

# THE BACHELOR

67th YEAR

Wabash College, Crawfordsville, Indiana, May 18, 1975

Number 29



Ditzler:

## Reflections On And Applications Of A Wabash Education

For the last few days I've been walking around campus enjoying my newly acquired status of "almost an alumnus." I've been looking at the ivy covered brick walls, white pillars, green roofs and all the other aspects of Wabash that students are too busy to notice but have such a nostalgic effect on alumni. In this atmosphere my mind has inevitably drifted back over the last four years. In my reminiscing one of the things that stuck out most was the number of people that have put forth a considerable effort to bring those of us who are graduating to this point.

Much of the honor bestowed on us belongs to those who have made us worthy of being called Wabash Alumni. I'm sure that none of my classmates will object to my saying, as their spokesman, that a major share of the responsibility for

whatever we may accomplish as Wabash graduates belongs to the faculty of this institution. I can remember walking across campus late at night on numerous occasions and noticing a light on in Goodrich Hall, and one over in Baxter and maybe a few lighted offices in Center Hall. These weren't just janitors cleaning up. They were professors preparing a lecture for the next day. An incident from my freshman year further illustrates the effort put into our education by the faculty. I was taking Dr. Hackstaff's course in symbolic logic. It was a small class, there was only one other student. One day Art didn't make it to class so it was pretty noticeable when I fell asleep. When he woke me up I sheepishly tried to justify my drowsiness by explaining to Dr. Hackstaff that I had

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Chamness:

## A Philosophy For The Future

I love Wabash College. At this time and in this setting, it seems incredibly easy to say.

This was not always the case. Had someone told me I would look upon graduation with mixed emotions after my first set of final exams, I would have thought him crazy.

In spite of ourselves, a feeling of nostalgia settles on us all today. Wabash has been good to us and for us during our four years here.

Whether on the athletic field or in intramurals; in the classroom or in extra-curricular activities; in every aspect of collegiate life; Wabash has tends to engender within us a social consciousness, foster a sense of comradery, provide a rich intellectual and educational experience, and place a premium on excellence.

I dedicate these remarks to this institution, her faculty and administration, the graduating class of 1975, and to those selfless men who tirelessly sit around the tables of the Scarlet Inn solving the world's woes.

\* \* \*

We are the class of 1975. Three-quarters of this century has passed. As we graduate

this day, we face a future that is exciting and challenging and terrifying.

Like it or not, we live in times of danger and uncertainty.

We are in the bottoming-out period of a severe recession. As a result, graduates face the worst prospective job market since the depression.

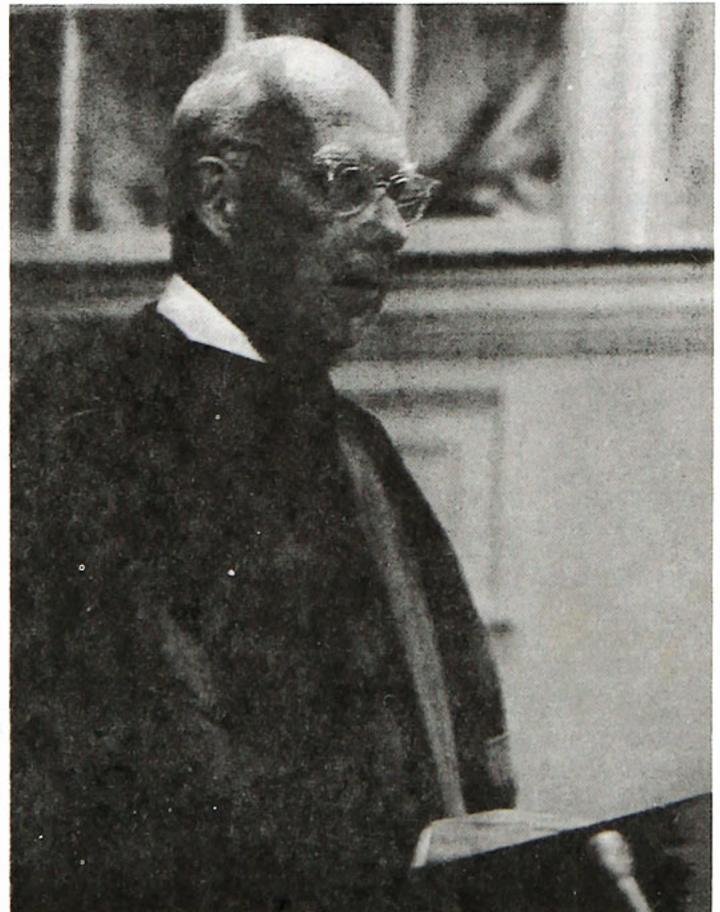
The government appears weaker and less responsive in the turbulent wake of Watergate. The Congress suffers from weak leadership and an unruly majority. The nation suffers from an emasculated Presidency and the fear that no one really has a firm grip on the tiller.

