

WILLAMETTE ALUMNUS

SPRING, 1967



Coeds view one of seven resident units at Willamette which have been partially financed by Federal loans. A special report on Federal Funds for higher education is featured in this issue.

Campus CAPSULES

"SOLES SEEKING Higher Education" was one caption that accompanied the photo of giant footprints on the side of Collins Hall which was carried world-wide by the Associated Press Wirephoto service. It even turned up in the Asahi Shimbun, Japan's largest newspaper, and the Tokyo Times, as well as the Stars and Stripes for U.S. personnel overseas. The front page of the Washington Evening Star acknowledged the prints with a caption "And It's Bunion Country Too." Among other captions: "Abominable, What?" "Wall Street;" "Tracking Station;" "The Snowman?"; "Lasting Footprints;" "Upward Bound;" "Foot Ball;" and others. One of the better lines, however, is attributed to a former college roommate of President Smith. He wrote to Mrs. Smith from Florida and said, "I see that your husband is walking in his sleep again?" A campus sleuth, however, learned that it was a three-man "feet"; one holding a "batrope" from the roof, another at the other end spraying paint through a stencil, and the third passing the time of night with the Pinkerton guard across campus . . . or so we are "told."

A *CONTRACT* was awarded to Forster Construction Co. of Salem to construct a one-story administration building at the northwest corner of the Truman Collins Legal Center. The project, costing nearly \$143,000, is expected to be completed in seven months.

CONTROVERSY concerning convocation programs has resulted in a proposal to be presented to the Board of Trustees in June. Highlights of the proposal, passed by the student affairs committee, are that: There be no more than ten required convo programs with three cuts allowed; all seniors have voluntary attendance; all speakers be made aware of convo require-

ments; chapels be voluntary; and policies be subject to review and change by the Student Affairs Committee in February of each academic year.

CHARMING Cathy Christy, freshman from Ashland, is one of ten finalists in the Miss Salem pageant. Active in drama and forensics, Miss Christy is the young woman who received national attention last year in a bid to become the first coed at the West Point Military Academy.

NEW LIBRARY facilities in Walton Hall are being used now, but furnishings for the language facilities aren't expected before May. Stack space, a periodical room, offices and study carrels are in use by the library. Dedication of the \$500,000 building is scheduled for commencement weekend, May 20-21.

FACULTY EVALUATION by students is expected to take place soon, as the Student Curriculum committee is finalizing a questionnaire that will be distributed to students to get opinions on the quality of instruction of their professors. A year-long study has gone into the questionnaire, but a decision on what to do with the results has not yet been made.

EIGHT STUDENTS participated in the fourth annual Indian Project during Spring vacation which this year was held at the Swinomish Reservation at La Conner, Wash., a small island in the Puget Sound. The students and faculty leader Dr. Warren Brown worked with the Indians for five days on the Bureau of Indian Affairs housing project, putting up house gables, walls and insulation, and painting. Much time was devoted to getting acquainted with the Indians and the students were impressed with the hospitality.

DEWEY DECIMAL classification of books in the library will be a thing of the past in three years, as the catalog department has commenced transferring the library collections to the Library of Congress classification. The Library of Congress classification is much more expansive and cards can be furnished that are already catalogued. Librarian George Stanbery anticipates that by 1970, the nearly 120,000 titles in the library will be classified by the Library of Congress system.

A *SURVEY* of students revealed a total of 116 sons and daughters of Willamette alumni currently enrolled. A breakdown shows that both mothers and fathers of 30 students, the mothers of 31 students and the fathers of 55 students attended Willamette. There are 18 second generation Willamette students and two third generation students, senior Alfred J. French,

III, of Coos Bay, and Malcolm D. Tabor, Arlington, Va., a great grandson of Professor and Mrs. James T. Matthews.

POSITIONS in the class of 1971 are still available according to Dean of Admissions Richard Yocom. "We have a few spots remaining for well qualified men and women," he said. Dean Yocom expects a class of about 400 students.

