



HARRY M. REASONER '60
Houston



MRS. ERNEST SEVERIN '57
Houston



MARY E. JOHNSTON '41
New York, N. Y.

past year and through a series of meetings with the presidents of all the colleges, I have become acquainted with some of the issues troubling students.

"I hope this type of communication can also be maintained with the faculty and alumni so that the views of all



CARL ILLIG
Alumni-Governor

and that young people have a point of view which deserves some recognition."

Illig is the second Alumni-Governor to be elected by alumni.

The other Alumni-Governors are E. D. Butcher and Sam S. Emison, who were appointed to the Board in 1968, and W. Maurice Ewing, who was elected by alumni vote in 1969.

Sallyport + June 1970 **Commencement 1970—two firsts for Rice**

The 55th annual commencement on May 23rd, in which 402 bachelors, 159 masters and 52 doctors received diplomas, brought two firsts to Rice University.

Linda Faye Williams of Jones College and Theodore Marshall of Will Rice College, became the first Negroes to graduate from Rice and Jeffrey L. Cox, former Student Association vice president, became the first student ever to address a commencement gathering.

Miss Williams, a recent recipient of a Woodrow Wilson Fellowship, will continue her education at the University of Chicago where she will study political sociology. She plans to teach at the college level.

Henderson, who plans to make his career in archeology,

is enrolling in anthropology at the University of Hawaii. This summer he will participate in archeological digs on the island of Hawaii.

Cox, a Phi Beta Kappa graduate, was chosen by his fellow students to make the commencement address. He spoke for the students against the war in Vietnam.

"We hold within us the horror of war in Indochina" where many Americans are "dying for no good reason."

He said we are no closer to Democracy there now than when the war began.

"It is not wrong for us [students] to have a voice in the future we face, yet we are ignored."

The main commencement address was given by Dr. T. Harry Williams, professor of

history at Louisiana State University, Civil War authority and winner of a 1969 Pulitzer Prize for his biography of Huey Long.

Williams said it is unfortunate that the career of Huey Long is admired by many leaders of student rebellion.

"Long did not believe change and reform could be attained within the limits of the democratic process. He was a man in a hurry and he dispensed with the rules.

"If that vague structure we call the Establishment will relax and become receptive to gradual reform," he said, "and if the young will show restraint and stop short of destroying the system, we will survive.

"But if we cannot come to terms, there is a very real danger that a great, impatient

leader may be waiting in the wings..."

The fourth annual presentation of George R. Brown teaching awards was made at the exercises.

Dr. Ronald L. Sass, professor of chemistry, was given the George R. Brown Prize for Excellence in Teaching for the third time. In honor of his continuing achievement, Dr. Sass was designated a life holder of the award.

The George R. Brown Awards for Superior Teaching were presented to six Rice faculty members:

Katherine Tsanoff Brown, lecturer in fine arts; Dr. Harry A. Deans, professor of chemical engineering and mathematical sciences; Dr. Alan Grob, associate professor of English; Dr. Allen J. Matu-sow, professor of history; Dr. C. William Philpott, professor of biology and Dr. Harold E. Rorschach, Jr., physics professor and department chairman.

Students elect new leaders

The Rice Student Association recently elected new officers for the 1970-71 term.

They are: Bob Parks, president; Tom Green, internal affairs vice president; Frank Brevoort, external affairs vice president; Melissa Crowfoot, secretary-treasurer; and Ed Emmett, off-campus senator.

College presidents, who, with the SA officers, make up the Student Senate, were also elected.

They are: Bruce Coats, Baker; Ann Patton, Brown; Pat Daniels, Jones; Dan King, Will Rice; John Billingsley, Lovett; John Hays, Weiss; and Tom Blocher, Hanszen.

Board elects new officers

Association officers elected for the 1970-71 term are John F. Heard '40, president elect; Mrs. Margaret Heinzerling '34, second vice president and Walter D. Murphy '48, treasurer.

merce as chairman of the Harris County Chapter, National Foundation and he is secretary of the St. Joseph's Hospital Foundation.