In the last month, we have seen allies in both Cambodia and South Vietnam "liberated." Just this past week, the Laotian government has fallen. There's a growing sense of frustration that our 19 years of involvement there were in vain.

I'm not trying to depress you. I'd rather leave that to professional "doomsayers."

Neither am I going to propose any easy solutions to

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## John Collett Retires As President Of The Board

Yesterday the Trustees of Wabash College presented to its President, Thaddeus Seymour, a portrait of the outgoing President of the Board of Trustees, John P. Collett. The presentation, by Trustee Vice President Eugene N. Beesley, took place in the Lilly Library, where the Collett portrait will hang.

The Colletts have been a part of the life of Wabash College since the 1840's, when the first John Collett received his degree. No member of that family has offered more distinguished service to Wabash than John Parrett Collett, Class of 1924, whose life at Wabash spans fifty-five years and whose leadership has made possible major improvements to the college's physical plant and an unparalleled addition to the college's endowment.

John Collett came to Wabash from Shortridge High School, Indianapolis, in 1920. His interests led to active participation in speech, dramatics, the yearbook and clubs. He served as President of Psi Chapter of Phi Gamma Delta, and his interest in his Chapter and Fraternity has remained strong for a half century. In February, 1975, he was honored as an outstanding Phi Gamma Delta in the United States.

Business responsibility and community service have made John Collett a leader in



his community and state. He established Collett and Company, investment bankers, at the age of thirty-one. From its start during the worst months of the Depression, the company has become a recognized leader in finance and has facilitated hundreds of millions of dollars of public and private capital

investment. A present or former trustee of seven corporations, he also served as a "Dollar a Year" executive for the War Production Board during the second World War. His contributions to the strength of Indianapolis include service as President and director of the Indianapolis Community Fund, director of the United Fund, and Hospital Development Association, and Trustee of the Junior League Trust Fund.

Wabash College is most grateful to John Collett for his thirty-six years of service on the Board of Trustees, and particularly his nearly ten years as President of the Board. His vision for the future of the College and his diligent work on its behalf are

reflected in the nine campus buildings dedicated, and others renovated, during his tenure as President. In 1939, when he joined the Board, the Wabash endowment totalled some two million dollars. By 1965, it had grown to more than fifteen million dollars, and at his retirement as President, the College nears completion of the Campaign for Continued Independence and Excellence which will raise the total to \$56 million.

The portrait of John Parrett Collett will serve as a continuing reminder of his concern for Wabash and his considerable influence in preparing the College for a vital future.

Achievement has limits, endeavor none.

### THE BACHELOR

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## Boyd Elected Class Agent

Fellow seniors have elected Bradford B. Boyd Class Agent for the Wabash College class of 1975. Boyd will be responsible for keeping class members aware of what each other are doing, informing them of the progress of the College, and encouraging their participation in the life of the campus.

Boyd has been active in the News Bureau, Glee Club and Theater at Wabash. He is an officer of the Glee Club and one of nearly forty men from the Club who will travel to Europe this summer for a series of concerts in Scotland, England, Germany, France and Belgium.

Brad Boyd is a member of the Beta Theta Pi fraternity, Delta Phi Alpha German language honorary, and Pi Delta Epsilon journalism honorary.

If Wabash ever needs a definition of alumni loyalty, it can simply point to the career of John P. Collett. No college could ask for a better example of selfless dedication and service. The monuments to John Collett's service on the Board of Trustees begin with the many lives he has touched and the loyalty he has inspired in others. It can be seen in the unparalleled record of financial resources which he managed as Treasurer of the College and which have been enhanced by his careful stewardship as President of the Board.

Many recent additions to our magnificent physical plant are the result of his enlightened direction. Perhaps most of all we should note the healthy and stable condition of the College as the highest tribute to his unflagging service. Wabash men will always be grateful for John Collett's magnificent contribution.

