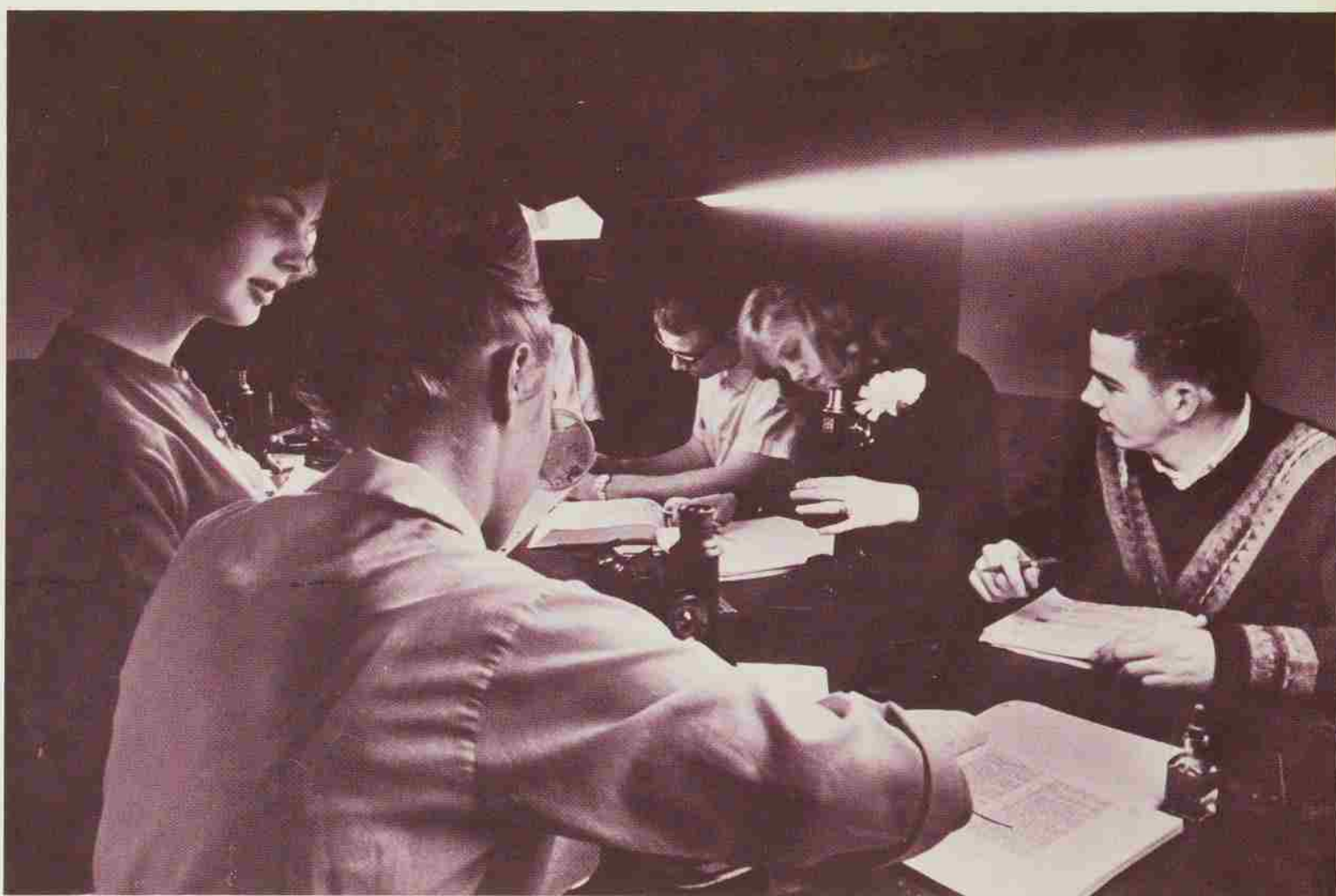


WILLAMETTE

ALUMNUS

SPRING, 1965



IS SCIENCE CROWDING OUT THE HUMANITIES?
SEE PAGE 8 FOR FACULTY COMMENTS ON THE
ARTICLE "THE PLIGHT OF THE HUMANITIES."



Alas, Has Justice Come To This? When the old court house was demolished the Golden Goddess who graced its pinnacle encountered a housing shortage. She eventually came to rest in the foyer of the law school, where she weighs the merits of student bumbershoots with the same impartial aplomb that she once accorded to legalistic imponderables.

The WILLAMETTE ALUMNUS

SPRING, 1965

Volume XII

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From the TOWER

W.U. Business Office selected to participate in Federal Study

Willamette is one of nine colleges in the United States selected for participation in a comprehensive study of business office management and practice for schools under 1,500 enrollment.

The study will be conducted by the U.S. Office of Education, a branch of the Department of Health, Education and Welfare. Results of the study will be published in a casebook, which will be made available to colleges and universities throughout the United States as a guide for efficient business management and practices.

Willamette was selected as one of the subjects for the study on the basis of recommendation by regional and national business officials who are familiar with the reputation of the Willamette business office.

Only one other school on the West Coast was selected for the study. It is California Institute of Technology, Pasadena, California.

The Willamette business office is responsible for all the accounting, payables, receivables, payroll and the myriad of other duties involved in the operation of the school. Willamette University, with plant and equipment valued at \$9,000,000, has an annual operating budget of \$2,500,000.

Willamette's business office is directed by Dr. Richard Petrie, financial vice-president. Other key members of the business office staff are David Lewis, business manager; and DeVon Wade, Chief accountant.

Haberer President of Women Deans

Vera Haberer, Dean of Women at Willamette University, is the new president of the Oregon chapter of the Association of Women Deans and Counselors. She has served as vice-president and program chairman for the past year. The organization comprises women deans and counselors in all educational levels.

Miss Haberer attended the national convention of the association in Minneapolis, Minn. in April, during Willamette's spring vacation.

Steven Berglund wins important research post

"Dental Angles", a publication of the University of Oregon Dental School, recently printed an article on the school's graduate program for training exceptional students as future researchers.

Featured in this article was Steven E. Berglund, Willamette '61, who becomes the first dental student in the United States to be accepted as a research worker at the National Institute of Dental Research, which is sponsored by the U. S. Public Health Service.

Berglund's graduate work at Oregon Dental School concerned "the fusobacterium (from fuso spirochetal infection)", which is described by *Dental Angles* as "essentially a study of how bacteria grow together, what they do to each other and what they do as a mixture in the body that they cannot do as pure cultures."

Beyond its value in the health professions, it is said, the research has potential applications in agriculture and marine biology. The study has attracted much interest abroad, especially in England, Scotland and the Scandinavian countries.

'No Vacancy' at W.U. Law School

The need for larger Law School facilities at Willamette University was demonstrated early in April when Seward Reese, dean of the Law School, announced that the 75 positions in the first year class had already been filled for this fall and any further applications will have to be considered for the fall class of 1966.

Dean Reese explained that the cut-off came a month earlier this year than last year. He added that the College of Law has processed over twice as many applications as a year ago.

Building size currently limits the number of first year students to 75 and the three classes to 185. If sufficient funds are raised by June to start construction of the proposed Truman Wesley Collins Legal Center, enrollment can expand to 300 starting the fall of 1966.

Applicants this year represent nearly every state, and come from well over 100 undergraduate colleges and universities. The current enrollment represents 29 states and 114 undergraduate colleges.

DR. Hunnex cites record of recent philosophy graduates

Willamette's philosophy department has again gained recognition for the "production" of topflight students, as all three graduating majors have been assured of graduate study next year, and one, Joan Himmel, Millbrae, Calif., secured a National Defense Education Act award of \$6,600 for three years of study at the University of Hawaii graduate school of philosophy.

The other two, Daniel Skerritt, Scobey Mont., and Norman Harper, Sweet Home, have been accepted by Willamette's Law School. The two were recently selected by a committee of philosophy professors of Oregon colleges to present papers at the 4th annual Undergraduate Conference of Philosophy at Mt. Angel College. Only three papers were selected for presentation from among those submitted by Oregon college students.

Miss Himmel will follow Charles Bush, '63, a former recipient of NDEA funds to Hawaii. Bush completed his three years of study in two years and three summer sessions and has accepted an assistant professorship in philosophy at Humboldt State College (Calif.) for this fall.

Another 1963 graduate in philosophy and English, Elizabeth Keyser, is finishing up her doctoral work in English at Claremont University College. She also obtained a large NDEA grant at graduation from Willamette.

Philosophy department chairman Dr. Milton Hunnex also received word that Howard Tyke, '62, a doctoral candidate, has been given a grant from Tulane after graduate study there to study Hegelian philosophy at Munich, Germany, beginning this fall; and Donald Coe, '61, has completed work for his Ph.D. at Duke University.

Summer programs

While regular students depart for vacation the first week of June, Willamette's campus will be far from vacant during the summer.

Starting June 7 with the Oregon Annual Conference of Methodist ministers and lay delegates and terminating August 7 with the Oregon Program for secondary education teachers, seven summer programs or institutes will use the University facilities.

Following the weeklong Methodist conference will be Girls' State for about 320 high school girls who will be studying citizenship and government from June 14-20. At the same starting time, Willamette's summer session gets under way and continues through July 23 with courses in biology, education, English, foreign languages, history, philosophy, po-

litical science, psychology, speech and music.

From June 14 to July 23 the Coe Institute of American Studies will provide 30 high school teachers in history and social studies an opportunity to gain additional professional preparation and a fuller understanding and appreciation of American Heritage in the world today. Four Willamette professors will conduct the session in history, political science, and economics.

The Junior Engineers and Scientists Summer Institute (JESSI) for girls and the coeducational program of Communications Arts and Science Summer Institute (CASSI) will come June 20-July 3 under the auspices of Scientists of Tomorrow. A post Summer-Session follows July 26-August 6 in education, English, philosophy and psychology, along with the Oregon Program for high school teachers. A final three-day retreat for Methodist laymen from August 27-29 will close just in time for the start of school again September 1.

"Dean-elect" appointed as Dean Gregg's successor

Dr. Byron F. Doenges, for 10 years assistant dean of the College of Arts and Sciences of Indiana University, has been appointed dean-elect of Willamette University's College of Liberal Arts effective September 1, 1965, according to Willamette President G. Herbert Smith.

The new dean-elect will serve one year with Dr. Robert Gregg who retires August 30, 1966, after 18 years as Dean of Liberal Arts at Willamette.

Dr. Doenges' appointment has been made at this time to provide continuity in the academic administration at Willamette and he will assume the full deanship in September, 1966, according to Dr. Smith.

During the first year Dr. Doenges will have the major responsibility of working with the Willamette faculty in implementing the four course, two semester academic plan recently approved by the faculty to go into effect September, 1967. This will involve a complete revision of the curriculum.

A graduate of Franklin College (Ind.) in economics, Dr. Doenges earned his Master of Business Administration Degree in 1948 and his Ph.D. in 1962 from Indiana University.

He has had a broad experience in both curricular and administrative work with faculty and students at Indiana since 1951, which has included administering all University student financial aid, initiating the Indiana Honors Program and establishing the University's Alumni Institute.

Death ends notable career of Mrs. A. Lars Nelson, '27

Mrs. A. Lars (Rose Wetherell '27) Nelson, who was named "Mother of the Year" for the state of Washington in 1960 and who received a Willamette Alumni Citation in 1963, died March 12, 1965.

She and her husband, Albert Lars Nelson '31, had lived on a farm near St. John, Wash. They had also maintained a residence in Seattle, because Mr. Nelson's job as master of the Washington State Grange requires him to be in Seattle most of the time.

The Washington State Legislature noted Mrs. Nelson's passing with a resolution reviewing her many activities in the Grange and in numerous church and civic organizations.

The resolution read "... Death closes the chapter on a most fruitful and beneficial life. Everyone she met became a friend. She loved her family and was intensely loyal and dedicated to the highest Christian principles. She was happiest when working with and for and on behalf of people . . . She delighted in the affairs of youth, Junior Grangers, and the improvement of their environment and their development. She was loyal to and proud of her community, her state and her country. She was a great American mother and citizen."

WU student to study in Russia

Douglas G. Burleigh, Seattle, a Willamette University junior majoring in political science and Russian, has received a \$1400 National Defense Foreign Language Fellowship for summer study in the Soviet Union.

Burleigh, who is in his fifth year of Russian language study, received word from the U.S. Office of Education.

The program is sponsored by the University of Michigan, and Burleigh will study at Ann Arbor for a few weeks before touring the Soviet Union and doing some work at the University of Moscow.

At Willamette, Burleigh is a member of Phi Eta Sigma, national scholastic honorary, and is chaplain of Phi Delta Theta fraternity. He was recently chosen manager of next year's Christian Resource Week on campus.

Burleigh graduated from Roosevelt High School in Seattle in 1963 and is attending Willamette on scholarship. He has been on the University honor roll since his freshman year.

He is the son of Mr. and Mrs. G. E. Burleigh, 5245 Pullman Ave. N.E., Seattle.

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REV. CALVIN D. McCONNELL
University Chaplain

The Church Related College

What is it?

It is not an uncommon occurrence to have a student ask me what is meant by the term "church-related" when speaking of Willamette University. More often than a question, I am confronted with the flat statement that Willamette should drop this designation. When I ask the student why he believes Willamette should not be a church-related school the answer often is that it is a hypocrisy for Willamette to maintain the "church-related" label.

The student, if pressed further on the matter, may explain that for a school to earn the designation of "church-related," the students and faculty should all have an active interest in the Christian church, attend regularly its services of worship and other activities, and agree with the doctrines and ideas of the church. If this is not done this constitutes an unfair appropriation of the term "church-related."

Or a minister will say to me that Willamette should no longer have the privilege of calling itself a church-related institution. When asked to explain his position, usually there is a confusion about what he actually means by this feeling he has.

If I ask him if it would make us more church-related to have all students carry Bibles with them to all classes so as to compare ideas found in English literature, genetics, or physical education with those found in the Bible, the answer is a resounding, "No, that would not be free, unbiased education."

