervue Place, Austin, Tex., 78705.
- SOUTHWESTERN-AT-MEMPHIS, Θ (1878): IKA Lodge, Memphis, Tenn., 38112 • SMC *James A. Boone, Jr.* • AC *J. Edward Pruitt, Jr.*, 2980 Barron, #59, Memphis, Tenn., 38114.
- SOUTHWESTERN STATE COLLEGE, ΖΖ (1965): 301 No. Custer, Weatherford, Okla., 73096 • SMC *J. R. Homsey, Jr.* • STEPHEN F. AUSTIN STATE COLLEGE, EO (1960): Box 7421, SFA Station, Nacogdoches, Texas, 75961 • SMC *Kirby Ansel* • AC *Dr. Harold E. Abbott*, 200 Wettermark St., Nacogdoches, Tex., 75961.
- STETSON, UNIV., ΔT (1951): Box 1240, Stetson Univ., Deland, Fla., 32720 • SMC *John L. Thompson* • AC *Charles R. Roberts*, P.O. Box 1371, Deland, Fla., 32720.
- SYRACUSE UNIV., AX (1913): 405 Comstock Ave., Syracuse, N.Y., 13210 • SMC *Gary R. Brown* • AC *Anthony J. Felicetti*, 850 Vine St. Bldg., 10, Apt. F, Liverpool, N. Y. 13088.
- TENNESSEE, UNIV. OF, Ζ (1874): 1820 Fraternity Pk. Dr., Knoxville, Tenn., 37916 • SMC *Ben M. Davidson* • AC *Henry B. Wright, Sr.*, 9313 Sarasota Dr., Knoxville, Tenn., 37919.
- TENNESSEE, UNIV. OF AT MARTIN, EZ (1961): 210 Oxford St. Martin, Tenn., 38237 • SMC *Donny McFall* • AC *William Couch Penn*, Kenton, Tenn., 38233.
- TEXAS TECHNOLOGICAL COLLEGE, EI (1953): Box 4422, Texas Tech., Lubbock, Texas, 79409 • SMC *Ronald Pate* • AC *Leo L. Hatfield*, 4219—54th St., Lubbock, Texas, 79413.
- TEXAS, UNIV. OF, BM (1920): 2400 Leon, Austin, Texas, 78705 • SMC *Murray M. Leshner* • AC *Dr. Frederick R. Jenkins*, 4012 Northhills Dr., Austin, Texas, 78731.
- TOLEDO, UNIV. OF, EE (1955): 1795 W. Bancroft St., Toledo, Ohio, 43606 • SMC *Thomas A. Dunifon* • AC *Richard D. Mowery*, 2126 Mansfield, Toledo, Ohio, 43613.
- TRANSYLVANIA COLLEGE, K (1887): Jefferson Davis Hall, Lexington, Ky., 40508 • SMC *Christopher L. Dally* • AC *John Thomas Gentry*, Cleveland Pike, RR 7, Lexington, Ky., 40508.
- TRINITY COLLEGE, EA (1953): Box 1386, Hartford, Conn., 06106 • SMC *Pierre de Saint Phalle* • AC *Charles E. Waddell, Jr.*, 26 Dirset Rd., West Hartford, Conn., 06119.
- TULANE UNIV., H (1878): 1036 Broadway, New Orleans, La., 70118 • SMC *Ira Marcus*.
- TULSA, UNIV. OF, IT (1936): 3115 E. 5th Place, Tulsa, Okla., 74104 • SMC *Tim Kassick* • AC *Joe M. Welling*, 4923 East 27th, Tulsa, Okla., 74114.
- UTAH STATE UNIV., FE (1925): 757 E. 700 N. Logan, Utah, 84321 • SMC *Richard Foulger* • AC *Rodger Ashcraft Pond*, 466 River Hgts. Blvd., Logan, Utah, 84321.
- UTAH, UNIV. OF, AT (1912): 51 N. Wolcott Ave., Salt Lake City, Utah, 84103 • SMC *Scott C. Miller* • AC *Ross Anderson*, 2689 Commanche Dr., Salt Lake City, Utah, 84108.
- VALPARAISO UNIV., EB (1953): 608 Lincolnway, Valparaiso, Ind., 46383 • SMC *Robert E. Mark* • AC *John A. Ohlfest*, 56 Willow St., Valparaiso, Ind., 46383.
- VANDERBILT UNIV., Σ (1893): 2408 Kensington Place, Nashville, Tenn., 37212 • SMC *Pete Richardson* • AC *Robert N. Moore, Jr.*, 226 Capitol Blvd., Nashville, Tenn., 37219.