He is married to the former Elly Dumble and they have

Congress and as president of the St. Luke's Methodist Women.

She and her husband John have four children.

Murphy is vice president and manager of the Houston



57th Commencement May 23, 1970
June

'You cannot silence a generation' - commencement note

Editors' note: The following speech was delivered by Jeff Cox at Commencement last spring. Cox, first student ever to address a Rice commencement, was a 1970 magna cum laude history major, a member of Phi Beta Kappa, vice-president of the SA, and a resident of Danforth and Wilson Fellowships. He was assisted in preparing the speech by George Greanias and Rick Weber.

Tradition has, in the past, dictated that this day—commencement—be one of rest, satisfaction and joy. But tradition no longer dictates. For we—all of us—are in a nation that is not at rest, not satisfied, not joyful.

Some universities have responded by having no commencement ceremony. We at Rice have chosen to hold a ceremony, but we hold it for the benefit of you, the parents, and we hold it knowing that the forms and rituals are really meaningless. They do not speak to the first concerns of this graduation class. We wish to make that fact clear by our appearance here today.

Some of us do not wear the traditional academic regalia; some of us wear white armbands. That is meant to symbolize the death present with us in this ceremony.

Students have died on the campus this year; some of us will die in Indochina during the coming year. So while we participate in the mechanics of this ceremony, we hold within us a preoccupation with more serious issues that deeply affect our lives.

We hold within us the horror of war in Indochina. The vice president claims that, "A majority of students do not oppose the President's action in Cambodia." He is wrong. Most students believe this war to be immoral. Not only are men dying in Indochina, they are dying for no good reason.

Today South Vietnam is no closer to democracy and stability than when the war began. The thousands of Americans and Vietnamese sacrificed during this decade have died to no end.

President Nixon not only continues and expands the struggle in violation of the Constitution and in the face of opposition from Congress and the public, he justifies his actions in the name of America's image and national honor. Many of us cannot accept his reasoning. We are outraged because of the high value we place on human life. Yet we are ignored.

We hold within us a concern for the universities. The majority of students and faculty want the universities, as those institutions that affect them most directly, to work for the improvement of society and humanity, as well as for the advancement of scholarship.

It is that—the power to enhance, not destroy the universities—that the students and faculty seek. Yet that power remains outside the university commun-

ity. It is not wrong for us, as graduates of this university, as recipients of a Rice education, to have a voice in the kind of future we face. Yet we are ignored.

Finally, we hold within us a fear of the violent path our country seems to be taking. At first students faced only the verbal attacks of the vice president, but now, with Kent State, repression has become more real and more visible. Many Americans have a "shoot-to-kill" mentality directed against blacks, Mexican-Americans, and hippies.

Let me assure you that a majority of students at Rice and other schools oppose violence on campus. For whether we count beatings and bloodied heads or those actually murdered, it is clear that from Mississippi summer 1964 to the present, the brutal irrational violence inflicted upon students far outweighs the physical violence they have wrought. Human lives are more valuable than the windows and wall of buildings. Therefore, it is the students who have lost most from violence on campus.

These are the issues with which we are concerned. With other parents, with other parents, we might have been different. But we have been blessed with you and cursed with the need to have to live up to your ideals. We have been raised by parents who encouraged us

to ask questions and expect reasonable answers.

We have gone through a very extended period of education; we have been exposed to the contradictions of conflicting cultures; we have had time to read, think, talk, travel and explore; we have been encouraged to think for ourselves at the best universities of the nation. There would be something amiss if, after such an experience, we accepted the status quo without questioning and challenge. There would be something wrong if we were not indignant at social institutions which contradict the values we were taught to believe as children.

For us, what is "right" cannot be identified with law and order, but with the long-range good of the community and the dignity of the individual. At the heart of our concern, then, is our deep sense of personal morality.

So if you cannot at least understand our protest, then there is something wrong with the humane values which have been taught for generations in American universities.