If I suggest that we open each class with prayer, he assures me that this is not necessarily what makes a university church-related. If I suggest that we reinstate chapel every day for an hour, he isn't sure that this is what he means either. Or possibly, a required course for all students in "Methodist Policy and History." No, that doesn't get at the matter any better than the other suggestions.

What is it that makes a university a church-related university, and what difference does it make in its curriculum, teacher-student relationship, and general pervading attitude?

At Willamette we are aware of a distinctive tie to the Christian faith as it was brought to Oregon by such dedicated missionaries as Jason Lee.

However, heritage alone does not make the difference between a church-related university and one that is not. There is no inherent reason why a college must be church-related in order to be a good college, but it does not necessarily follow that no contribution is made to a college because of its Christian commitment.

What makes a church-related college unique in educational circles? The Methodist Church has recently released

a working paper on this matter. It is interesting to note its opening sentences:

The church-related college must be first of all a good college. No responsible educational leader representing any major Christian communion would justify academic incompetence in the name of piety.

This is of prime importance. A church-related school must be first and foremost an excellent academic institution. Yet, if the church relationship offers some unique value it must purvey something in addition to this.

One of the unique features of a church-related school should be its freedom in presenting "the whole picture." The Christian college is free to use the full resources of the Christian heritage and to present its impact upon culture and knowledge.

A second unique feature of a school which claims a church relationship is in the area of attitude. Attitude toward its educational task, and attitude toward its students.

Attitude toward the educational task may be thought of as assisting the student in the development of those "basic convictions about the meaning and purpose of life that undergird all one's thoughts and actions." In these words of Paul Hessert we find concisely stated one of the major tasks of a church-related university, namely the development of values and convictions which give meaning and direction to life.

The Christian faith has some unique things to say about one's undergirding value system and basic convictions. Presentation of the Christian view alone cannot accomplish the task of challenging students in their understanding. It takes interpretation; it requires the living out of such convictions by those who teach and shape student thinking.

There should be broad provision for the expression of individuality as well as necessary consensus and conformity to rules and policies.

Such attitudes as these seem imperative if the school is to express its concern to help man understand the love which God has for the world.

Students at Willamette can expect to hear the Christian point of view expounded on occasion because that is what the University is all about. There will be those who will resent this or take offense as though faculty or administration have no right to express Christian attitudes and commitments because they seem to be biased or prejudiced. Yet, we actually are founded for this reason.

Our task is to present the whole picture and not just the partial understanding devoid of religious faith. This

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WILLAMETTE ALUMNUS

PEACE CORPS VOLUNTEERS

More than a score of Willamette graduates have entered the Peace Corps. Here David E. Marsters reports on Thailand.



The first important task of the Peace Corps worker is to break the language barrier, according to David E. Marsters (Willamette, '62), who returned in December from two years' service in Thailand.

The native citizen is naturally courteous, but reserved toward Westerners, of whom he has acquired a stereotyped image. But the minute he is addressed in his own language the whole attitude changes. When a Thai-speaking American walks into a store he is greeted with smiles and is usually invited to sit down for a cup of tea.

The host is curious. "Are you a soldier? A representative of the government? A business man? And do you like Thailand—do you like our food?" When the visitor says he is from the Peace Corps the manner becomes even more friendly. They know about the Peace Corps, though there are only about 200 Peace Corps workers in the entire country.

All of this is a reflection of the intensive training that a volunteer must absorb before he goes abroad. It involves not only the language, but also the customs of the country to which he is assigned. For example, in Thailand to cross one's knees is a gross breach of etiquette. It reveals the soles of the feet—that part of the body that comes in contact with the ground and therefore contaminated—and such a display is extremely embarrassing to those about him.

The Peace Corps training centers are located in selected colleges and universities throughout the country. Those preparing workers for Thailand are typical of the others. Language instruction is always given by Thais, some of whom are flown to the United States expressly for Peace Corps service.

Each country determines the type of workers that best fill the specific local needs and Peace Corpsmen are assigned accordingly. Mr. Marsters taught English in a Teachers' Training College in South Thailand. English teachers are in great demand because English is the business and technical language of the country. By the time the student reaches the Teachers' College he has had six years of English, but the teaching is inadequate and he has a low level of competence. The teaching method used by Peace Corps instructors is known as the "oral-aural."

The compensation, says Marsters, is the same as for natives in comparable jobs, in his case \$70 a month. He lived in quarters provided by the college in a unit that housed four bachelor teachers, each with a room and bath. The others were Thais.

In comparison with other nations of Southern Asia, Thailand may be said to have a fairly prosperous economy, and the only one with an exportable surplus of rice. The land

is very fertile and highly productive—it is not a starvation situation. The currency is one of the most stable in the Orient.

Marsters is convinced that the Peace Corps is amply justifying itself. The newly arrived American is inevitably over-conspicuous, but he generally succeeds in melding with the community and the many personal relationships established on a basis of equality are gradually effecting a changed attitude toward the United States.

A recent issue of Life Magazine carried an extensive article on the Peace Corps entitled "The Re-entry Crisis" which examined the problems of the returned Corpsmen. This, says Marsters, is a real issue. The young men and women have been sustained abroad by a high morale engendered by the conviction that they are doing a work of urgent and vital importance and often assuming responsibilities far beyond their years. They find no comparable place in their home environment and often discover that their Peace Corps experience is not a marketable commodity.

Marsters feels that in this transitional period he has been luckier than most because he was selected to aid in the training program. He was invited to Northern Illinois University where he worked in the English division. This involved the preparation of prospective Peace Corps English teachers, who must not only be thoroughly grounded in the Thai language, but also in the peculiarities encountered in teaching Thai-speaking students. Since Thai is a tonal, monosyllabic language of significant contrast with English, an understanding of these problems importantly aids teachers in their work with Thai students.

Marsters will return to Northern Illinois for the summer session, this time as head of the department. In the fall he will take up graduate work in the University of Hawaii's East-West Center, which is attended by students who are awarded all-expense grants.

This Center is an ambitious degree-granting graduate program supported by the U. S. government, which has attracted the intense interest of educators, both Eastern and Western. In September of 1965 approximately 200 scholarships will be awarded to students from Asia and the Pacific Area, and 100 scholarships to students from the United States.

The East-West Center hopes to achieve a significant place in the intellectual inter-relationships of Orient and Occident at the "Crossroads of the Pacific."

Karen Gardner, '63, is featured in World Book article on South America.



The 1965 Year Book of the World Book Encyclopedia chose to represent the activities of the Peace Corps by relating in detail the work and personal experiences of a Peace Corps team in a Columbian village. The article is entitled "Dos Gringas Americanas, the adventures of two girls in the Peace Corps." It covers 16 pages and is illustrated with numerous color photographs.

Karen, of Costa Mesa, California, was an honor student

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A reply to

"MISSISSIPPI SUMMER"

In the fall issue of The Alumnus, Mary Sue Gellatly, '64 related her experiences as a civil rights worker in the article, "Mississippi Summer". She taught adult literacy and lived with a negro family. This, of course, provided a radically different environment from that of the white citizen of Mississippi and imposed a different viewpoint.

In the following article Mr. Pitner sees our number-one national problem from another angle. He is a native Mississippian, a newspaper publisher and a Willamette graduate.

BY SAM N. PITNER, '50

Miss Gellatly remarks in her opening statement that to go from Oregon to Mississippi is like moving into a different world. To a degree this is true. Our population is almost 50% Negro. But our sense of values in Mississippi are essentially the same as are those in Oregon, and basically, people are the same everywhere. I recall happy days on the Willamette campus, and friendships made there have lasted through all these post graduate years.

As in all states, we have existing conditions of which we are not proud. Segregation is a part of our society here—it is found in all states to some degree—and the large proportion of Negro to white intensifies every aspect of racial relations. Yet, terror and violence in this state doesn't compare with that of New York, Chicago or Los Angeles, for instance. Although the murder of three civil rights workers in this state last year was most regrettable, we are proud of the fact that Mississippi has the lowest crime rate in the nation.

Dating from the reconstruction days, it has been a steady uphill climb to regain pre-Civil War status. Only some 10 or 12 years ago was the state able to begin a massive school building and industrial development program. Its growth has been phenomenal. Our small county of 18,000 population has seen six new secondary schools built in the last five years, the newest and most modern being our negro school. All school age children, white and Negro, are required to attend classes. In 1950, when I graduated from Willamette, there were less than 100 industrial jobs in my home town of New Albany. Today, over 1500 people in this county are employed by local industry.

Mississippi, though proud of its southern heritage, is as American as Oregon or any other state. My four brothers and I fought for this country both in World War II and in the Korean War as fighter pilots flying from the decks of aircraft carriers and aboard supply ships in the thick of battle. One brother gave his life for his country.

Native Mississippians are not unaware or unconcerned about the problems that beset our state. In a race that has lasted only a little over ten years to improve the standard of living of both Negro and white, Mississippi ran out of time as COFO moved in to tell us how to do the job.

The company of which I am part owner owns three newspapers in Mississippi. It is incumbent upon us that we shall seek out the truth regarding matters of our state and report it. One

of the most devastating editorials we've ever published appeared in November against the activities of the Ku Klux Klan.

Though there have been abuses of voter registration here as in other states, it is overly exaggerated. I share the opinion of many that no man should be allowed to vote, white or black, if illiterate, if unable to understand the very basic concepts of Americanism. The majority of our Negroes fall into this category. The emphasis on Negro education has not been in effect long enough to produce a generation of Negroes qualified to vote under the laws of our state. I am confident that the majority of the white people will have no objection to Negro voters when they have qualified to vote. Though we had been led to believe from the Northern liberal press that all Mississippi whites were automatically passed, this is not the case. I have never known, nor could I believe, that anyone in my home county has ever been denied the right to vote or been intimidated when registering to vote. Negroes have voted for years in this county, and many more could if they tried.

Mississippi often has been singled out for abuse through nationwide publicity where it was not warranted. For example, in November, only 15 miles from where I live, a small frame Negro church called Antioch burned to the ground following an alleged civil rights meeting. Tippah County has been as free of Civil Rights difficulties as the North Pole. But immediately, the nation's news media picked up the story of this Mississippi Negro church burning and spread it around the world. To add fuel to the fire, a group of college students, mostly from Oberlin University, spent their Christmas holidays, amid glaring publicity, rebuilding the church.

The FBI and other investigating officers along with the membership of the church finally announced that the church burning was an accident—probable cause: combustion arising from cotton stored carelessly in the corner of one of the rooms of the church. Such is the nature of publicity Mississippi is now having to defend itself against.

I mention only in passing the activities of Mario Savio, who was acclaimed a hero after returning to the University of California from a summer's activities with COFO in Mississippi, then was promptly arrested by University officials at Berkeley when he tried the same activities on the campus—lawful in Mississippi—unlawful civil disobedience in Berkeley. Also, let me call attention to J. Edgar Hoover's annual report

to the Justice Department this year that the communists are increasing the tempo of their work in the civil rights movement and using college students as their tools.

Miss Gellatly is pathetically humorous in describing Negro domestic help as being available for \$9.00 for a 66-hour week. Would that my wife could hire such help for even \$6.00 a day for an eight hour day. Cotton picking brings at least \$3.50 per hundred, and if she had an idea how much a Negro (or white) family can pick a day, she would realize this is good money indeed. There is no disgrace to picking cotton. My brothers and I were often in the cotton fields, and I just wish I had \$3.50 a hundred for all the cotton I have picked.

But most tragic of Miss Gellatly's statements is this one: "The only hope (for Mississippi Negroes) is through the civil rights movement." Miss Gellatly really believes this, and so do many Americans. Of all the tragic implications of this statement, it is most tragic to the Negro himself, hoping to find the acceptance of his fellow man through the civil rights program, and doomed to further disappointment and failure.

Eric Hoffer, in an article entitled "The Negro is Prejudiced Against Himself" which first appeared in the New York Times and later in the December 28th, 1964 edition of U.S. News and World Report, has most nearly touched on the Negro's real problem and only hope.

Permit me to lift these few key statements from the context of his article: "Only when the Negro community as a whole does something that will win for it the admiration of the world will the Negro individual be completely himself. The Negro in America needs pride—in his people, their achievements, their leaders—before he can attain self-respect. The predicament of the Negro in America is that what he needs most is something he cannot give himself; something, more-

over, which neither governments nor legislatures nor courts but only the Negro community as a whole can give him." And further, "You strain your ears in vain amid the present Negro clamor for a small voice saying: 'Leave us alone and we will show you what we can do.'" "Almost invariably, when a Negro makes his mark in whatever walk of life, his impulse is to escape the way of life, the mores and the atmosphere of the Negro people."

Then Mr. Hoffer gives his answer, "The only road left for the Negro is that of community building—of creating vigorous Negro communities with organs of cooperation, self-improvement and self defense. It is the Negro's chief task to convert his formless and purposeless group to which he is irrevocably bound into a genuine community capable of effort and achievement, and which can inspire its members with faith and hope."

Miss Gellatly need not have come to Mississippi to carry on her social work—she could have found plenty to do in her own backyard. Now that she and her associates are here, may they be genuine in their efforts and try to understand not only the Negroes' problem but everyone's problem. We recognized it long before you, and we are far ahead of you in our efforts to make conditions better for all. They will be accepted as long as they are here to do good and not agitate and be troublemakers. None of us are in a mood to tolerate those who come here only to inflame a touchy situation. And if they tire of Mississippi, there are many other fields of endeavor to which their talents may be fitted.

If you or any of our Willamette friends are near New Albany, come to see us. And we hope you won't be too surprised to find us normal, average and concerned Americans just like yourselves.

Extensive curricular revision ahead as faculty adopts "4-2 Plan"

After a two-year study by an ad hoc committee, the Willamette faculty has voted to put into effect a major curricular revision beginning in the fall of 1967.

The two-semester scholastic year will be continued, since it is found to be best suited to the special requirements of Willamette's three colleges. However, the course schedule will be drastically revised to provide a basic four-course plan for each student per semester, with a four-hour credit in each course, or 16 credit hours each semester.