- VIRGINIA, UNIV. OF, A (1868): 513 Rugby Rd., Charlottesville, Va., 22903 • SMC *Michael Charles Ross* • AC *Howard Ryland Vest, Jr.*, 826 Cabell Ave., Apt. C, Charlottesville, Va., 22903.
- WAKE FOREST UNIV., ΓΦ (1939): Box 7747, Reynolda Br., Winston-Salem, No. Carolina, 27106 • SMC *J. Gray Lawrence, Jr.* • AC *Ronald E. Shillinglaw*, 2810-K Carriage Drive, Winston-Salem, N. C., 27106.
- WASHINGTON AND LEE UNIV., II (1892): 106 N. Main St., Lexington, Va., 24450 • SMC *Richard F. Dunlap, Jr.* • AC *Rev. Charles M. Swazey*, 306 Overhill Dr., Lexington, Va., 24450.
- WASHINGTON STATE UNIV., ΓΞ (1929): 604 California St., Pullman, Wash., 99163 • SMC *Keith Kramer*.
- WASHINGTON, UNIV. OF, BB (1914): 4502—20th Ave., N.E., Seattle, Wash., 98105 • SMC *Terence M. Tazioli* • AC *Alan Richard Ross*, 6820—120th Ave., N.E., Kirkland, Wash., 98033.
- WAYNE STATE UNIV., ΔN (1950): 266 E. Hancock, Detroit, Mich., 48201 • SMC *Robert J. Lech* • AC *John Barr*, 22862 No. Brookside, Dearborn Heights, Mich., 48127.
- WEST VIRGINIA UNIV., ΑΦ (1904): 117 Belmar Ave., Morgantown, W. Va., 26505 • SMC *Thomas E. Dodd* • AC *William Chittum*, P.O. Box 58, Morgantown, W. Va., 26505.
- WESTERN CAROLINA UNIV., ΖΞ (1967): Box 478, Cullowhee, No. Carolina, 28723 • SMC *James William Bailey* • AC *Charles M. Neufeld*, P.O. Box 1601, Cullowhee, No. Carolina, 28723.
- WESTERN KENTUCKY UNIV., ZE (1965): 1366 College St., Bowling Green, Ky., 42102 • SMC *David M. Lane* • AC *Charles L. Zettlemoyer*, 1536 Ridgecrest Dr., Bowling Green, Ky., 42101.
- WESTERN MICHIGAN UNIV., ΕΨ (1963): 225 West Walnut, Kalamazoo, Mich., 49007 • SMC *Gregory M. Uimmer* • AC *Rober Swing*, 1227 Little Dr., Apt. 215-B, Kalamazoo, Mich., 49001.
- WILLIAM & MARY, COLLEGE OF, Γ (1871): No. 6, Fraternity Row, Williamsburg, Va., 23185 • SMC *Stephen A. Isaacs* • AC *Robert A. Hornsby*, 311 Indian Springs Rd., Williamsburg, Va., 23185.
- WITTENBERG UNIV., ΓΖ (1926): 1027 N. Fountain, Springfield, Ohio, 45504 • SMC *Matthew Rennels* • AC *William R. Downing*, 132 W. Cecil St., Springfield, Ohio, 45504.
- WOFFORD COLLEGE, N (1891): College Box 172, Spartanburg, So. Carolina, 29301 • SMC *Steve Johnson* • AC *John Horton*, P.O. Box 302, Greenville, S.C., 29602.
- IKA COLONIES
- WOODBURY COLLEGE, 615 So. Manhattan Pl., Los Angeles, Calif., 90005 • *Pres. Charles Skurkovich* • *Alan M. Baker*, 340 S. Kenmore Ave., Los Angeles, Calif., 90005.
- SETON HALL UNIVERSITY, South Orange, N. J., 07009 • *Pres. Tim McManus* • AC *John L. Layton*, 5700 Arlington Ave., Riverside, N.Y., 10471.
- UNIV. OF WINDSOR, 221 Askin Blvd., Windsor, Ontario, Canada • *Pres. Colin Sinclair* • AC *Thomas R. Clark*, 221 Askin Blvd., Windsor, Ontario, Canada.
- MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Baker 6180, 362 Memorial Drive, Cambridge, Mass., 02139 • SMC *Phil Bobko* •
- OHIO STATE UNIVERSITY, Room 115, Haverfield, 112 Woodruff, Columbus, Ohio, 43210 • SMC *John Dembowicz* •

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