Thaddeus Seymour  
President, Wabash College  
May 17, 1975



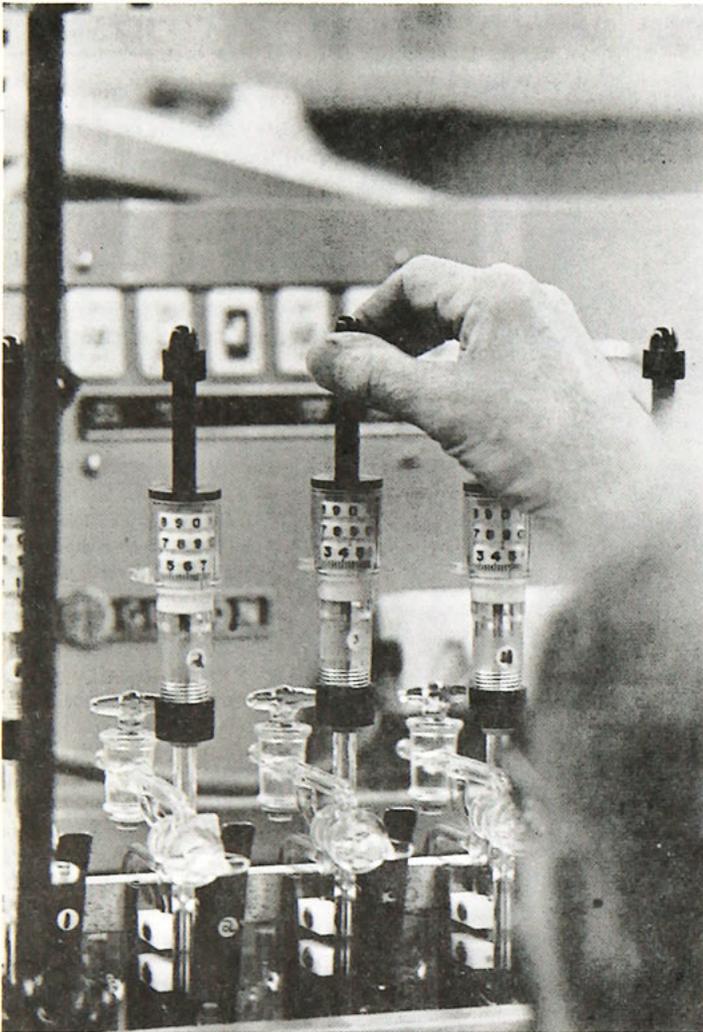
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## DITZLER: REFLECTIONS

(Continued from Page 1)

studied late the night before for an important physics test. His response was the he knew how I felt, he had been up all night preparing the important lecture I was sleeping through.

It's not because of a lack of skill that one doesn't find professional journals containing a great number of articles by Wabash faculty. It's because the majority of our faculty place educating above building a professional reputation by publishing. At Wabash faculty are retained because of their ability to teach, not because they are prolific writers. The effort and devotion of the faculty is what makes the education symbolized by the diplomas we will get today so valuable.

Another group that deserves credit today are the parents, friends and alumni who have paid most of the bills for us. As students we frequently complain that we have to spend most of our summer earnings for a little piece of paper that says

"Tuition Paid." Yet the majority of our expenses are paid voluntarily by people who are much less directly benefited than we. This support of alumni and friends of the college is reassuring to students. It's nice to know that there are people experienced in the "real world" who believe that our activities for the last four years are worthwhile.

There are a lot of parents here today that deserve credit for helping us through Wabash. The help you have given by encouraging words, as well as financially, is, I'm sure, greatly appreciated by all. You can be assured that your sons have not wasted the opportunity you have helped provide. The considerable time and effort put in by my classmates have, in all of the cases I'm familiar with, completely justified your effort.

As a result of these efforts by faculty, alumni, parents, and friends the class of 1975 has certainly been intellectually prepared to take their place in society. The success of this part of our education has been attested to

by numerous tests, finals, and the dreaded comps.

Every year thousands of graduates at several hundred colleges are told that because of similar (but of course lesser amounts of) knowledge they are ready to "succeed" in today's world. From the state of the world today, it appears to me that this class and future classes had better do something other than become "successful." In spite of — or maybe because of — the efforts of a tremendous number of college graduates the world faces widespread pollution, crime, continual wars, and political as well as non-political corruption. The problems of poverty, overpopulation, starvation and disease go unsolved, and in many cases virtually ignored. I'm not blaming the woes of the world on too much or not enough knowledge but rather on the way the majority of this country's college graduates apply their knowledge.