Curricular changes and programs in other colleges and universities were extensively studied by the committee, including the 3-3 plan now favored on many campuses (three ten-week terms with three subjects each). The 3-3 plan was rejected for the following main reasons:

1. Three examinations and three registrations would break up the academic program too much.
2. The 3-3 plan is not well adapted to the law program, and it is essential for administrative reasons to have all three colleges on the same calendar.
3. A ten-week session was felt to be too short to cover an area even if five days a week were allotted to the subject.

In setting up the 4-2 plan these ground rules were laid down:

1. All three colleges must begin and end by the same calendar.
2. Provision must be made for equitable requirements

for graduation, major requirements and elective courses in all divisions.

3. Fractional courses must not be permitted unless proved absolutely necessary.

4. Any proposed change in curriculum must have the approval of the faculty.

The committee pointed out several weaknesses in the present system. It has permitted an undesirable proliferation of courses, which have developed in a rather haphazard manner and produced several effects. Among these is a great fragmentation of time and effort by faculty and students alike. Our students average six academic courses per semester, with some taking as many as eight or nine. Many faculty members teach four or five *different* courses (not classes).

According to the committee, the most significant advantage of the new plan is that any curricular change will require an entire re-thinking of the curriculum in each department. This will put a brake on ill considered proliferation. Other advantages listed are:

1. With fewer courses, professors can find more time for professional development, study and research.
2. Students can attain greater depth within specific areas rather than scatter their study time over six or more courses.
3. Greater flexibility of schedule.
4. Greater integration of the disciplines than is currently possible.



LUTHER



ARTHUR



HAND



GILLIS

Faculty comments on "THE PLIGHT OF THE HUMANITIES"

Is there a "plight"? Is our culture in danger of "losing its soul"? Faculty comments ranged from partial agreement through philosophical reflection to vigorous negation. Some of those approached were interviewed, while others preferred to submit a written statement.

(Chester F. Luther, Professor of Mathematics)

I question the implications of the report that science and the humanities are in conflict; that the growth of one is at the expense of the other. There seems to me to be a growing understanding and appreciation, one for the other. Scratch a scientist deep enough and you are apt to find a philosopher—without the jargon.

That science at present receives the lion's share of financial support may be true, but the humanities can hardly claim alarming neglect. Compare the situation of a generation or two ago with that of today, with art, music, literature, the church, museums, libraries, educational TV and discussion and study groups available to all. In the schools, language, literature, music and art are stressed as never before.

If, in spite of all this, the humanist feels a waning importance, might he examine himself for the reason? Has he been burying too much of the good under trash, leaving society without sense of values? If our souls are to be elevated should our literary diet be heavy with depravity, violence and vulgarity? Are our senses of beauty elevated by smudges of paint? Are our inner tensions relieved by overemphasized dissonance? If man is being dehumanized, by whom?

There is good reason for emphasizing the sciences—but not at the expense of the humanities—when one views the pending problems in this world. I am thankful for more agronomists, biochem-

ists, engineers, entomologists, geneticists, nuclear physicists, oceanographers and the like. The future would look dim without them.

(Courtney Arthur, Professor of Law)

"One of our failures in the humanities is that we have loved arts and letters without working at them. Somehow or other music and the plastic arts and literature too often have the bad habit of appealing to the dilettante, in a narcotic or addictive way."

Professor Arthur feels that serious dedication to the humanities—not as a matter of personal gratification, but of discipline and duty—is a prerequisite to our survival.

He spoke of his own love for serious music, and of his conviction of the worth of music, but expressed concern that he had intellectual difficulty in justifying the importance he assigned to music, as a matter of social utility. He feels that the humanities are known and loved by such a relatively small part of the population that a shared love of arts and letters has the danger of causing snobbery and a sort of cultural segregation.

Broader dissemination of love for and knowledge of the humanities, and greater effort in their direction, should be emphasized, he believes, regardless of whether this would bring any immediate solutions to pressing world problems. That we have not been able or willing to apply the truths of the humanities to settle our differences is our misfortune. "I believe that culture in its best sense survives, even though men and material things may not."

He does not quarrel with the accompanying report when it speaks of dehumanization. "I think the trends toward dehumanization are present and dangerous, and that such trends get started without anyone intending or being aware that they may happen. The inventor rarely thinks of all the social consequences of his invention, the businessman too often does not see beyond the immediate profit.

And they are not alone. Dehumanizing trends come as accidents and surprises. A broader dissemination of the humanities and a more sober dedication to them should be one of our most important goals."

(James A. Hand, Assistant Professor of Religion)

Professor Hand agrees that humanities have suffered lately from lack of emphasis, due to the tremendous boost to the sciences following the first Sputnik. He adds, however, "I do not begrudge the sciences one penny."

If increased support is granted in the humanities he thinks it could best be used for library facilities and assistance to graduate students. Also salaries should keep pace with other areas.

At Willamette one semester in Religion is required of all freshmen, which brings into Professor Hand's classes a wide spectrum of religious background. He finds an openness among his students in taking religion seriously and trying to find what it is all about. He tries to make clear what the issues are; how they decide on them is an individual matter. For some students religion is an area of life they have never been exposed to, and they are grateful for it.

Science and the humanities are interrelated and Professor Hand feels that a good balance exists at Willamette. There are many students who take courses in the Religion Department beyond the requirement.

"I do not feel that the Department of Religion is in any way disadvantaged."

(Richard M. Gillis, Prof. of Economics)

The mere fact that I am writing, and that you are reading, this paper attests to the vital nature of the humanities. For, standing out among the humanities, is English—our method of articulating our innermost thoughts. Unless we may communicate, and communicate lucidly, the sum total of all scientific achievements goes for naught. Man cannot live in a vacuum for he is a social creature, and as such must be aware of human interrelationships. These interrelationships are not coldly scientific but comprise the collected individuals who stand as the end of countless individuals that disappear into history. If we are children of our times, our times are certainly in turn, children of our cultural inheritance.

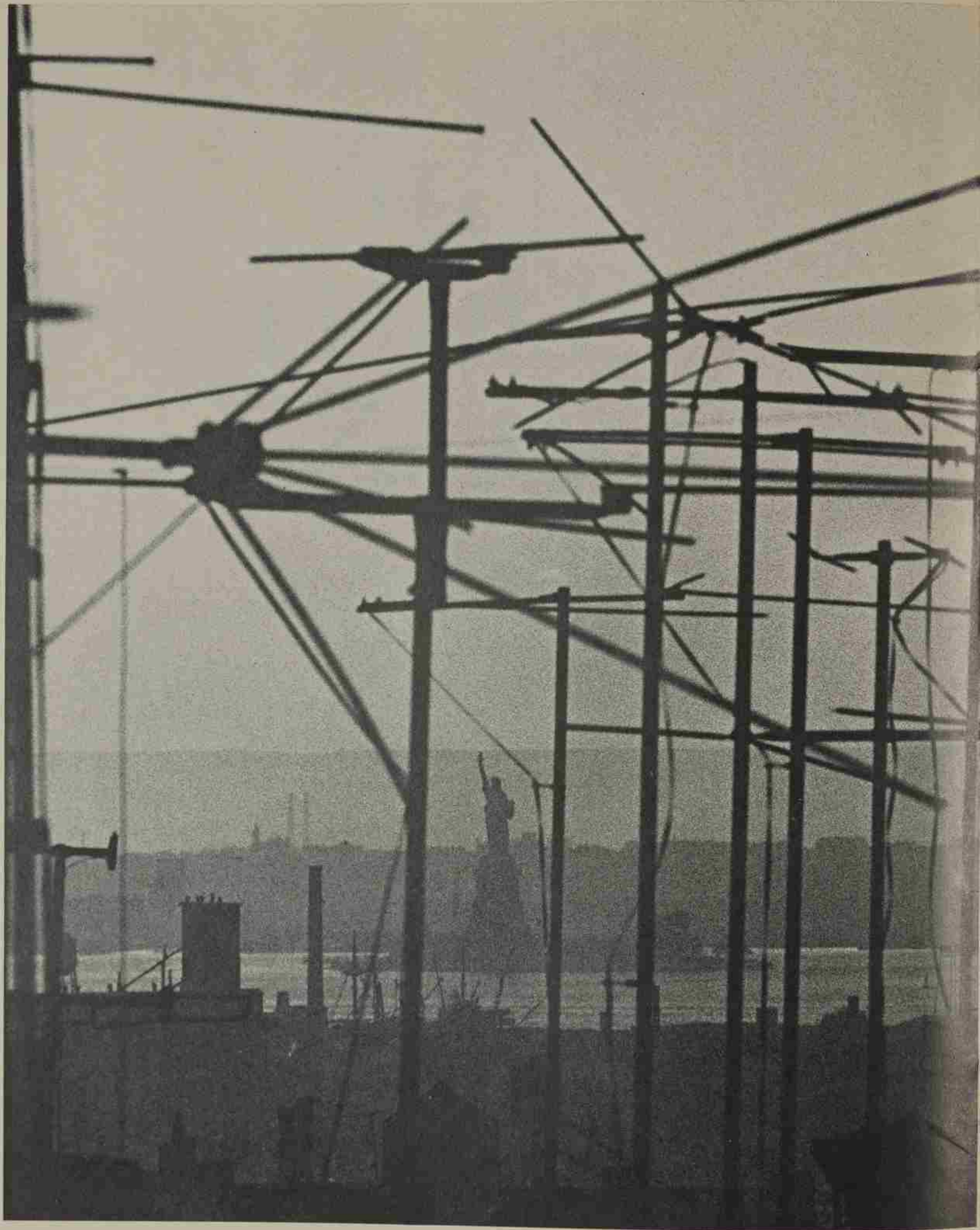
Possibly humanities should be the study of humans. Not in the psychological sense but in the sense that we are each a product of all that has transpired before, and we, in turn, will contribute to our children an intangible something called

CONTINUED ON PAGE 25

WILLAMETTE ALUMNUS

THE
PLIGHT
of the HUMANITIES

A
SPECIAL
REPORT



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Amidst great
material well-being,
our culture stands in danger
of losing its very soul.





**A
SPECIAL
REPORT**

WITH the greatest economic prosperity ever known by Man;
With scientific accomplishments unparalleled in human history;

With a technology whose machines and methods continually revolutionize our way of life:

We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

HOW IS IT NOW with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."

The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance. . . .

"The state of the humanities today creates a crisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal

competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

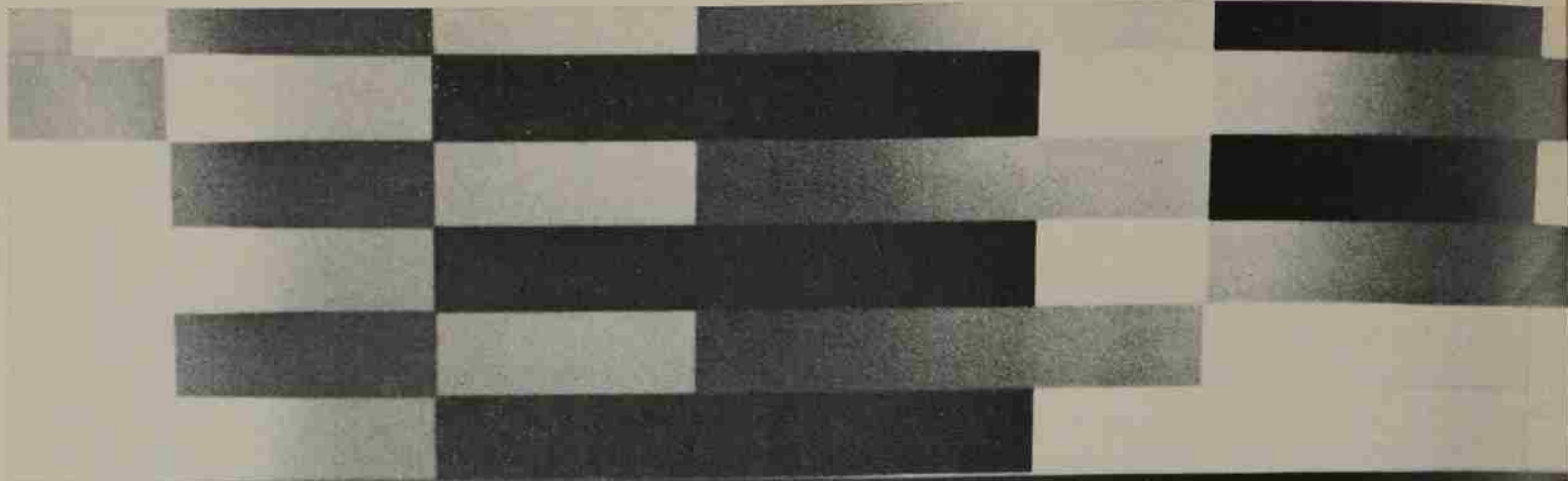
". . . We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. . . . Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else. . . ."