NEW OFFICERS of the ASWU are: Douglas Bosco, president; Rich Monteith, first vice-president; David Brink, second vice-president; Karen Swim, secretary; Bob Selander, treasurer; and Charlotte Langford and Bob Schlegal, senators-at-large.

BACCALAUREATE and commencement will be held on the same day for the first time in recent years on May 21 to facilitate the attendance of out of town guests. President R. Franklin Thompson of the University of Puget Sound, former administrative vice-president at Willamette, will present the baccalaureate address at 10 a.m. in the Fine Arts Auditorium, while Senator Mark Hatfield, '43 (Rep.-Oregon) will deliver the commencement address at 3 p.m. at McCulloch Stadium.

SUMMER STUDY at Willamette will be in two sessions, June 12 to July 22; and July 24 to Aug. 4. The six-week session will include courses in education, English, French, German, Russian, Spanish, history, philosophy, political science and speech, while the post-session will offer two courses in education and introduction to logic. A maximum of seven semester hours can be earned in the first session with credit on the undergraduate or graduate levels. Further information is available from Dr. James R. Lyles, Jr., Director of the Summer Sessions.

THIS SUMMER Willamette will host the following conferences: June 5-9, Oregon annual conference of the Methodist Church; June 12-18, Girls State; June 15-17, Job's Daughters; June 18-July 2, Junior Engineers and Scientists Summer Institute (JESSI) and Communications Arts and Science Summer Institute (CASSI); June 18-23, Oregon Program Workshop for high school teachers; July 15-30, Japanese Program in American studies; Aug. 25-27, Methodist Men.

FEDERAL FUNDS have had a tremendous impact on the nation's colleges and universities. A special report on this impact nationwide is included in this issue of *The Alumnus*, with two articles explaining Willamette's use of Federal aid since 1958.

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BY DR. JERRY WHIPPLE
Assistant to the President

The Opportunity for Financial Aid at Willamette

A decade of unprecedented growth

"Financial need does not preclude qualified students from attending Willamette University." Historically this has been an objective of the administration. Today, however, with tuition and fees at a record high, it is easy to conclude that it is financially more difficult for a student to attend the university than at any time in its history. It is the purpose of this article to refute such a conclusion and to submit evidence to show that it is now easier than it was a decade ago for Willamette students to meet the costs of their education.

To meet the increased costs, Willamette University has, as has the vast majority of private institutions, looked to the student as a primary source of income. Annual gifts and endowment income are indispensable, but increases from tuition and fees represent the largest percentage of the education and general income budget. In 1930, 50% of the educational and general income came from students. In 1957, the students were required to pay 66.7%, and for the current academic year, 1966-67, Willamette students are paying in tuition and fees 69.3% of the educational and general expenditures which include: instruction, administration, plant operation and maintenance, student services and library. These are operating expenses, and do not include many millions of dollars in new capital invested in new equipment, buildings, additional lands, student aid funds and endowment.

TABLE 1

Full-time enrollment, tuition and fees, and room and board

	'57-'58	'61-'62	'66-'67
Enrollment	1,137	1,307	1,483
Tuition and Fees	\$600	\$812	\$1,195
Room and Board	600	\$730	\$ 800

Even more impressive, however, than the percentage of income received from the student is the dollar increase which he now pays. In 1957, tuition and fees were \$600; room and board another \$600. Today a student's tuition and fees are \$1195, or a 99.2% increase in ten years. Room and board charges are currently \$800 or 33% higher than in 1957. (See Table 1 for the growth in enrollment, the increases in tuition and fees, and room and board.)

Student Aid Grows Faster Than Costs

Were it not for a dramatic increase in student aid during the past ten years, the primary consideration for admission to Willamette today could very well be the financial ability of the student and his parent. It is this great increase in student aid, assisted from a rise in personal income, however, that more than negates the 99.2% rise in tuition and fees, and provides validity to the proposition that no student will be denied a Willamette University education for financial reasons.

In 1957 the university through endowed scholarships, funded scholarships and grants-in-aid, awarded \$81,910 to approximately 350 students, or an average of \$234 per student. The chief criterion of these awards was high scholarship. Evidence of financial need was a secondary factor and it was determined primarily on the basis of information furnished informally by the student. There were also awarded \$4,000 in university loans in 1957 to less than 75 students, many of whom were receiving either scholarships or grants.