Recently I read Brecht's Galileo. This play contains a scene in which a friend of Galileo is trying to persuade the Senators of Venice to support the scientist's endeavors. The varying responses to his three arguments is indicative of what an educated person must do to be considered "successful." His argument that Galileo's work would help the culture of Venice was virtually ignored. He then pointed out that the product of Galileo's brain would make much money for the city. This aroused considerable interest. His final argument that Galileo's invention would be an aid to their military brought thunderous applause. In the several hundred years since then the value placed on improving the society hasn't increased nor the value of making money decreased to any great extent.

Thomas Kuhn, one of the most respected writers on the philosophy of science, examined the natural sciences and concluded that a scientist is under no pressure to do anything socially useful in his research. It is accepted and expected of a scientist to work on some problem he thinks he can solve quickly. They generally choose a problem that will allow them to quickly get an article published and thereby advance their professional reputation rather

than a problem whose solution will benefit mankind to any great extent. This same phenomena carries over into the social sciences as well. According to Muzaffer Sherif, a well known and respected social psychologist, man's problems go unsolved because too many social scientists have applied themselves to "piddling little problems that cannot be considered important by the greatest stretch of the imagination."

Far too frequently the educated members of our society are primarily interested in making money or advancing their reputation by getting numerous articles of little practical value published.

This phenomena is of course not universal. There are people working on solving mankind's more serious problems. Yet the vast majority of the articles in the professional journals I'm familiar with justify the work being reported with statements like "Since very little work has been published in this area" rather than "Since we think this may be of use in solving an important problem."

At Wabash we have been encouraged, and to some extent been required to gain a liberal arts education. According to the preamble to the Wabash curriculum this is because a liberal arts education helps people "chase worthy goals." As I mentioned earlier, to get to this point we have had to show the college that we have learned the facts and theories that are generally expected of an educated man, and even some that are not generally expected. But it remains for the future to tell how well we have learned to "chase worthy goals." I urge my classmates to remember well this part of our education and apply it as thoroughly as any of the facts we have memorized or theories we have learned.

Far too much effort has gone into our education not just by us, but by faculty, parents, and friends as well, to use it only in making money or for building a short term professional reputation. I urge you to use your education to solve the problems that a liberal arts education has shown us to be important rather than waste it on the trivial things considered important by so many.

## A Philosophy

(Continued from page 1)  
you. There are none.

What I do propose is to offer you a philosophy to take forward into the last quarter of this century.

As we look around us, what do we see? We live in a world of discrimination and slavery, slaughter and starvation. Governments repress their people. Millions are trapped in poverty, while their nations grow rich. Millions die on distant battlefields, while statesmen speak of peace with honor. Millions spend sleepless nights with empty, swollen bellies. Fertile farmland lies fallow and livestock is slaughtered in the name of supply and demand.

The evils are different but they are the common work of man. They reflect the imperfection of human justice; the inadequacy of human compassion; our lack of sensitivity to the sufferings of fellow human beings.

We feel helpless against such forces. A man must often question what he, as an individual, can do against the majority. The problems seem so immense. We try to ignore them. We hope someone else will find solutions.

Let me remind you that an individual, Alexander the Great, established an empire that encompassed the entire known world of his time.

An individual, Winston Churchill, offered his war-torn nation nothing but blood, tears, toil, and sweat, yet England stood alone against the Nazi menace for over a year.

An individual, Martin Luther, with only a handful of followers began the greatest religious transformation of all time.

An individual, Copernicus, changed our entire concept of man, the earth, and the universe.

A general, a politician, a clergyman, a scientist — men of conviction who had profound effects upon their time and their fellow man.

An individual may only make a ripple in the vast sea of human existence. The results of his endeavors may even go unnoticed. But every time a man stands for an ideal, or acts to improve the life of others, he sends forth a tiny ripple of hope. And if enough of these ripples come together, a

tide will result which can knock down the worst walls of oppression and wash away the worst of injustices.

We see time and time again that individual acts are imperative. Yet few men are willing to pay the price of greatness — to endure the suspicion of their fellows, the censure of their colleagues, the wrath of their society. We feel a constant temptation to follow the easy and familiar paths of life. Moral courage has become a rare commodity in this world of ours. But it is an essential quality if there is to be any significance in our lives.

Let moral courage and integrity be taught in homes, in schools, and in the colleges. Let them be written in books and preached from the pulpit. Let them be proclaimed in legislative halls and enforced in the courts. In short, let them become the political religion of the land.