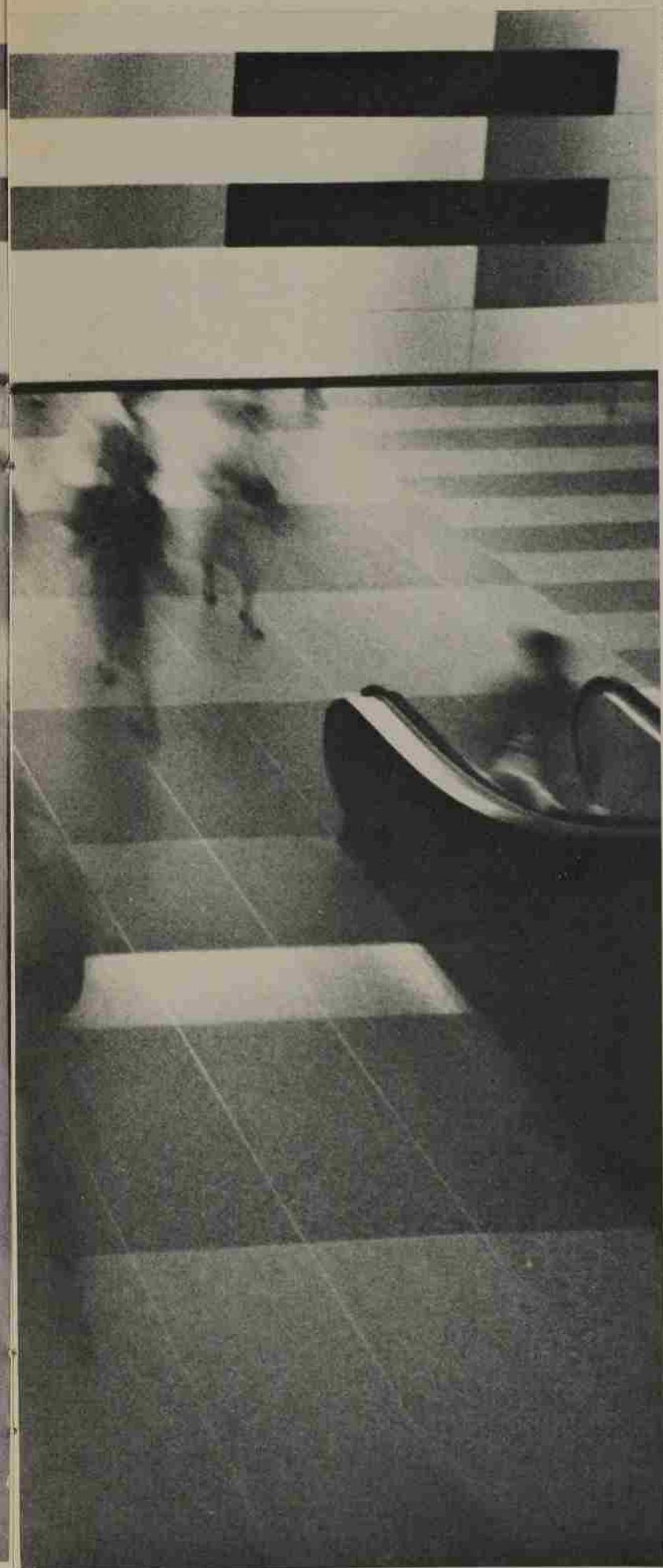
The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

THUS FAR, however, Americans have not so chosen. Our culture is the poorer for it.





ROBERT PHILLIPS



the humanities' view:

Mankind
is nothing
without
individual
men.

"Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names."

DON CAMERON ALLEN

**A
SPECIAL
REPORT**

WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

*What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.*

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

“. . . It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race.”

Says Adlai Stevenson:

“To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization.”

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

“1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

“2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.'"

The arguments are persuasive. But, aside from the

scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

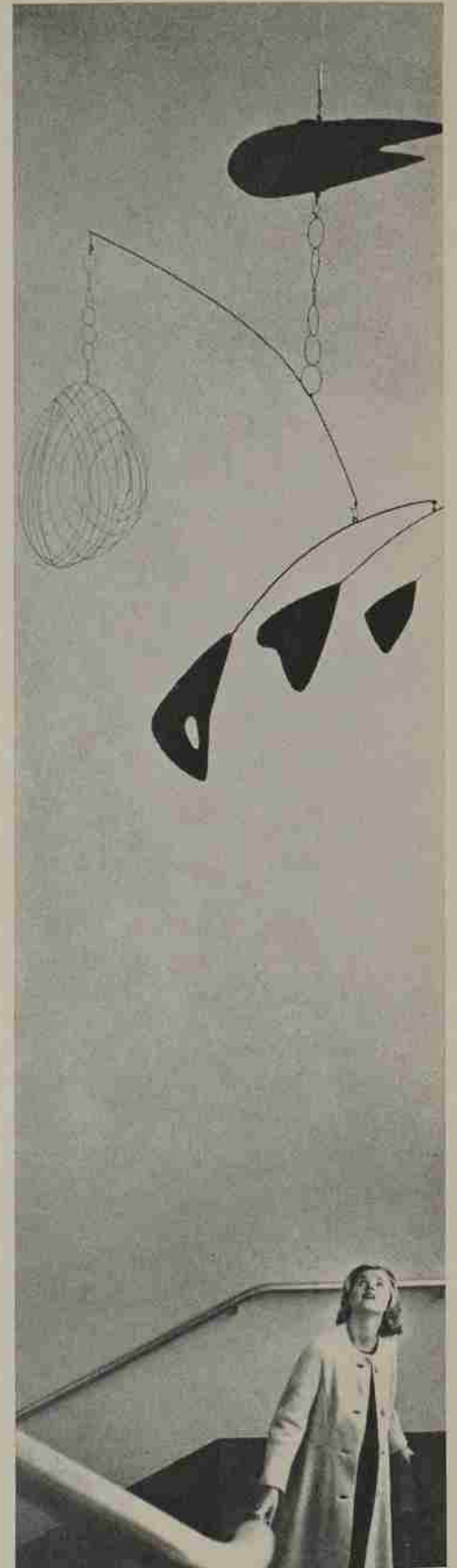
"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

IS THIS reason enough for educated Americans to give the humanities their urgently needed support?

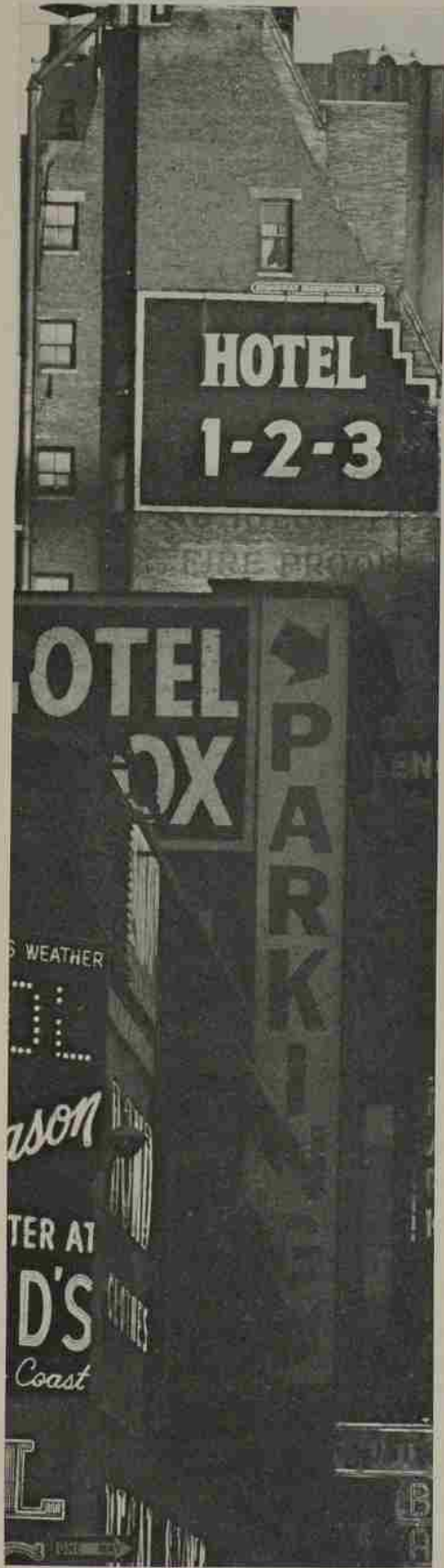
☀ The humanities: "Our lives are

"Upon the humanities depend the national ethic and morality. . .



the substance they are made of.”

*... the national use of our
environment and our material accomplishments.”*



*... the national aesthetic and
beauty or lack of it ...*



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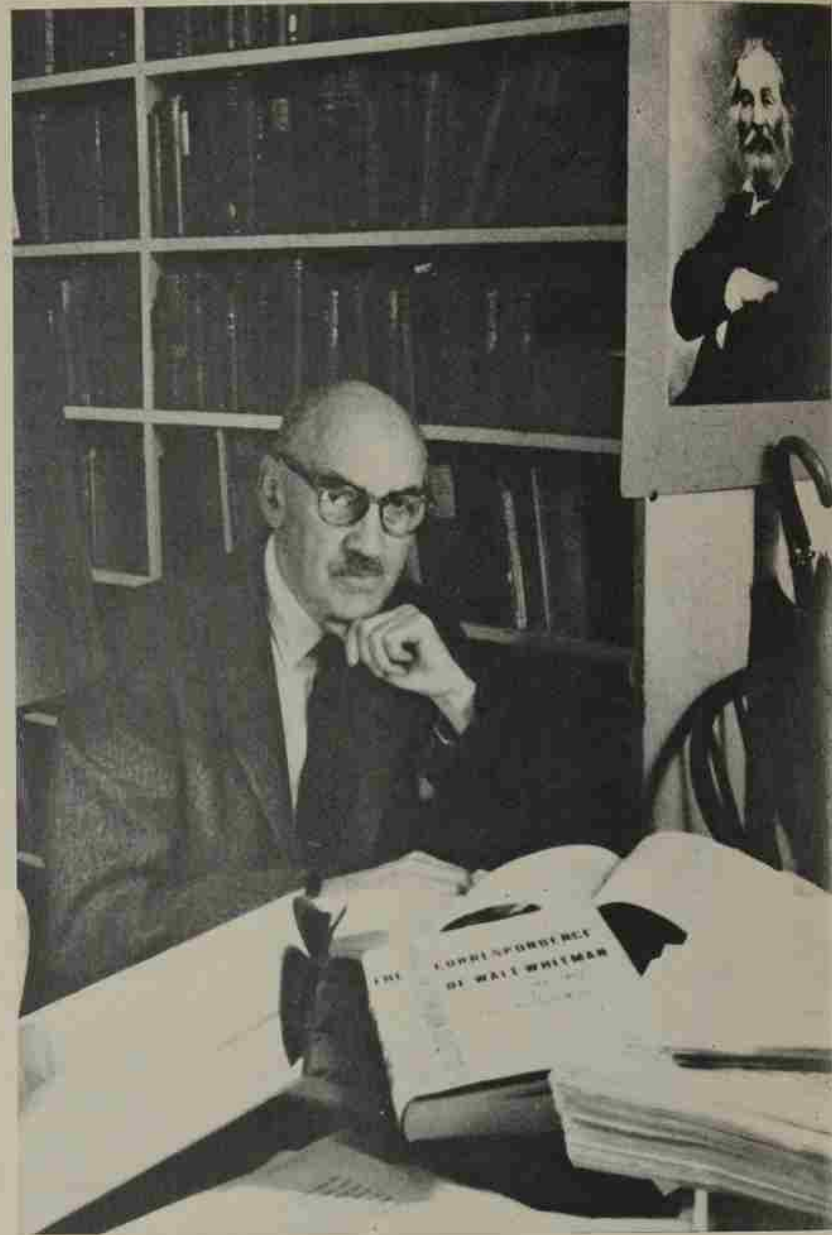
“A million-dollar project without a million dollars”

THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. “Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important,” the Commission on the Humanities observes. A dean puts it bluntly: “The bright student, as well as a white rat, knows a reward when he sees one.”

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: “. . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences.”

More money would permit the establishment of new scholarships, fellowships, and loans to students.



More money would stimulate travel and hence strengthen research. “Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship,” say members of the Modern Language Association.

More money would finance the publication of long-overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are “officially under way [but] face both scholarly and financial problems.” The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: “The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introduc-



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tions. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky's critical articles, and none of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion."

More money would enable historians to enter areas now covered only adequately. "Additional, more substantial, or more immediate help," historians say, is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition "with its roots in ancient, classical, Christian, and medieval history"; and for "renewed emphasis on the history of Western Europe and America." "As modest in their talents as in their public position," a committee of the American His-

THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

torical Association says, "our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference."

More money would enable some scholars, now engaged in "applied" research in order to get funds, to undertake "pure" research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. "The results are predictable," says a report of the Linguistics Society of America. "On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done."

More money would greatly stimulate work in archaeology. "The lessons of Man's past are humbling ones," Professor William Foxwell Albright, one of the world's leading Biblical archaeologists, has said. "They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind." But, reports the Archaeological Institute of America, "the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as \$5,000."

MORE MONEY: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than \$60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of \$1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo*: in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT IS on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas

where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . ."

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

*"Until they want to,
it won't be done."*



BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."



ROBERT PHILLIPS

Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being, have the wisdom, the vision, and the determination to save our culture's very soul?

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

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Associate Editor

Faculty Comments

CONTINUED FROM PAGE 8

culture. As such it does not lead to immutable laws, as one may discover in physics, chemistry, or the other natural sciences. For laws regarding humans may change as we are observing them—indeed, may change because we observe them. The entire nebulous state of the humanities may be a contributing cause to its downfall in recent years (in a relative sense—when compared to the increasing popularity of the natural sciences). But the difficulty of the subject should not deter us, for as Pope has told us,

"Know then thyself, and presume
not God to scan,
The proper study of mankind is
man."

(Norman J. Hudak, Associate Professor of Chemistry)

From the standpoint that all education can stand strengthening, Dr. Hudak thinks that there is a "plight" of the humanities, but certainly not on the basis of the accompanying special report.

Striking at what he termed "lack of documentation," Dr. Hudak stated that "most of this article appeals to the emotions rather than the intellect and this sort of presentation is giving a highly educated community pre-digested material with nothing to base conclusions upon."

He suggested that the plea for money could more aptly have been titled "Money Conquers All," as the article suggests that the lure of money is going to get the bright students into the humanities. There are certain things money can't buy and if monetary motivation is going to exceed individual motivation then something is wrong already, according to Dr. Hudak.

Certain monetary support is necessary, he agrees, but it should come from private foundations, industry, and other traditional philanthropic bodies that are convinced there is a need of support rather than from the recommended National Humanities Foundation. The latter would invite too much regimentation, red tape, and governmental control in an area that should be free from this.

One other complaint raised by Dr. Hudak was the feeling that a superficial reading of the article may lead one to believe that humanities and liberal arts are equivalent, whereas in reality the humanities are only a part of liberal arts, just as science and math are a part of liberal arts.

He further feels that the scientist is closer to the humanities than the humanist is to science and that it would be just as easy to argue that humanists slight science as vice versa.