In 1958 Congress passed the National Defense Education Act by which loans were made available to college students. Unless a student borrows from a favorite relative who expects no interest and no definite terms for repayment, there is no loan more attractive than this government loan. In 1958 Willamette University received National Defense Loan funds totaling \$17,830, as contrasted with \$113,760 in 1967. This money was loaned to carefully selected students with priority given to those who were planning to teach and who were majoring in mathematics, physical sciences or a foreign language.

New Attitude Toward Student Loans

The general consensus that a student should borrow substantially for his education was also reached with the advent of the National Defense Loan. The attractiveness of terms of this loan (no interest charged during college and 3 per cent to start one year after graduation, with terms of payment extended over a ten-year period) developed a new attitude in both the student and his parent toward borrowing for a college education.

The National Defense Education Act not only helped to develop a new attitude for borrowing for a college education, but it placed a new emphasis on the criteria of awarding financial aid to the student. High scholarship was no longer the single, primary consideration. Under the terms of the act the student was required to give evidence of financial need.

To establish administrative guidelines to meet the requirements of this act and more effectively award other forms of financial aid, Willamette University in 1961, as did over 500 other colleges and universities throughout the United States, subscribed to the College Scholarship Service. This service, an activity of the College Entrance Examination Board, has been largely responsible for the development of the general philosophy of financial aid which exists in higher education in the United States today. Basic to this philosophy is the belief that the educational opportunities of able students should not be controlled by their lack of financial resources.

Evaluating Financial Need

To determine the financial resources of the student, Willamette University has required since 1962, the Parent's Confidential Statement for all students who want to be considered for financial assistance. A highly complicated evaluation of this statement, taking into consideration such factors as annual income, number of dependents, medical expenses and student savings, is made to determine what financial resources of both the student and parent are available to pay for a college education.

The awarding of financial assistance at Willamette University today is on the basis of financial need of the individual with due consideration to academic achievement and citizenship. The financial aid principles under which Willamette University administers its program, however, could never have been implemented had there not been substantial increases in funds to assist qualified students. (See Table 2 which shows the growth of scholarships and grants-in-aid since 1957).

TABLE 2
Growth in Scholarships and Grants-in-Aid

	'57-'58	'61-'62	'66-'67
Grants-in-aid	\$35,973	\$ 35,985	\$ 95,000
Endowed Scholarships . .	\$10,000	\$ 10,486	\$ 24,000
Funded Scholarships . . .	\$33,977	\$ 72,747	\$ 90,000
Tuition Exchange	\$ 1,960	\$ 10,538	\$ 14,800
TOTAL	\$81,910	\$129,756	\$223,800

As shown in Table 2 for the academic year 1966-67, grants-in-aid, endowed scholarships, funded scholarships and Federal Educational Opportunity grants totaled \$257,800. These monies were awarded to 767 students for an average of \$336 per student as compared to the \$234 average per student awarded in 1957-58. The 767 students receiving grants and scholarships this year represented 51.1% of the student enrollment as compared to approximately 350 students or 30.8% of student enrollment receiving assistance in 1957.

Loan Funds Supply 50% of Student Aid

More significantly, however, than either the average amount awarded to the student or the percentage of the student body receiving financial assistance is the amount which financial aid pays of the cost for both tuition and fees, and room and board. In 1957 financial aid represented an average of 19½% of these costs which were \$1200. For 1967 scholarships and grants paid an average of 16.8% of the \$2,000 charged each student for tuition and fees, and room and board. Although this would indicate that today's student receives an average of 2.7% less aid in relation to these costs than in 1957, this would be an erroneous conclusion. The critical omission is the extensive loan programs which are now available to the students.

In 1966-67 Willamette University students borrowed \$113,700 from National Defense Loan Funds; \$109,700 from United Student Aid Loan Funds; and \$15,000 from Willamette University Loan Funds, for a total of \$238,400. The total amount of loans, scholarships and grants awarded to Willamette students for 1966-67 academic year is \$487,300. This financial aid represents 29.8% of the cost for tuition and fees, and room and board, as compared to the 19½% which financial aid paid of these costs in 1957. With the inclusion of loan monies, the dollar average awarded per student for 1967 is \$596.