A man was born to lowly station, the son of a carpenter, who lived in times of poverty and unrest. He grew up a good and decent man, who saw wrong and tried to right it, who saw suffering and tried to heal it, who saw injustice and tried to stop it.

He died nailed to a tree, but his words and teachings live on. Through his words and deeds, Christ represented hope and promise for all future generations. All the armies that ever marched and all the navies that ever sailed have not had so great an effect on mankind as that one, single, human life.

We must stand up for our convictions. This is the only way for change to occur in this world which yields oh, so painfully to change.

A man who cannot stand up for his convictions because of physical or emotional limitations is only half a man. A man who will not stand up for his convictions because of apathy or moral cowardice is no man at all.

There will always be those who will sit idly by, letting their fellow man shoulder the burden of making a better world. But just as surely there will always be those who will meet the challenge and shoulder the load.

These are men of unquestionable strength and courage, who in the face of human opposition and personal tragedy, triumph; whatever the goal, whatever the sacrifice.

Thomas Edison did not complain because there was darkness. Henry Ford did not demand laws to prohibit the use of horses. The Wright Brothers did not file a class action suit against gravity.

Instead of using their individual initiative to solve their problems, these men could have lobbied, pressured, organized, demonstrated, demanded, threatened, coerced or applied political power to cause government intervention.

Can you imagine what the world would be like if they had? Can you imagine how different our lives would be? As we prepare to meet our future, we would do well to emulate their examples.

\* \* \*

The future holds endless potential and challenge for those who seek it. No other era of history possesses the opportunities and excitement of the decades ahead. Like John Kennedy, I would not like to exchange places with any other generation.

This future will not belong to those who are content with today, or apathetic towards tomorrow; those insensitive to the needs of their fellow man. Rather it will belong to those who blend courage and foresight with hard work and personal conviction.

Our future is not predetermined. The future may lie beyond our vision, but it is not beyond our control. The words of our own hands, guided by reason and

conviction, will determine our destiny.

We must not accept the prevalence of crime, congestion, and chronic unemployment in our world. We must not tolerate such problems as poverty, pollution, and urban decay. We must not be content that one-sixth of our fellow Americans do not share adequately in our political and economic systems.

There is no longer any excuse for inaction — or ineffective action. We have the resources to attack our social ills effectively. Science and technology have given us the means to analyze our problems and to point out solutions. It is no longer a question of whether or not we can meet our social needs, but whether we have the will to apply our capabilities. We can no longer take refuge in the belief that solutions are beyond our reach. That crutch does not exist. The future lies in our own hands.

Because we have witnessed the futility of war, we must search for the lasting peace. Because we have seen the misery of poverty, we must seek a better life for all. The questions are there, we must find the answers.

Such solutions will not come to pass in a year or two or even a decade or two. But they will come. As long as man can read and think and hope and pray, these will be the foremost objectives on his mind.

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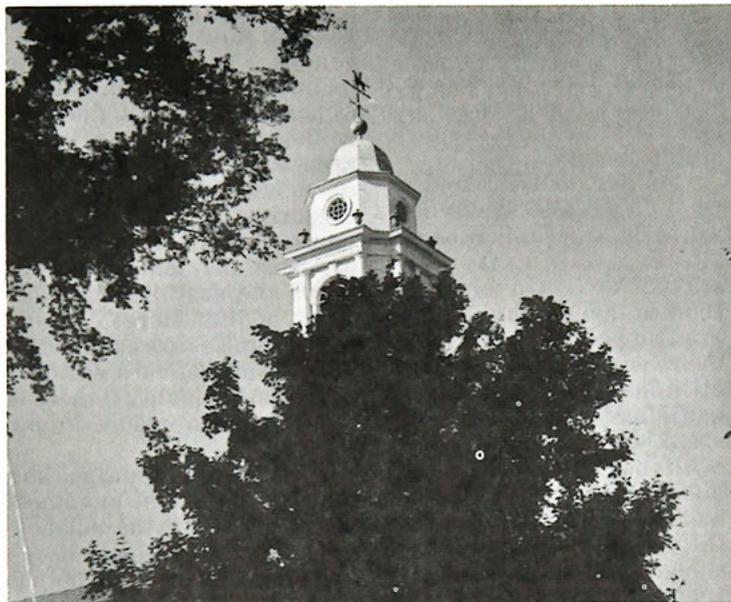
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## PAINSTAKING PROCEDURE

## Story Behind The Sheepskin Scroll

The Wabash diplomas which nearly one hundred forty men receive today—and those which hundreds of alumni of the College treasure—reflect the work and accomplishment of students and faculty, but they also exemplify centuries-old traditions and the unique artistry and care of a retired Indianapolis calligrapher, G. Harvey Petty. Petty, who works from his eastside home, does the hand lettering of each graduate's name, and he has missed only a handful of letters in more than a thousand names during the ten years he has performed this service for Wabash.