HUDAK



SPRINGER



RODDY



SHAY

(Martha E. Springer, Professor of Biology)

Dr. Springer likes to look a gift horse in the mouth. "When money comes from government," she says, "I have a great fear of control and direction." The immense flow of government money into education is something to be concerned about.

"I do believe that those in the humanities have the same right for support as those in science. I don't believe in so much distinction between 'two worlds'."

She agrees that the sciences are now more richly endowed than the humanities, but it is also true that scientific equipment is much more costly than that needed in other areas. She also agrees that scientists are likely to get more money, and this is a problem in aggravating what she believes is an artificial distinction of the "two worlds". It is largely a matter of supply and demand. "When I was an undergraduate at Stanford," she says, "the highest paid professors were in the business school."

She believes scientists place a high value on the humanistic studies, and many of them are proficient in the arts. "At Willamette science majors take more in humanities than other majors take in science." Melding of the disciplines is what a liberal education is all about, she feels.

It is Dr. Springer's view that creative thinking in any discipline needs a prod—either external or internal. When a savage has leisure he likes to sleep. This is not too different from civilized man. The humanities do need money (better libraries, for instance) but money alone will not solve intellectual problems. The creative urge reacts to a different kind of prod.

(Elaine C. Roddy, Assistant Professor of English and chairman of the Honors Program)

Professor Roddy does not believe that "our culture stands in danger of losing its soul. That science is on the increase," she says, "does not mean that the humanities are on the wane."

"What I am concerned about," she continues, "is that we retain a firm foundation within the liberal arts concept.

We must not be forced to specialize too early".

She thinks the importance of research may have been over emphasized. At a recent meeting of college English and foreign language professors which she attended in New York, one speaker said that if everyone there should devote himself to research and publishing it would be a catastrophe.

The humanities could profit from more support of translation of works for the enrichment of our libraries, and faculties could be strengthened by increased travel and study.

But perhaps a greater need is in the primary and secondary levels of education—getting students to acquire a broader cultural experience and helping them to develop cultural tastes before entering college.

Miss Roddy's parting shot was perhaps a little surprising: "If there is a 'plight' it cannot be cured only by concentrating money in the college professor's pockets."

(Theodore L. Shay, Professor of Political Science)

"Obviously the humanities are important in a liberal arts education," says Dr. Shay, "but this article doesn't help their case when it distorts and overstates the facts."

In his opinion the article tries to pre-empt for the disciplines of the humanities the preservation of civilization, the study of man, and the nurture of the human soul. This is humbug. Practically all disciplines either study man or his environment and civilization, and all are interested in improving and advancing both.

The article is particularly irritating to the social scientist, for though the humanities are listed and placed in contrast to the sciences, no mention of the role of the social sciences is made whatsoever. Economics, Anthropology, Psychology, Sociology and Political Science all are centered on the study of human behavior. While literature and history may give insights to human behavior, it is the social sciences that try to directly study this behavior, with the highest possible degree of precision and accuracy. Do the authors, by their singular omission, deny

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MANDL



CANNING

Faculty Comments

CONTINUED FROM PAGE 25

importance of these studies in a liberal arts education?

The plight of the humanities, if there is a real one, is due to the lack of relevance of a great deal of what they teach. The detailed examination of a 16th Century art form, or the analysis of some obscure and probably somewhat obscene modern poet, just isn't that important to the world in which we live. Humanities would find themselves in higher regard if the teaching of their subject matter were made more relevant.

Finally, there is the implicit blackmail in the concluding section that is quite objectionable. Unless private funds are forthcoming in considerable amount, some "humanities" will seek massive governmental aid, which is noted as potentially

undesirable. The clear implication is that science is supported because of its relevance and the humanities will be supported, relevant or not, through coercion.

(*Otto W. Mandl, Assistant Professor of German*)

1. I have learned in these modern days to be careful of the word soul: for most people it is a void; modern psychology has taught us to think of psychology as the science of patterns of behavior, rather than the science of the soul.
2. The fragmentary and somewhat patch character of the article creates doubt in the reader and superficiality of involvement.
3. It seems necessary to make the humanities sound meaningful to the students; then they will enroll. It seems a committee should be formed for the purpose of making the humanities meaningful to the new generation. This might serve two aims:
 - a.) help students find new interest in the humanities,
 - b.) help teachers to learn the students' problems in becoming involved in the humanities.
 e.g. Logics as a philosophical discipline has become redundant to a certain extent because students

become involved with the problems of true thinking (true or false) in all the sciences. or: ethics sound hypocritical to youth in view of the atom bomb and the huge arms budget.

4. A revolution of the non-existing-soul is necessary. Perhaps the dark side of the soul's life should be permitted to express itself; it has had to remain silent for so many centuries. The old set of values does not seem — to the new generation—to have been very successful in view of the present day situation or the history of Europe, since the history of England, France, Spain, Russia, Germany is nothing but a long, long account of endless ruthlessness, cruelty in the gratification of man's selfish lust for power.

(*Jeremiah W. Canning, Assistant Professor of Philosophy*)

I feel that the report has a valid point to make. It seems a bit ridiculous to channel so much of our energy into areas that tell us *how* to do things, and so little of it into areas that tell us what's *worthwhile* doing. However, I'm a bit troubled by what appears to be a thinly disguised "soft sell" to cut the humanities in for a piece of monetary pie. I am not sure I want to hawk my wares in the open marketplace like this.

From the Tower

CONTINUED FROM PAGE 3

First issue of 'The Jason' printed

The first issue of Willamette University's literary magazine "The Jason" has been printed. It features poetry, art, photography, short stories and music scores by students and faculty. A total of 22 students contributed to the magazine and Willamette artist in residence Carl Hall has one painting represented.

Winning entries in Willamette's creative writing contest are included. Kate Weight's "Sonnets for a Blind Child" earning the \$25 first prize. Miss Weight is a senior from Paauilo, Hawaii. A poem entitled "Portrait" by Ron Stewart, Oregon City, earned the \$15 second prize, while poetry works by Joanne Koch and Bob Monson, Salem, and Mike Hood, Dallas, received honorable mention awards.

Eli Griffith, Lake Oswego, served as general editor and art editor of "The Jason." Miss Weight was literary editor; Pat Biles, San Gabriel, Cal., and Carl Hall, advisors.

Ecumenical Discussions Held

Ten students from Willamette University and ten seminarians from the Major Seminary at Mount Angel Abbey have been meeting twice a month during Spring Semester for discussion on the ecumenical concerns of Christians. The invitation came originally from Father Boniface, Vice Rector of the Major Seminary.

The majority of the students from Willamette are enrolled in a course on Contemporary Theology taught by Professor James Hand, a new member of the religion faculty at Willamette this year. The Protestant group from Willamette is ecumenical in itself and represents Methodist, Episcopal, Presbyterian, Lutheran, and Disciples of Christ denominations.

The group meets at the Benedictine Abbey Retreat Center and will continue until June. Clerical resource persons meeting with the students are Father Boniface of the Abbey and Professor James Hand and Chaplain Cal McConnell of Willamette University.

Students work on Reservation

Fourteen Willamette students and Chaplain Cal McConnell spent their spring vacation helping the Indians on the Umatilla Indian Reservation near Pendleton, the second year that the University has participated in an "Indian Project."

The students had both a humanitarian and educational experience, as they assisted in cleaning up some of the flood damage, chopping wood, landscaping, and assisting the tribal sanitation officer in a number of projects aimed at improving the sanitation facilities of the various Indian homes. Chaplain McConnell indicated that "we gained some knowledge about their folklore, made many friends and learned what their living conditions are like."

Last year a similar group of students conducted a project at the Yakima Reservation and it is anticipated that another visit will be made to a different reservation next spring.

Week-long Arts Festival receives acclaim

"We were very pleased with the response to the Festival and with the quality of the various events," commented Willamette music dean Charles Bestor upon completion of Willamette's first annual Festival of Contemporary Arts April 20-25.

Held in cooperation with the Oregon Methodist Student Movement, the Salem Art Association, the Salem Community Symphony Association, the Methodist churches of Salem and Eta Pi Chapter of Phi Mu Alpha Sinfonia Fraternity, the Festival featured 24 events in music, art, poetry, drama and photography.

Among some of the special guests of the Festival were Rev. Robert Short of the University of Chicago, author of "The Gospel According to Peanuts"; pianist David Burge, University of Colorado; poet Robert Huff, Western Washington State University; composer Homer Keller, University of Oregon; Joseph Erceg, Portland graphic arts; and The Bishop's Company of Burbank, Calif.

One of the highlights of the Festival was the nationwide chamber music composition contest. Out of a total of 40 entries, six were chosen for final presentation and John M. Arnn, Bloomington, Ind., emerged the victor with his composition "Fantasia for Horn and Piano."

Dean Bestor is already planning for next year's Festival in which he hopes to have nationwide contests not only in music, but in drama, art and poetry as well. He also hopes to secure a well known person in each field to serve as a judge and lecturer. It is anticipated that next year's Festival will be held in conjunction with the annual May Weekend celebration.

Well anyway, they're not weak in the head —and there's hope for next year

While Willamette's athletic endeavors this past year have been somewhat below par, academic achievements by the sports participants have been considerably more spectacular.

For the seventh straight semester, Willamette athletes topped the all men's grade point average, commendable considering the time devoted to practice sessions and indicative of the type of student-athlete Willamette is attracting. However, it has caused football coach Ted Ogdahl to quip "we may lose, but we lose intelligently."

Actually, though, Ogdahl dropped only three of eight contests with a young team that has only two seniors departing via graduation. As a group, the gridders recorded a 2.727 scholastic average compared to the 2.700 for all men's mark.

John Lewis' basketball team emerged as the scholastic leaders with a 2.952 average. On the court the hoopers won 8 and lost 17. Other averages by teams for the fall semester were: Tennis, 2.929; baseball, 2.834; wrestling, 2.807; track, 2.770; golf, 2.701; cross country, 2.588; JV baseball, 2.522; and swimming, 2.455. All together, there are 105 individual competitors, 16 two sport men and 2 three sport men. The combined average was 2.717.

This spring the golfers under Norm Chapman got off to a good start by winning the Tee-Off tourney for the second straight year over Linfield, Lewis and Clark and Pacific. After losses to strong teams from Oregon, Oregon State, University of California at Davis and Chico State, the Bearcats have come up with 7 wins out of the last 8 matches.

Ogdahl's trackmen have duel meet wins over Oregon College, Pacific and Linfield and losses to University of Portland and Portland State, while the baseball team is 4-9 on the season and the tennismen 2-4 as of the first of May.



SIGNS OF SPRING

*Measley rash
hits campus*

Happily, student body elections are over and this particular fever has cleared up. Jay Grenig of Scottsdale, Ariz., will be next year's president. First and second vice-presidents will be Bill Alberger of Portland and John Erickson of Beaverton. Named secretary and treasurer are Kathy Kato of Portland and Kip Stolz of Olympia, Wash. Doug Burleigh of Seattle and John Bingham of Beverly Hills, Calif., were elected Senators-at-Large.

Willamette men to head two famous art museums

Headlines concerning the opening of two highly praised art exhibits, one in Los Angeles and the other in Detroit, singled out two Willamette graduates recently for outstanding work as art museum curators.

James Elliott, '47, figured importantly in assembling the opening exhibit in the new \$11.5 million Los Angeles County Museum of Art in April for which he acquired 160 Pierre Bonnard paintings, and Dr. Frederick J. Cummings, '54, curator of European art at the Detroit Institute of Arts, acquired many major works on loan for "Art in Italy, 1600-1700" at the Institute April 6 through May 9.

Chief Curator Elliott joined the LA Museum art staff nine years ago as assistant curator and in that time the staff of the "largest museum west of the Mississippi" has grown from 12 to 130 members.

Dr. Cummings, formerly instructor of art at the University of Missouri, went to the Detroit post just nine months ago. His exhibit of Italian baroque art, which includes works by acknowledged masters such as Caravaggio and Bernini, earned Dr. Cummings the accolade "courageous" from noted baroque scholar Rudolf Wittkower of Columbia University.

Both men earned Master's Degrees in art history from Harvard following graduation from Willamette (Elliott in biology and Cummings in art). Elliott also studied at the Sorbonne and L'Ecole du Louvre and won a Fulbright fellowship for additional study in France. Dr. Cummings earned his Ph.D. at the University of Chicago.

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Peace Corps

CONTINUED FROM PAGE 5

at Willamette and graduated with a B.A. degree in Spanish. She spent her junior year at the National University of Mexico. Her co-worker was Susan Holtz from the University of California in Santa Barbara.

This fall Karen has a fellowship awaiting her at the University of New Mexico, but she thinks she will never break away from her Peace Corps experience. "I even dream teaching women to boil water", she says. "Even on my vacation I found myself counting latrines and noting whether they were placed correctly according to the house and the water supply. It must be admitted this is not normal tourist procedure."

"Both life and death now exist for me, and I believe in them," she writes to Professor Kraft. "Attending just a few births in isolated campo homes, and trying to fight death without any weapons, and losing, are experiences I should never have had under other circumstances. I read about crop failure, and hunger, apathy and discouragement, and I at once feel that could be Rosa, or Teresa, or Don Cristano, or any of the people who shared confidences with us in the last two years."

The Church Related College

CONTINUED FROM PAGE 4

does not mean that Christian doctrine will be explicitly stated in each class session, nor does it mean that more emphasis will be given to it than to other ideas which are necessary for the full understanding of a topic.

It may appear that the church uses the educational institution to promote its religious ends. The church does not intend to convert all students into the Methodist Church. Instead, it could be stated that it considers the deepest need of all men to be understanding God and fellowship with Him. Part of the way in which man can enter into deeper understanding of God is through his broadening education.

Courses in religion, chapel services, vespers, theological and biblical study groups, and denominational organizations, therefore, can be seen as providing only a few of the opportunities for one's religious growth. The university, as a whole, should be the larger context within which a student develops his concept of God and grows in his understanding of the uniqueness of the Christian message.

This is the ideal, and it should continue to be a matter of deep concern to administration, trustees, faculty, and students alike.