Table 3 shows the record of growth in loan funds available to Willamette students during the past ten years.

TABLE 3
Growth in Loan Funds

	'57-'58	'61-'62	'66-'67
National Defense Loans		\$ 30,900	\$113,760
USA Funds — Loans			
Outstanding			\$ 85,905
USA Funds — Lending			
Power			\$100,000
WU Loans Outstanding	\$ 4,041	\$ 9,610	\$ 15,183
WU Loan Funds			
Available	\$35,158	\$ 55,152	\$ 85,783

In 1957 the typical student looked upon borrowing primarily as a source of short-term financing for his college education. There were notable exceptions, but few students and their parents were willing to incur any long-time indebtedness for a college education. It did not occur suddenly, but because of the increased costs of higher education and the attractive terms of the National Defense Loan Fund, a significantly greater number of students now recognize that borrowing is a sound investment in the financing of their education.

In order to meet the student needs for additional loan funds, the University in 1963 adopted the United Student Aid Funds Loan plan. The United Student Aid Funds is a private, non-profit corporation which endorses low-cost loans made by home town financial institutions to deserving students. For each dollar the university invests in this plan, the United Corporation guarantees \$12. Willamette University today has established a lending capacity of \$100,000 through the United Student Aid Fund.

The Higher Education Act of 1965 also made provisions to furnish monies to create greater lending power in the United Student Aid Corporation. Under the Oregon-Federal Guaranteed Loan Fund in excess of \$15,000 has been made available to Willamette University students for 1966-67. Under this plan, no student may be charged more than 6 per cent simple interest and for those who qualify under federal law, the Federal Government will pay 6 per cent until repayments are due to begin and 3 per cent interest while the student is repaying the loan. Undergraduate student may borrow up to \$1,000 a year and repayments begin the first day of the tenth month after he leaves school. Because of the government payment of interest, this loan is almost as attractive to the student as the National Defense Loan Fund.

Many Students Earn As They Learn

In addition to scholarships, grants-in-aid and loans, the student at Willamette University today has many opportunities for employment. Incomplete data make it impossible to evaluate the growth and extent of student employment since 1957, but current figures show the significance of this facet of financial aid. There are currently 106 Willamette University students employed under the Federal Work Study Program and it is anticipated that they will earn during the current academic year over \$19,300. There are 160 Willamette University students currently employed by the university whose earnings will total nearly \$20,000 for the year. The records of the financial aid office show that there are 99 students employed in off-campus positions, but the amount which these students earn is unavailable.

Besides increased institutional funds made available to today's student, the rise in family income during the past decade has also made it easier to finance a college education. Table 4 is a summary of the average income of household units for Oregon, California, Washington and the total United States. As shown in Table 4, between 1958 and 1965 there has been a 30.8% increase. These figures do not take into consideration an increase in the cost of living and do not, of course, relate directly to the individual student at Willamette University. These figures do suggest, however, that parents of students attending Willamette University have today more disposable income with which to meet the costs of education.

University Building Its Own Aid Funds

The efforts of the university administration to provide financial assistance during the past ten years are impressive. During this period endowed scholarships, grants-in-aid, and funded scholarships have increased \$142,000 or 173.2%. There has also been substantial increase in available loans. The university loan funds now total over \$85,000 as compared to \$35,000 in 1957. In addition, the university has created

\$100,000 borrowing power with the United Student Loan Corporation.