The script style Petty uses is a re-creation of the writing of Lucovico degli Arrighi, a lay scribe for the Vatican in the sixteenth century. Arrighi taught others to copy his script, called Chancery Cursive, and supervised the wood-block printing of a 32-page manual for his students. Thanks to these printed copies, his work spread throughout Europe. When, late in the Second World War, a copy of the original 1522 manual was found in Italy, calligraphers throughout the world had the opportunity to re-learn this ancient craft. Petty himself started writing this script in his forties, and it took him twenty years to feel he had mastered it.

"A calligraphy teacher in Oregon says that if you practice a letter nine thousand times, you may learn it," he says. For him, each word is part of an exciting challenge: "I believe each letter I write is a chance to improve my style, and I work hard at it." Among the most challenging of Petty's recent productions is a collection of the "Epigrams of Voltaire". He has written two or three sayings on each page of a book which measures 1 13/16 inch by 2 7/16 inches. As for his work on Wabash diplomas, he adds, "I can do ten to fifteen names, and then I have to rest my wrist for a while. Once you learn the letters, though, it doesn't take very long to write them."

Mr. Petty's predecessor as letterer ("engrosser") of Wabash diplomas was Mr. Theron S. Banta, a jeweler from Waveland, Indiana. Mrs. Mary Schlemmer, a member of the staff at Wabash for

nearly forty-five years, recalls that, "The preparation of diplomas used to be the responsibility of the Treasurer of the College. When I came to work at Wabash in 1929, we had them printed by the Burford Company in Indianapolis, and I would take them down to Mr. Banta. He would letter the names in between work at the watch shop, and return them to us in ten days or so. When he retired a few years ago, the alumni presented him a commendation for the work he had done so well for a half-century."

In the early years of the College, diplomas might be hand lettered in their entirety. The most common practice in the last century was to engrave the flowing letters and flourishes in special stones and lithograph the diplomas using these stones. Each year, a new stone was prepared to include the correct date and year of the College's history, and the printer's stones are now collectors items. The diploma of Vice President Thomas Riley Marshall, Wabash 1873, which hangs in President Seymour's office demonstrates the painstaking skill with which this work was done. Early in this century, the printers took these designs from stone and transferred them to special zinc plates. These plates still change from year to year, and they are the means by which the letterpress printing of Wabash diplomas occurs today. This process, too, presents problems. "The sheepskin we use comes from Great Britain and is prepared for printing by a company in New Jersey," says Bernard C. Froom of the Burford Company. "The thickness of any spot on the diplomas will vary from one to another, and we have to account for this in printing." According to Froom, the Wabash diploma is unique for its use of hand lettering, actual sheepskin, and its Latin text.

The man who provides that translation, and who as Registrar of the College oversees productions of the diplomas, is Thomson Professor of Latin Theodore Bedrick. In mid-April each year, he gives Petty the printed diplomas and the names of seniors so that work

on the lettering may begin. A more ticklish problem is presented by the special diplomas for men who graduate with honors and for winners of honorary degrees. Petty writes in the name of the degree or the honor in Latin. To guess the names of honors graduates a month or more in advance is difficult, and Bedrick computes estimates of grades for men who are candidates for honors carefully. A week before Commencement, when he receives final senior grades, he gives the go-ahead on the last diplomas. "This year, my first estimate came out right on the money," says Bedrick, "and we only had to add a few more who finished the second semester with strong results and won honors."

Indicently, Commencement is not the only time Bedrick and Petty are called upon to provide diplomas. For example, the widow of one alumnus from the Class of 1904 recently asked for a duplicate copy of her husband's degree. Bedrick checked to determine the exact date of Commencement that year, and he gave the correct Latin phraseology to Petty. The toughest challenge for the calligrapher, though, was to duplicate the signature of William Patterson Kane, fifth President of Wabash. Archivist and former Registrar Robert S. Harvey found a sample and the completed diploma was mailed in March to a grateful recipient.