Willamette men to head two famous art museums

CONTINUED FROM PAGE 27

In addition to praise for assembling their exhibits, both men were lauded for written material in connection with the showings. Elliott, one time art critic for the European edition of the New York Herald Tribune, joined two other Bonnard experts in publishing "Bonnard And His Environment," praised as a volume "notable for its 41 brilliant color plates, more numerous and more faithful than those in any previous Bonnard publication."

On Dr. Cummings' written material the Detroit News art critic stated: "Even more of a triumph than the exhibit for Cummings is the catalog he edited. It contains articles by several top scholars and is one of the few definitive books on baroque in English."

Both men are currently busy assembling additional noted art works for future exhibits at their respective museums.

CLASSNOTES

'12

The Reverend C. B. HARRISON is minister at Brice Methodist Church in Columbus, Ohio. Dr. Harrison holds four university degrees including a doctorate in theology. He and Mrs. Harrison celebrated their 48th wedding anniversary last November.

'14

EDITH SHERWOOD MASON of Lyons, Oregon is the proud grandmother of a Willamette junior, Ellen Hoeye.

'18

EVADNE HARRISON WILSON of 1069 41st Street, Emeryville, Calif., manages an apartment house and also teaches English to Peruvian girls.

'24

MARGARET LOUISE GATES retired last June from The Dalles (Oregon) high school where she had taught for 38 years. Miss Gates spent six weeks in Europe last fall and is finding retirement most enjoyable. Her address is 706 East 14th, The Dalles.

'25

ALLAN V. JONES, L25, 1901 Wyoming Ave., N.W., Washington D.C., retired from government service since 1959, has traveled extensively in Europe during the past few years.

'26

Dr. and Mrs. C. GILBERT WRENN '26 (KATHLEEN LA RUAT '24), 1106 Manhattan Dr., E., Tempe, Ariz., will be in Honolulu this summer where Dr. Wrenn will be teaching at the University of Hawaii. The Wrenns will be leaving for England in the fall where Dr. Wrenn will teach the first semester at the University of Keele, England on a Fulbright Distinguished Scholar Award. He will initiate a curriculum for preparing school counselors, the first time that such a curriculum will be offered in any British University.

Mrs. Francis J. Medler (RACHEL DE YO) '26, is with The Dalles City Library; address is 1205 E. 17th St., The Dalles, Ore.

'27

Mr. and Mrs. GEORGE RIGBY (VIRGINIA CRITES '28) are presently in Honolulu, Hawaii living at 1519 Nuuanu Avenue. Mr. Rigby, a chemist, is on leave of absence from the duPont company in Delaware. He plans to retire in April and make Honolulu their temporary headquarters.

'28

The Reverend EDWARD TERRY, Light and Redwood Sts., Baltimore, Md., is executive director of the Baltimore, Maryland Senior Citizens. A group of Methodist ministers and laymen have taken over the Southern Hotel and are converting it to a retirement home to be known as Southern Town House. Rev. Terry has been employed to direct the conversion of the hotel and to be administrator of the home.

Mr. and Mrs. HAROLD S. MUMFORD of 1271 Walker Ave., Walnut Creek, Calif., had a pleasant vacation in Europe last year.

'29

NELLIE HEATON MAZE of Bandon, Oregon was enrolled in University of the Seven Seas last semester and returned in Febru-

ary from the educational cruise around the world. Address is: P.O. Box 703, Bandon, Oregon.

'30

GAYNELLE BECKETT ALFRED is Director of Social Work at Dammasch State Hospital near Portland, Oregon. She resides at 201 SW Bancroft Ave., Portland, Oregon.

'31

RAMOND C. WADDEL has been voted an award for presenting an "outstanding paper" at the IEEE Conference on Radiation Effects, held at the University of Washington, Seattle, in July, 1964. Dr. Waddel is a consultant with the Goddard Space Flight Center, Greenbelt, Maryland, under the National Aeronautics and Space Administration.



CORA MASON has been accepted for missionary service and expects to go to Hawabagh Women's College, Jabalpur, India as soon as her visa becomes available. Meanwhile she is taking orientation courses at Scarritt College, Nashville.



Her five-year term of service at Hawabagh will be in the nature of librarianship. Her temporary address is Box 56, Scarritt College, Nashville, Tennessee.

'32

VIOLA CROZIER GUICHARD is a social worker residing in Paradise, California at 5997 Maxwell Drive.

'33

VICTOR D. CARLSON is now serving as Career Development and Training Officer for the Bureau of Family Services in the U.S. Department of Health, Education and Welfare. He had previously served for eight years as Social Welfare Advisor in Asia and Africa for the United Nations.

'34

ROBERTA MILLS PRICE of Rt. 1, Box 208, Washougal, Washington is a visiting teacher and counselor.

'36

PAUL HAUSER has his own public relations firm in Portland. The Hausers have a son and four daughters and reside at 2624 NE 35th, Portland, Oregon.

RUTH JOHNSON WRYN now holds the position of Adult Reference Librarian at the Maui County Library in Wailuku, Hawaii. Her address is 226-C Awapuhi, Wailuku, Hawaii.

'38

JAY S. PUTNAM is an accountant residing in Oakridge, Oregon. P.O. Box 336.

'39

Mr. and Mrs. ART GALLON reside at 2864 Glen Dessary Lane, Santa Barbara, California where Art was recently appointed chairman of a newly created Depart-

ment of Physical Activities at the University of California at Santa Barbara.

T. MELVIN HOLT was elected a director of the National Society of Accountants for Cooperatives at the annual meeting in September 1964 at Columbus, Ohio. He is also the President of the Mississippi Valley chapter and serves on the board of the United Community Services of Bloomington. Mr. Holt resides at 1410 E. Grove St., Bloomington, Ill.

'40

Reverend and Mrs. CLYDE W. EVERTON (FRANCES PICKARD) with their daughter and two sons reside at 1712 Anacapa Street, Santa Barbara, California. Clyde is Associate Pastor of Trinity Episcopal Church.

Mrs. E. F. Wilkinson (JEANETTE BROWN) and her family are now settled near Salem, Oregon following Mr. Wilkinson's retirement from the Air Force. New address is Rt. 1, Box 272, Turner, Oregon.

DR. W. R. BIGGERSTAFF, chairman of the Division of Physical Sciences, Department of Chemistry at Fresno State College, Fresno, California will represent Willamette University at the inauguration of President Frederic W. Ness on April 30.

In January, DAN MOSEY was elected president of the Foster Boosters, Portland, Oregon.

'41

Mr. and Mrs. DICK TATRO (MARIE BENDICKSON '40) reside at 3823 South Pittsburg, Spokane, Washington, where Dick is department manager in a men's clothing store. They have a son and three daughters. At present Marie is teaching in a school of nursing in Spokane.

STEPHEN C. MERGLER, Mount Vernon, Washington newspaper publisher, represented Willamette University at the inauguration of the new president of Western Washington State College in February. He resides at Rt. 1, Box 66, Mt. Vernon, Wash.

Three Willamette graduates are in the law firm of Morley, Thomas, Orna, and Kingsley: LAURANCE MORLEY '37 (L40), whose wife is the former GRETA MATZEN; WILLIAM R. THOMAS '41 (L43), President of the Willamette University Alumni Association, whose wife is the former HELEN CHIRGWIN '42; and MAURICE M. ORNA L56.

'42

Mr. and Mrs. CORYDON BLODGETT (LOIS PHILLIPS '44) of Fremont, California are both teaching—Cory at Mission San Jose High School and Lois at Grimmer Elementary School. They live at 5248 Lawler, Fremont, Calif.

Mr. and Mrs. RAYMOND SHIRLEY (MARTHA RODDY '40), reside in Portland, Oregon where Ray is a mining engineer-geologist. Address is 17540 SE Brooklyn.

DR. GLENN A. OLDS, president of Springfield (Massachusetts) College has resigned to become executive dean at the State University of New York. His primary responsibility will be to develop a new international program for the system's 58 units and 100,000 students. He will set up headquarters at Planting Fields, New York on Long Island. He plans to accept his new post on a full time basis by next September 1. While attending Willamette, Dr. Olds was assistant minister at First Methodist Church in Salem. He came to Springfield College in 1958 from Cornell University where he was director of united religious work.

'45

VINCENT M. GENNA is Director of Parks and Recreation of the City of Bend (Oregon). Resides at 1154 East 9th St. His son, Michael, is a junior at Willamette.

'47

Mr. and Mrs. ROBERT M. FLETCHER (PATRICIA MILLER '48) reside at 834 SW Westwood Dr., Portland, Oregon where Bob is president of a new mortgage banking firm, Morgan Pacific Company, which he and a long-time business associate started last year.

ROBERT D. PERRY operates an 18 acre sports camp for boys located 45 miles northwest of Portland, Oregon at Vernonia, Oregon. Mr. Perry resides at 12220 SW Greenwood Avenue, Beaverton, Oregon.



WILLIAM PARKIN of Fairfield, Iowa and LYMAN SMART of Provo, Utah, who resided in adjacent rooms in Lausanne Hall while attending Willamette, now work across the hall from each other on Capitol Hill in Washington, D.C. They both went to Washington as assistants to their newly-elected Congressmen who were assigned adjacent suites in the Cannon House Office Building. William Parkin is assistant to Congressman John R. Schmidhauser of Iowa, Suite 134 House Office Building, and Lyman Smart is assistant to Congressman David S. King of Utah, Suite 131 House Office Building. Both would appreciate hearing from old classmates and invite all Willamette Alums to drop in when in Washington, D.C.

'48

DR. DAVID D. GEDDES, professor at Brigham Young University, had his third book, *Our Word of Wisdom*, published in December. His address is 1501 Cherry Lane, Provo, Utah.

Rev. and Mrs. DONALD DOURIS (ELIZABETH MORLEY '53), and their three children live at 1968 East Palm Drive, Covina, California. Don is in his eleventh year of service at the Covina First Presbyterian Church as part of the multiple staff. Elizabeth, after three years of part-time work with the El Monte office of the Los Angeles County Bureau of Adoptions, has taken indefinite leave of absence.

Mrs. Frank A. Faget (DORIS BARTHOLOMEY) of Bellevue, Washington is serving on the Board of Trustees of a newly established East Side Community Mental Health Center in Bellevue. The Fagets have two young sons and reside at 415 165th Ave., S.E.

Mr. and Mrs. JOHN R. ORDERS (JEANNE ROBINSON) reside in American Falls, Idaho where Mr. Orders is a wheat rancher—leasing about 1500 acres. Mrs. Orders operates the Jeanne Orders Doll Ranch, a doll hospital. Address is R.R. Star, American Falls.

'49

JACKSON R. HAZELETT, a seminarian at the Church Divinity School of the Pacific in Berkeley, California, visited and spoke at St. George's Episcopal Church in Roseburg, Oregon in January.

ROBERTA MEYER FRUS and her husband are stationed at Ft. Sam Houston, Texas. Address: 3231 Canaveral Dr., San Antonio, Texas.

HELOISE A. WILCOX is teaching Health and Physical Education at South Eugene High School, Eu-

gene, Oregon and resides at 195 E. 24th Street.

Dr. and Mrs. ROBERT B. BENNETT (ARLENE ZASTERA) and their four children left in January for Rhodesia where Dr. Bennett will be on the faculty of the University College of Rhodesia and Nyasaland, which is sponsored by UNESCO. Dr. Bennett has been on the faculty of Whitman College since 1957. Their address is Univ. College of Rhodesia, Private Bag 167H, Salisbury, Rhodesia.

Mr. and Mrs. PETER BRYANT (DORIS EWEN '53) live in Astoria, Oregon at 11 W. Kensington where Peter is a teacher and basketball coach at Astoria High School.

CHARLES K. MILLS has formed a law partnership, Robinson & Mills, in San Francisco and will specialize in business law. Mr. Mills gave the WU commencement address last June and was formerly president of Textron Electronics, Inc. of Providence, R. I. New address is 316 Goodhill Rd., Kentfield, California.

Mr. and Mrs. GERALD ROBISON (MARY PARKER '48) live in Stamford, Connecticut. Gerald is President of Pioneer Overseas Service. Address: 57 Highline Trail.

RICHARD M. PAGE was elected vice-president and controller recently by Standard Insurance Company in Portland. Address is 6727 SW 13th Ave., Portland, Ore.

Dr. and Mrs. J. KENNETH BARTLETT (PAT CURTIS '51) live in Ashland, Oregon at 563 Roca St. Pat is teaching after receiving BA in Education at Southern Oregon College in 1964.

GWEN HARPER has a new position with Campfire Girls, Inc., in New York. She is coordinator for the 1966 Horizon Club Conference Afloat—a national conference for 1000 high school girls—a 20 day trip by sea to three Caribbean ports. Miss Harper's address is 16 West 18th Street South, Apt. 11L, N. Y., N. Y.

'50

Mr. and Mrs. GORDON FERRELL (CONNIE BAILEY '52) live in Longview, Washington. Gordon is a partner in Ferrell Lumber Company of Longview and Kelso. They have three daughters and reside at 3132 Wildwood Drive.

CHARLES J. PATTERSON, who is employed as Director of Sales with the Dole Corporation in San Jose, will represent Willamette University at the inauguration of Robert D. Clark as President of San Jose State on May 4.

'51

Rev. DAVID POINDEXTER of Portland, Oregon has been elected to an executive position with the National Council of Churches Broadcasting and Film Commission and will leave his 8-year pastorate at Parkrose Heights Methodist Church after Easter. The Poindexters will live in New York City. Mrs. Poindexter is the former MARIAN SAYRE.

Mr. and Mrs. SCOTT D. THOMSON (MARGARET GUICE) have moved to 27783 Lupine Road, Los Altos Hills, California. Scott is now principal of Cubberly High School in Palo Alto.

LESLIE L. ALDRICH teaches Industrial Arts at Fresno State College, California, and resides at 5515 N. Millbrook, Fresno.

Rev. and Mrs. HAL HARGREAVES (CELIA RUTH '55) live in Pullman, Washington at 2102 Hillside Drive. Hal is Episcopal Chaplain at Washington State University.