It is your choice—to listen or ignore, accept or reject. But you cannot stop reasonable students from exercising their intellects. You cannot reverse the training of a lifetime. You cannot silence a generation.

JEFF COX

the rice thresher

Students believe they are ignored

By Jeff Cox

(Cox, a graduating senior at Rice, made the following remarks at commencement ceremonies as the spokesman for his classmates.)

TRADITION has in the past dictated that this day—commencement—be one of the rest, satisfaction and joy. But tradition no longer dictates. For we — all of us — are in a nation that is not at rest, not satisfied, not joyful.

Some universities have responded by having no commencement ceremony. We at Rice have chosen to hold a ceremony, but we hold it for the benefit of you, the parents, and we hold it knowing that the forms and rituals are really meaningless. They do not speak to the first concerns of his graduating class. We wish to make that fact clear by our appearance here today.

Some of us do not wear the traditional academic regalia; some of us wear white armbands. That is meant to symbolize the death present with us in this ceremony. Students have died on the campus this year; some of us will die in Indochina during the coming year. So while we participate in the mechanics of this ceremony, we hold within us a preoccupation with more serious issues that deeply effect our lives.

We hold within us the horror of war in Indochina. The vice-president claims that, "A majority of students do not oppose the President's actions in Cambodia." He is wrong. Most students believe this war to be immoral. Not only are men dying in Indochina, they are dying for no good reason.

Today South Vietnam is no closer to democracy and stability than when the war began. The thousands of Americans and Vietnamese sacrificed during this decade have died to no end.

President Nixon not only continues and expands the struggle in violation of the Constitution and in the face of opposition from Congress and the public, he justifies his actions in the name of America's image and national honor. Many of us cannot accept his reasoning. We are outraged because of the high value we place on human life. Yet we are ignored.

We hold within us a concern for the universities. The majority of students and faculty want the universities, as those institutions that affect them most directly, to work for the improvement of society and of humanity, as well as for the advancement of scholarship. It is that — the power to enhance, not destroy the universities — that students and faculty seek. Yet that power remains outside the university community.

It is not wrong for us, as graduates of this university, as recipients of a Rice education, to have a voice in the kind of future we face. Yet we are ignored.

Finally, we hold within us a fear of the violent path our country seems to be taking. At first students faced only the verbal attacks of the vice-president, but now with Kent State repression has become more real and more visible. Many Americans have a "shoot-to-kill" mentality directed against blacks, Mexican-Americans, and hippies.

Let me assure you that a majority of students at Rice and other schools oppose violence on campus. For whether we count beatings and bloodied heads or those actually murdered, it is clear that from Mississippi summer 1964 to the present, the brutal and irrational violence inflicted upon students far outweighs the physical violence they have wrought. Human lives are more valuable than the windows and walls of buildings. Therefore it is the students who have lost most from violence on campus.

These are the issues with which we are concerned. With other pasts, with other parents, we might have been different. But we have been blessed with you and cursed with the need to live up to your ideals. We have been raised by parents who encouraged us to ask questions and expect reasonable answers.

We have gone through a very extended period of education; we have been exposed to the contradictions of conflicting cultures; we have had time to read, think, talk, travel, and explore; we have been encouraged to think for ourselves at the best universities of the nation.

There would be something amiss if, after such an experience, we accepted the status quo without questioning and challenge. There would be something wrong if we were not outraged by unjust wars and those who defend them. There would be something wrong if we were not indignant at social institutions which contradict the values we were taught to believe as children.

For us, what is "right" can not be identified with law and order, but with the long-range good of the community and the dignity of the individual. At the heart of our concern, then, is our deep sense of personal morality.

So if you cannot at least understand our protest, then there is something wrong with the humane values which have been taught for generations in American universities. It is your choice to listen or ignore, accept or reject. But you cannot stop reasonable students from exercising their intellects. You cannot reverse the training of a lifetime. You cannot silence a generation.

Commencement 1970

70

6-21-70