## The Latin text on the Wabash diplomas reads —

The President & Faculty  
of Wabash College

To all who shall read this document  
Greetings in the Lord

Be it known that we admit Mr. ...., because of his merits, to the degree of Bachelor of Arts and we grant him all the honors, freedoms, rights and privileges which pertain to this degree throughout the world.

In evidence of this fact the public seal of the College and the signature of the President are affixed.

Granted from the academic halls at Crawfordsville in the State of Indiana on the 18th day of May in the year of Our Lord 1975 and in the 199th year of the American Republic.

Thaddeus Seymour, President

Chamness'  
A Philosophy

(Continued from page 5)

possibly even arrogance. There is also reason and truth.

Behind us stands the history, the knowledge, the heritage of ten thousand generations. Before us looms the future, the destiny, the very hope of thousands yet to come.

Robert Kennedy used to quote a philosophy that must guide our actions in the decades ahead.

"Some men see things as they are and ask why.

I dream things that never were and say, why not?"

Here lies excitement and challenge of the future.

\* \* \*

I promised not to give you easy answers. I promised you a philosophy.

In many respects, it is a difficult one. It leaves no room for scapegoats. Your failures will be YOUR failures. The corporate entity is ripped

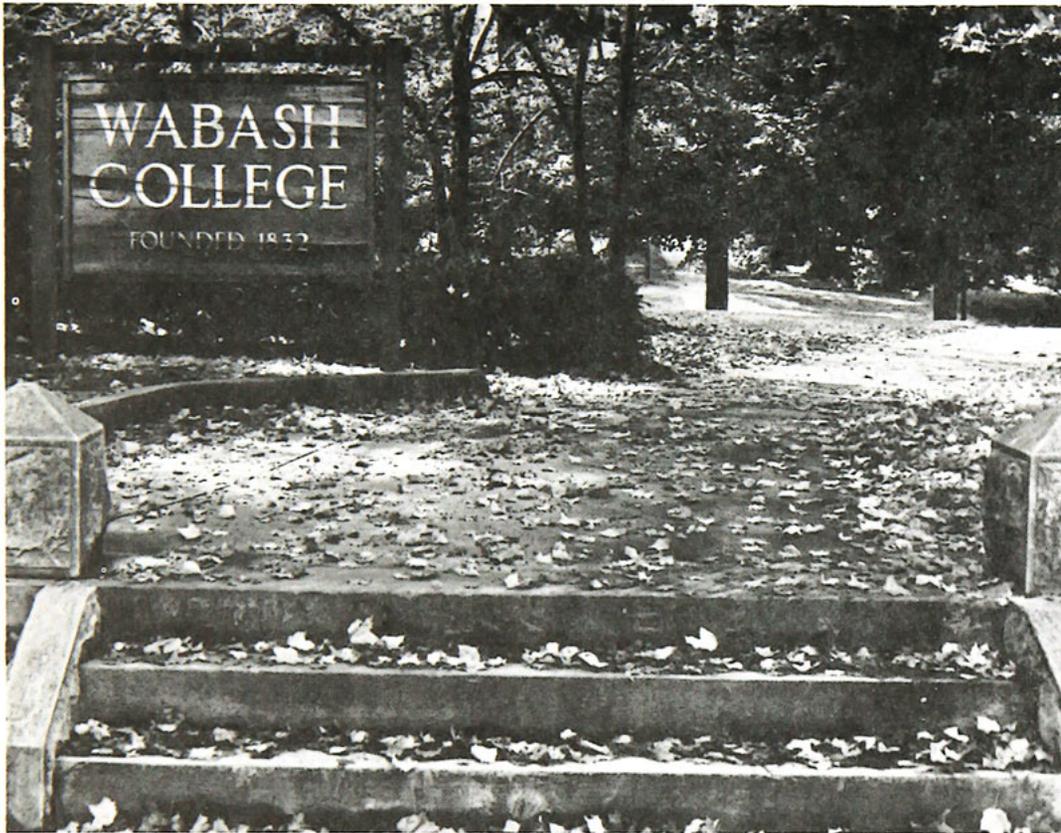
away.

But it is also a rewarding philosophy. Whatever your ability for hard work and foresight; whatever your idea of a good and decent life; whatever your capacity for generosity and compassion; they will be found within its application. I believe Wabash has prepared us for such a life.

As we go forward from this time and this place, let us strive to deserve the continued care and guidance of God, trusting that in future emergencies He will not fail us. Let us trust His great teaching, learn His great language, live in His mild and magnificent way, that we may better live and learn the truth.

Let us not be diverted from our duty by false accusations against us, nor frightened from it by the size of our task, nor discouraged by our failures.