DALE PARNELL has been named first president of the new Lane County Community College in Springfield, Oregon. He had served since 1960 as county school superintendent. He recently com-

pleted work for his doctorate in education in an inter-disciplinary program at the University of Oregon, combining education and political science. He and his wife, Beverly, live at 466 Woodlane in Springfield and have five children.

Mrs. Donald H. Burger (BARBARA GARRETT) and her husband recently attended the Area Chairman's Conference at Vanderbilt University, Nashville, Tennessee where Mr. Burger received an award for achieving 100 per cent participation in the Living Endowment Fund by the alumni in the area. Mrs. Burger has been installed as President of Omaha Artists, Inc. for 1965-66 and currently has a show at Joslyn Art Museum where she is an instructor in painting.

'52

ROBERT SCHAEFER (L55) is the Speaker of the House of Representatives of the Washington State Legislature. Mrs. Schaefer is the former SALLY JO GRIMM '55. Their home is at 122 No. Devine, Vancouver, Wash.

GLADYS F. BLUE is now teaching at Central Washington State College. She hopes to return to Cleveland, Ohio in June to complete the doctoral requirements at Western Reserve University during the coming academic year. Her address in Ellensburg is Box 512.

KEITH C. BAYER is a banker in Novato, California and resides at 25 Kristy Court.

DAVID COULTER ANDERSON is a professional artist living in Oswego, Oregon at 343 6th Street.

DARRELL CROSSLER, Judson Junior High School (Salem, Oregon) science teacher has been appointed assistant principal at Parrish Junior High.

DAVID C. SWART is an attorney in Portland, Oregon residing at 4002 N.E. Highland Street.

DR. E. VANCE YUNG is now Assistant Health Officer of Lane County, Oregon. He had previously been in general practice in Tillamook where he was also county Health Officer. He and his wife, Marjorie, reside at 590 49th East, Eugene, Oregon.

'53

JOHN WEISSER (L55) is now employed as a general attorney for Union Pacific Railroad Company in Portland. John and his family will be moving from Salem to Portland. Address now is 580 College N.W., Salem, Oregon.

'54

DR. KENT C. MYERS (MA '59) has recently been named Director of Personnel and Elementary Curriculum for the Lake Oswego, Oregon, Public Schools. He resides at 3328 SW Jean Rd., Lake Oswego, Oregon.

Mrs. Alan T. Pierce (LISBETH SHIELDS) and her family recently moved from the San Francisco Bay area to Castledorf, Idaho where they have an all-Jersey dairy farm.

BERNARD ROSS MORRIS is a television producer and writer living in New York City at 428 West 44th Street.

REV. THORNTON A. JANSMA is pastor of Trinity Baptist Church in Spokane, Washington. He resides at West 807 Holyoke Avenue.

MERLIN D. SCHULZE is manager of the Market Research and Products Planning Division of the A. B. Dick Company of Chicago. He resides at 769 Locust, Winnetka, Illinois.

'55

JEAN TURNBULL HINKLE and her husband live in Roseburg, Oregon at 333 W. Hickory where she teaches at the Junior high

school. They have two young sons.

REV. RONALD L. SWANSON is assistant to the Episcopal Bishop of San Joaquin in Stockton, California. Rev. Swanson had previously served five years in Corcoran, California. An article he wrote regarding this ministry, entitled "Migrants Are People Too" appeared in the August 1964 issue of *The Episcopalian*.

RALPH H. RICHARDSON received the M.A. degree last year from San Jose State. Selected as District Representative to NEA (National Education Association) in New York this summer. Address is 107 Rollingwood Dr., Boulder Creek, Calif.

'56

PAUL ACKERMAN is completing his doctorate in special education at Teachers College, Columbia University. He is on leave of absence from Kansas State Department of Education. His address is now 512 W. 122nd St., New York, N. Y.

MIMI CHI WU and her husband are living in Japan where Mr. Wu has accepted a two-year tour of duty with the Corps of Engineers. Mailing address is U. S. Army Engineer Dist. Far East, APO San Francisco, Calif.

Mr. and Mrs. JOHN A. REHFUSS (CAROL LITCHFIELD '57) are living in Palm Springs, California at 646 Bedford Drive where John is Assistant City Manager.

DAVID TOWNSEND and his family live at 2872 Adeline Drive, Burlingame, California.

ROBERT J. JOHNSTON was recently transferred from the Guy F. Atkinson Company main office in South San Francisco to Willamette Iron and Steel Company Division of the Atkinson Company as Chief Accountant. His new address is 1601 S.E. Chestnut Street, Beaverton, Oregon.

JERRY K. McCALLISTER, L63, has joined the law firm of Wyatt, Macdonald and Dean of Astoria, Oregon. New address: 936 Twelfth, Astoria, Oregon.

New address for JERRY L. PATTERSON: 4709 Hermitage Road, Virginia Beach, Virginia. Mr. Patterson is working with Planning Research Corporation as Resident Representative at Anti-Submarine Warfare Force, Atlantic Fleet in Norfolk, Virginia.

DR. FRANK A. MOORE is in his second year of residency in obstetrics-gynecology at the University of California Medical Center, San Francisco. The Moores have a six-month old daughter, Wendy Ann, and reside at 73 Behr Avenue, San Francisco.

'57

MARTIN R. WOLF, L60, is on leave of absence from the State Bar of California to work as a consultant to the Youth Opportunities Board of Los Angeles. He will help establish a Legal Services project. Mailing address while here will be Youth Opportunities Bd., 542 S. Broadway, Los Angeles, Calif.

ROY MALTBY, JR., has been tutoring children in all grades, his specialty being the slow learner child and retarded children. He lives at 15028 Chase, Sepulveda, California.

WES McMULLEN is eastern sales manager for Code-a-Phone and lives in Highland Park, New Jersey, Riverview Park Apts., #8171 Bld. 3.

FLOYD W. McMULLEN is regional manager for Code-A-Phone Electronics, Highland Park, New Jersey. He and his wife, Mary Ellen, have two sons. Their address is 817D Donaldson Street.

RICHARD QUIGLEY (Law) recently accepted a position as attorney with the Department of the Interior in Portland, Oregon.

The Quigleys have an infant daughter, Susan Ann. Their address is 2010 N.E. 77th.

RONALD P. HOXIE (L58) is an attorney in Lake Oswego, Oregon where he lives at 325 Sixth Street.

CAPT. VOLNEY G. SIGMUND will leave for Phoenix, Arizona (Luke AFB) in late May for F100 training in preparation for an overseas assignment in October. His address will be Box 2095, Luke AFB, Arizona.

'58

WARREN CAMPBELL recently completed the requirements for the Ph.D. degree in Astronomy at the University of Wisconsin. He has accepted a position in the fall at Washington State University, Pullman, Wash., in the Department of Mathematics. The Campbells (ANNA ROSBERGS) are now visiting the Yukon Territory and Alaska.

FRIEDA L. KIRK is teaching in the Language Department of DuPont High School in Tacoma, Washington. Address: Box 97, Tillicum, Tacoma, Wash.

JAMES LOREN MYHRE is a salesman living in Medford, Oregon at 1070 Spring Street.

MARY LOUISE TURNER teaches at George Washington High School in San Francisco. She lives at 226 Presidia Avenue, San Francisco.

'59

LEONARD W. PEARLMAN lives at 7154 S.W. Nevada Terrace, Portland, Oregon.

JOHN VALE has recently taken the position of Executive Secretary for the Oregon School Employees Association in Salem, Oregon. He resides at 4072 Brooks St., NE.

DANIEL G. MARSH was elected to the Washington State Legislature in the 1964 General Election as Representative from the 49th District. He is serving on the following committees: Labor and Industrial Insurance, Agriculture and Livestock, Higher Education, Judiciary, and Ways and Means. His address is 400 East 19th Street, Vancouver, Wash.

DIANNE McFARLAND BROMLEY and her husband have a year-old son, Bruce. They live in San Clemente, California.

Mr. and Mrs. GREG NOKES (AUDREY BALL '60) are now living in New York. Greg was transferred in January by the Associated Press where he works on the World Desk. Their new address is 4 Neulist Avenue, Port Washington, Long Island, New York.

Mrs. James E. Adair, Jr. (SANDRA HARRIS) attended the Class of '59 reunion in November. They were guests of Dr. and Mrs. FRED WADE '59 in Portland, Oregon. Mrs. Adair wrote that Dr. and Mrs. Roger Hewitt of Houston, Texas visited them in Stockton in February. Dr. Hewitt, who is engaged in cancer research, presented a paper at a conference in San Francisco. Mrs. Adair lives at 1015 Sheridan Way, Stockton, Calif.

PHYLLIS KAUFMAN of Oakland, California is working as a social worker for Alameda County and attending Golden Gate Law School at night. Address is: 4022 Canon Ave., Oakland, Calif.

CHARLES H. MURPHY is with the IBM Company in Los Angeles and lives at 12533 Woodley Ave., Granada Hills, Calif.

WILLIAM O. LEWIS is attending the University of Utah Law School. Address is 1038 Linden Ave., Salt Lake City, Utah.

MARY LOU HASTINGS OBLOY and her husband have recently moved from Anchorage, Alaska to 5305 Riverdale Rd., Apt. 9, Riverdale, Maryland.

REV. GEORGE NYE has moved to Seattle where he has become

pastor of the Columbia Baptist Church. Their new address is 4443 South Frontenac.

Dr. and Mrs. JOHN W. WOOD (ROSEMARY DOOLEY '63) live at 5104 East Blake, Wichita, Kansas. Dr. Wood is Flight Surgeon for the 469th Tactical Flight Squadron.

New address for JOHN F. BARTH: Control Data Pty.-Ltd., 402 Amcor House, Johannesburg, South Africa, or Control Data, P. O. Box 0, Minneapolis, Minnesota. He is assisting in establishing a Control Data organization in South Africa.

CESAR J. BALMASEDA has been named sales manager, retail sales at the San Juan, Puerto Rico branch of the Firestone Tire and Rubber Company. Mr. Balmaseda, with Firestone since 1961, has worked in various sales posts in the Portland, Oregon district and in 1963 joined the International Company in Akron as a sales trainee and later served as a sales correspondent.

'60

ROGENE ALGER HINGSTON lives at 826 South Blaine Street, Moscow, Idaho.

JANICE ADAMS is teaching in Turner (Oregon) Elementary School and lives at 1090 Liberty Street, SE, Salem, Oregon. She wrote that her brother, RICHARD OWEN ADAMS '55 received his doctorate and was married last September.

PATRICIA CULLEY KENNEDY and her husband live at Rockaway, New Jersey at 27 Cayuga Ave. where Mr. Kennedy is with Rayonier, Inc. They have four children.

JERRY K. WINNER is a life agent with Standard Insurance Company in Olympia, Washington and lives at 2321 Angela.

RONALD B. LANSING (Law) has been admitted as a partner in the firm of Bailey, Swink, Haas, Seagraves and Lansing, Mr. Lansing will be in the firm's Portland, Oregon office at 617 Corbett Building.

BARBARA J. PFAFF is traveling in Europe until December. She will return to her job as social worker for the Santa Clara, California County Health Department in January, 1966. Her mailing address is 3612 S.E. Crystal Springs Boulevard, Portland, Ore.

'61

HENRY BEREZ of Norwalk, Connecticut is advertising and sales promotion manager, Eastern Consumer Paper Products Division, Georgia-Pacific Corp.

HARRY D. LEWIS (Law) was recently appointed a deputy district attorney for Klamath County, Oregon. He conducted a private practice in Salem, Oregon until joining the Marion County district attorney's office last summer. His wife, Christine, and the couple's three children are moving to Klamath Falls. Their new address is 328 Martin St., Klamath Falls.

JUDITH J. TEUFEL began work as recreational therapist at Fort Logan Mental Health Center, 3520 W. Oxford Ave. in Denver in January. She had previously spent 14 months working at Dingleton Hospital in Melrose, Scotland as social worker and activity therapist.

GARY COX is in his second year of graduate school at Duke University.

WILLIAM SNOW is completing his Ph.D. requirements at the University of California at Berkeley. He is presently an Associate in History at the University's Davis campus. The Snows have a daughter, Jessica. Their address is 2157 Vine Street, Berkeley 9, California.

PETER and MAUREEN AVERY

BLEWETT are both teaching in Anchorage, Alaska. Address: 112 11th Street.

WILLIAM W. MOORE is a civil engineer living in Belvedere-Tiburon, California, 212 San Rafael Ave.

HENRIETTA NICKELS has been named recipient of the Mildred Clarke Pressinger von Kienbusch Fellowship (in English) awarded by Bryn Mawr College. Miss Nickels received her M.A. degree from Tulane University in 1963.

ORRIN ORMSBEE (L63) is now a partner in the law firm of McNutt, Gant and Ormsbee in Coos Bay, Oregon. Mrs. Ormsbee (JEANETTE BAKER '63) is employed by the First National Bank. Their address in Coos Bay is P. O. Box 627.

KAREN L. MADSEN is teaching high school in Palo Alto, California. Her address is 1916 Stockbridge, Redwood City, California.

'62

Mr. and Mrs. GEORGE F. BAKER (PATRICIA LAUGHLIN '61) are living in Santa Rosa, California at 3334 Rexford Way. They have a 3-year-old daughter, Myriam.

WILLIAM S. JUNOR is working for the Ph.D. in Comparative Government at Columbia University with a minor in American Government and Planning. He is employed as planner for the city of New Rochelle, New York. The Junors and their four children live at 16 Sylvan Place, New Rochelle.

MARIANNA K. KOCH will receive her master's degree in French in May from the University of Michigan. Her address is 410 E. Liberty #2, Ann Arbor, Michigan.

BARBARA JACKMAN WOODWARD and her husband live in Dover, New Hampshire. Their new address is 15 Elmwood Ave., Dover, N. H.

PAUL L. ALLEN is presently a third-year student at Willamette University College of Law and resides at 1685 Mission St., SE, Salem, Oregon.

LARRY A. HJELLE is a post graduate student attending school in Norman, Oklahoma. Address: 603 East Gray St.