Let us have faith in our purpose and our will and our God, and in that faith, let us dare to do our duty as we see it.



The Class of 1975 . . .

## "We're A Distinctive Class In Many Ways"

It's once again that time of year. All the alums migrate back to pay homage to the hallowed halls. The underclassmen try to find summer jobs vowing that they're going to I. U. next year (though everyone knows they'll be back). The Administration puts on its best face so that it can pride itself on all the illustrious achievements of this year's crop of seniors. And the seniors, those guys who have attended their last classes at Wabash College, the ones who have braved out four years in Crawfordsville, Indiana, take a little time to reflect on the questions, "Was it all worth it?" and "Where do I go from here?"

We're a distinctive class in many ways. We came within a few days of being the first post-World War II class to graduate without a war taking place somewhere in the world.

We are the first class to graduate that has never experienced chapel.

A number of other vestigial remnants of Old Wabash vanished during our tenure here. The school changed and it stayed the same. So did we.

Was it really worth it? This is a question that can have meaning only to the individual that asks it of himself. We were not pressured to come here (or to stay) because of a military draft. It also turns out that the myth of instant grad (or professional) school for the Wabash man is not as true as it was once. What kept us here? In any case, we have spent four of the most fruitful and formative years of our lives at this place.

Where do we go from here? According to the preliminary summary put out by the careers office, the class breaks down into three unequal parts. About 45 of us are going to continue to go to school in some form or another. Approximately 35 have decided that they want to work and have found it. Twenty six (26) members of the class of 1975 are "Looking" and 34 are "Uncertain". And I always thought a college graduate had all the keys to success.

—Frank C. Paul

## Ditzler, Betz Recognized With Top Senior Awards

At the traditional Senior Breakfast yesterday, Dean Victor Powell presented the John M. Butler prize to Mauri Adam Ditzler, and Dean Norman Moore announced that Robert G. Betz had won the Frank Hugh Sparks Award for 1975.

Ditzler, a Phi Beta Kappa graduate from Rosedale, Indiana, was elected by the faculty to receive the Butler Prize. Created in 1923, it recognizes the senior who, in the opinion of the faculty, has "the best standing in scholarship and character." A chemistry and speech major, Ditzler has won the Lubrizol Prize and Britton Award and been admitted to Sigma Xi science honorary for excellence in chemistry. He received a Mackintosh Fellowship from Wabash for use in graduate studies toward a Ph.D. in chemistry at Duke University.

Ditzler has been active on the Wabash debate team, and is a member of Delta Sigma Rho-Tau Kappa Alpha forensic honorary society. He served as a student member of the Trustee Committee on College Life. He is married to the former Judith E. Martin.

The Butler Prize was established by Mrs. Alpheus Henry Snow in memory of her

brother, John Maurice Butler, a member of the Wabash Class of 1887.

Robert G. Betz, winner of the Sparks Award, has been a member of the varsity soccer team since his freshman year at Wabash, and served as team captain in his junior and senior years. He won All-State and All-Conference honors in soccer in each of his four years on the team. In addition, he lettered in tennis and played on the Wabash Hockey Club, representing the college in intercollegiate competition in this sport.

An English major, Betz served for three years on the staff of the Bachelor. He has been the paper's Associate Editor this year. Betz won third prize in the Baldwin Oratorical Contest earlier this spring. He is a member of Pi Delta Epsilon journalism honor society, and of the Delta Tau Delta fraternity. Betz graduated from the Kent School in Kent, Connecticut.

The Sparks Award winner is chosen by the Deans in re-

cognition of all-around accomplishment and for "promoting the true spirit and purpose of Wabash College."

The Award commemorates Dr. Frank Hugh Sparks, President of Wabash from 1941 to 1956. An Indianapolis businessman who decided at mid-career to enter college and earn a doctorate, Sparks accomplished his ambition to lead a college when he was chosen President of Wabash. He left the campus during the Second World War to serve on the War Mobilization Board, but returned to guide Wabash through a period of extensive growth in the late 1940's and early 1950's. Popular with undergraduates, he was also successful in persuading many corporations and business leaders to contribute to private higher education. Following his retirement as President, and until his death in 1964, Sparks continued to serve the College as a member of the Board of Trustees, and he remained strongly interested in the progress of Wabash.

**A special "thanks" goes to all of the advertisers who supported both Wabash College and The Bachelor this year. We hope to see you again next fall.**

**Bachelor Staff**