MARY N. NIEMI is District Director for Campfire Girls in Pasadena. Her new address is 86 North Sierra Bonita.

FIRST LT. DENNIS D. GILCHRIST is stationed at Kirtland Air Base, New Mexico and resides at 1020 Valencia SE, Albuquerque, New Mexico.

MARJORIE MIKKELSEN received the M.A. degree in Mathematics from Washington State University last June. She is presently continuing graduate work at WSU in Mathematics and Russian.

LYLE A. GREEN is working for the Washington State Legislature under a Ford Foundation grant. In September he will become a Teaching Assistant in the Department of Political Science at Washington State University, working for the Ph.D. degree. His address is 2450 Ruddle Road, Olympia, Washington.

MARGARET HANNA COLLINS teaches English in Monmouth, Oregon. Her address is 675 East Main Street, Apartment 1.

BARBARA McPARTLAND is working for the Master of Social Work degree at the University of Michigan. Her new address is 1310 East Hill, Ann Arbor, Mich.

Mr. and Mrs. RENNE HARRIS (MARGARET E. FOOTE '63) live at 336 N. Salisbury, Apt. 8, West Lafayette, Indiana. Renne has a three-year grant to complete his Ph.D. in organic chemistry at Purdue University. Margaret is working as a church organist and choirmaster.

'63

Mr. and Mrs. CHARLES L. BUSH (JUDITH GILHOUSEN '64) are in Honolulu where Chuck attends the University of Hawaii working for the Ph.D. degree in Philosophy. Their address is 305 Auwalolimu St.

GEOFFREY RUTKOWSKI is working for the M.A. degree in music at the University of Southern California. He lives at 4 Southridge East, Tiburon, Calif.

Mr. and Mrs. TOM R. DUNHAM (DARLENE RIDLEY '64) will be moving to Boston where Tom will continue his work in medicine at Harvard University Medical School in the fall of 1965. Their address now is 113 Strassenburgh Hall, Dartmouth Medical School, Hanover, N. H.

BRIAN L. WELCH is defense counsel in the U. S. Marine Corps stationed at Cherry Point, North Carolina. His address is 34 E. Moret, Havelock, N. C.

ELIZABETH A. LYNN teaches at La Canada High School, La Canada, California and resides at 275 S. Marengo, Pasadena, Calif.

ROLLIN BEAVER is a second-year student at Willamette University College of Law and resides at 2348 Burley Rd., NW, Salem, Oregon.

THELMA J. RAY is working for her master's degree in music at the University of Southern California.

TONY H. GOOD will receive his Master of Business Administration degree in June from the University of Oregon and plans to go to Honolulu to work. His address is 243 Poplar Drive, Kentfield, California.

1st Lt. MICHAEL H. LAUGHLIN, a pilot in the U. S. Air Force, has been assigned to the George AFB, California for flying duty in a unit which supports the Tactical Air Command mission of providing fire-power and other air support to United States Army forces.



GLEN DOWNS is living at 6615 S.W. 67th, Portland, Oregon.

PATRICK M. KELLEY is with the Union Oil Company and lives at 3707 S.E. 84th, Portland, Ore.

'64

JUDITH DENYER is working for the M.A. degree in French at the University of Pittsburgh where she has a teaching assistantship. Also in Pittsburgh are DOUG and JUDY JESSEN MOORE. Doug is working for his doctorate at Carnegie Tech and Judy is working at Melton Bank.

NAN MEANS is a candidate for the master's degree from George Washington University, Washington, D.C. She is working as Resident Assistant.

CAROLE R. AMELL is working as a medical technologist at the University of Oregon Medical School and will be married in June to Al Davis. Her present address is 6221 NE 22nd, Portland, Oregon.

SUSAN MEYER BARTER teaches high school English in Lebanon, Oregon. Her husband, JONATHAN BARTER '65 will enter Willamette College of Law in September. At present they reside at 1303 Franklin, Lebanon, Oregon.

BETTY HOEHN is teaching at Njombe Boys' School in Njombe, Tanzania, Africa.

SANDRA LEE WARNER is an intelligence research technician living in Laurel, Maryland at 107 Scott Adam Ct. 201.

THOMAS F. MILLER is with the U. S. National Bank of Oregon in Salem. He and his wife, Janice, reside at 1525 Mill SE.

EDWARD J. LEWIS received training in the officer basic course at the Armor School at Ft. Knox prior to going to the JAGC School at Charlottesville, Virginia. His address now is Newgarden Apts., Ft. Knox, Ky.

SUSAN C. HILL is a secretary with the Boise Cascade Corporation in Boise, Idaho and lives at 1037 Warm Springs Ave.

DAVID H. RUSSELL is attending Northwestern College of Law in Portland, Oregon and is also a management trainee with the J. C. Penney Company. Address is 5300 NE Cully, Portland, Ore.

BARBARA BEASLEY OLAYOS is living in San Jose, California at 1563 Alta Glen Drive.

TERRY D. ROST is attending the University of Oregon Graduate School of Business and can be contacted at 7220 SW Cedar Lane, Portland, Oregon.

MARY ANN RAGLAND is teaching in Merced, California. Address: 423 West 21st, Apt. 2.

WILLIAM L. LANG is attending Washington State University in Pullman. Mr. and Mrs. Lang reside at Kamiak Apts. A-9, Pullman.

JOHN P. SUTHERLAND is a graduate student at the University of California at Berkeley and lives at 2033 Haste St., Berkeley.

KENNETH C. RICH, JR., is a Peace Corps volunteer working on a public health project in Malawi (East Africa), c/o Karonga Dist. Hospital, Karonga, Malawi, E. Africa.

PATRICIA FRENCH is an art teacher at Prineville Junior High School, Prineville, Oregon and will marry BLAIR HENDERSON, '65 on June 12, 1965. Her address now is 525 West Fourth, Prineville.

BARBARA G. FLINT teaches at North Salem High School, Salem, Oregon. Resides at 1581 Broadway, N.E.

ROBERT W. RIEDER attends the School of Law, Duke University, Durham, N. Car. Address: 500 Lanier Rd., Huntsville, Ala.

LEO PROBST (Law) is an attorney in Los Angeles. Address: 1829 Huntington Dr., S. Pasadena, Calif.

CAROL YEO is attending the University of Oregon School of Nursing in Portland.

FAY CHAMBERLIN ELSOM is personnel clerk at the Crescent Dept. Store in Spokane, Wash. Address is East 414 26th.

DAVID W. POWERS is traveling in Europe and studying German at the Goethe Institute at Bad Aibling, Germany. His permanent address is Route 2, Box 199, Ontario, Oregon.

SLAVA J. LUBOMUDROV is a graduate student at Indiana University. His address is 408 East 4th Street, Apartment B, Bloomington, Indiana.

KENYON R. CRUDEN is attending the Northwestern University Graduate School of Business Administration in Chicago.

ERNST GOHLERT will receive his M.A. degree in Political Science from Washington State Uni-

versity this fall. He and his wife, the former SALLY BOWE '63, have an infant daughter, Gretchen. Their address in Pullman is 910 Terrace.

ROSEMARY K. MYERS is completing her year of elementary teaching internship at Morning-side School in Salem, Oregon. She is working for her master's degree at Oregon College of Education. Her address in Salem is 525 Waldo Avenue S.E.

BARBARA WOODWORTH is doing graduate work in zoology at Oregon State University and has a teaching assistantship in General Science. Her address is 2853 Willow Drive, Lebanon, Ore.

'65

VICKI OAKLEY is in an executive training program for the I. Magnin Co. Her address is 19875 Bonnie Ridge Way, Saratoga, California.

'66

WILLIAM T. GILLESPIE is an architecture student at the University of Michigan. His address is 507 Hill Street, Apartment 3, Ann Arbor.

Births

A daughter, Michalann, born March 10, 1965 to Mr. and Mrs. Glenn Miller (ELLEN MONTAGUE '50).

A son, Randall Scott, born February 26, 1965, to Mr. and Mrs. CONRAD MOORE (JANET ROBISON '60) of 3467 South Chippawa Court, Lake Oswego, Oregon.

A son, Thomas Bret, born February 13, 1965 to Mr. and Mrs. Thomas E. Ebaugh (PATRICIA SKIDMORE '63) of 729 West Ventura, Altadena, California.

A daughter, Heather Mary, born January 6, 1965 to Rev. and Mrs. THOMAS MURDOCK '57 (ESTHER GWILLIAM '59), 15215 NE Schuyler St., Portland, Oregon.

A son, Loren Andrew, born January 9, 1965, to Mr. and Mrs. Kenneth Weber (RENAYE HALL '60), Rt. 4, Box 141G, Eugene, Oregon. He joins a brother, Kevin 4, and a sister Kristen, 2.

A son, John, born February 5, 1965, to Mr. and Mrs. RAY McCORMACK (SAMMIE LOU BARKER '61), 1584 Mallard Ave., Eugene, Oregon. He joins a sister, Gail, 2½.

A daughter, Nancy Anna, born December 31, 1965 to Mr. and Mrs. HAROLD F. NEUWIRTH (CAROLINE MATTER '53), Rt. 2, Box 158, Silverton, Oregon. They are buying a farm in the Silverton area.

A third son, Stephen Hollis, born December 10, 1964 to Mr. and Mrs. GARY LARSON '59 (EUGENIA KING '60), 835 Riley Dr., Albany, California.

A second daughter, Elaine Kimoko, born January 26, 1965 to Mr. and Mrs. JEREMY SAITO '60, 658 Banff St., San Jose, Calif.

A son, Loren Ray, born February 10, 1965 to Mr. and Mrs. JOHN SCHIEWEK '63, P.O. Box 44, Garretson, South Dakota.

A daughter, Anne-Marie, born September 10, 1964 to Mr. and Mrs. DUANE ALVORD, '56 (NANCY NEWTON '57), 4135 NE Ala-

meda, Portland, Oregon. She joins Stephen, 3.

A son, Jeff, born February 20, 1965 to Lt. and Mrs. JOHN S. ROGERS, '63, 201 Windsor Rd., Savannah, Georgia.

A son, Vance, born July 7, 1964 to Mr. and Mrs. JAMES SNELL '61, 1511 Maryhurst So., Lake Oswego, Oregon.

A daughter, Cheryl Lee, born Nov. 10, 1964 to Mr. and Mrs. Harley Halverson (LORRAINE LANDRUD '56), 3888 Corina Way, Palo Alto, Calif.

A son, George III, born January 2, 1965 to Mr. and Mrs. George Paddleford (MARILYN MORTON '58), 130 E. Floresta Way, Menlo Park, Calif.

A son, Landy, born January 10 to Mr. and Mrs. Ervin Smith (LEAH CASE '53) 4712 Lone Oak Road, Salem, Oregon.

Marriages

MARIE LUCILLE HAWKES '67 and JAMES WALTER SMITH '65 were married in the Chapel-of-the-Seeker in Waller Hall at Willamette on February 14. Their Salem, Oregon address is 152 College Drive N.W.

JACQUELINE VENNE '65 and T. DAVID BABICKY '63 were married in March. Their address is 611 N.E. 29th, Portland, Oregon.

2nd Lt. MICHAEL WEINSTEIN '63 and CATHERINE McCONNELL were married February 19, 1965. His mailing address is Route 1, Box 8, Forest Grove, Oregon.

LORRAINE DEMLER '64 and WILLIAM LANG '64 were married February 8 in Portland, Oregon. They are now living in Pullman, Wash. at Kamiak Apts.

PENELOPE E. POST '62 and Dr. Robert D. Lewis were married in Scarborough, New York in January. They reside at 410 West 58th St., New York, N. Y.

HELEN M. FISHER '19 was married to Harold A. Lee in January. Address is 13505 SE River Rd., Portland, Oregon.

SUSAN AHO '67 and ROBERT MERRIAM '64 were married December 26, 1964 in Shelton, Washington. At present they live at 198 Oak rove Road, Atherton, California.

FAYE A. CHAMBERLAIN '64 married Larry M. Elson on August 15, 1964 in Sacramento, California.

WILLIAM T. SEAWELL '59 married Carol Howard on February 14, 1965 in Ukiah, California. Address is 45 Twin Peaks Blvd., San Francisco.

Deaths

ROSE WETHERELL NELSON '27 in March at Olympia, Washington. Mrs. Nelson had been acting as a secretary for her husband, ALBERT LARS NELSON '31, master of the Washington State Grange, during the legislative session. She was named "Mother of the Year" for the State of Washington in 1960. In February 1963 she received a citation award from Willamette. The Nelsons' son and daughter are also Willamette alumni.

JOHN STEINCIPHER, '26 in Olympia, Washington, January 11, 1965.

EDITH BOOTH SHANKS '09 in Portland, Oregon, January 1965.

ALUMNI DAY - JUNE 5



GEORGE H. ATKINSON

We believe Alumni Day this year will have special significance for all who have Willamette's welfare at heart. Our banquet speaker will be Mr. George H. Atkinson, President of the Board of Trustees, who will talk on the subject, "Willamette and Its Future". There are plans afoot that have been hammered out by committees of trustees, faculty and administrators, some of them interlocking. Mr. Atkinson will share with you his vision of Willamette's place in an educational world that is stirring strongly within itself.



MARIJA UDRIS

Speakers at the Alumni Institute at 10:30 a. m. will be Marija Udris, Assistant Professor of German and Russian, and Dr. Cameron Paulin, Professor of Art.

Miss Udris can speak with authority on the subject of the Russian woman, whose role in shaping modern Russia will be presented.

Dr. Paulin, head of the Department of Art, will look at art as a social force in his subject, "Art as a Help in the Continuity of a Cultural Pattern."



CAMERON PAULIN

Reunion luncheons will be held in various campus dining rooms for the honored classes—those whose class numbers end in '5 or '0, except for classes '50, '55 and '60, which will hold their reunions at Homecoming, November 6. Other classes are invited to attend the luncheon honoring Dr. Schulze, who is concluding 35 years on the Willamette faculty.

**WE'LL SEE YOU AT 10 O'CLOCK
FOR COFFEE AND REGISTRATION IN THE STUDENT CENTER,
MATTHEWS HALL**