TABLE 4
Income Breakdown by Household Units

	1958	1962	1965
Oregon	\$ 5,145	\$ 6,189	\$ 7,435
California	\$ 6,368	\$ 7,700	\$ 8,792
Washington	\$ 5,740	\$ 6,802	\$ 7,643
USA	\$ 6,005	\$ 6,874	\$ 7,989

Source: Sales Management, *The Magazine of Marketing*

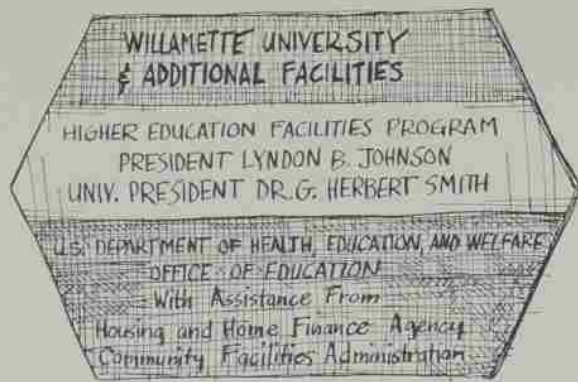
Federal funds since 1958 have been a significant part of the financial aid resources available to Willamette students. As is shown in Table 3, Willamette University students have borrowed \$504,000 since 1958 from the National Defense Loan Fund. As a result of the 1965 Higher Education Act, educational opportunity grants totaling \$34,000 were awarded for the first time to Willamette University students for the academic year 1966-67. These grants, which range from \$200 to \$800 and must be matched dollar-for-dollar by institutional funds, are awarded to students on the basis of financial need. Through the Federal Work Study Program, \$17,000 of federal monies have been paid Willamette students this year.

There is clear evidence to show that because of the student aid available today at Willamette University, it is easier for the student financially to attend the school than it was in 1957. There are 767 students or 51.1% of student enrollment receiving financial assistance as compared to 350 students or 30.8% in 1957. The average amount awarded is \$596, as compared to \$234. Financial assistance today pays 29.8% or 9.3% more of the student's costs for tuition and fees, and room and board than it did in 1957.

Aid Funds Must Continue To Grow

This record of improved financial assistance for Willamette University students does not mean, however, that additional funds, especially for scholarships and grants-in-aid are unnecessary. There are at least two factors which will result in the need for additional funds. The first is that any increase in enrollment, even if there were no increase in costs, will very likely dilute the funds presently available. Secondly, although borrowing has become an accepted method to finance a portion of a student's education, no student should become burdened with excessive debt. At Willamette where over 50% of the students attend graduate school, it would be especially unwise for loans to become the primary source of financing undergraduate education.

Even more important, however, than additional funds for financial aid is the need to have a larger percentage of the educational dollar paid from endowment income and annual gifts. As was stated earlier, the student and his parent now pay almost 70% of the educational budget. Today, with the total costs for a year at college rising almost annually, it is this writer's opinion that if students are required to pay more than 60% of the educational budget, it is very possible that in the future the charges may deter qualified students from selecting Willamette.



Uncle's Role At Willamette

*A summary of the University's
use of Federal funds since 1958*

Nine years and nearly \$4 million dollars ago, Willamette University's Board of Trustees took an objective look at the availability of Federal funds for higher education. While the Board recognized that there could be certain restrictions, it was willing to take the risk so as not to deprive Willamette students from using attractive government loan funds or deprive the University from postponing necessary residence construction.

It was a relatively easy step, since the early reluctance of higher education to tap Federal sources was no longer prevalent. If society demanded additional educational facilities to handle the increasing number of students, then that was reason enough to take advantage of the funds society was making available through the government programs.

"We've operated on the assumption of meeting the needs as they arise," explained President G. Herbert Smith. "The needs were clear and so were the means of obtaining them—with the aid of federal loans and grants."

Figures show \$3,938,000 in Federal funds

Willamette's use of the national defense student loans and other Federal student aid is reported extensively in the article by Dr. Jerry Whipple on page three. In addition to the total of \$555,000 received from the government in this area, the University has been awarded the following since 1958:

Self-liquidating residence loans (Matthews-Belknap, Doney Hall additions, and five residences in organized women's housing)	\$2,418,000
Library loans (University and Law libraries)	400,000
Library grants (University and Law libraries)	374,000
Research grants and equipment	191,000
Total of all Federal loans and grants	\$3,938,000

The residence loans, as awarded through the Department of Housing and Urban Development, extend for 40 years and carry an interest rate of between 3 and 3¾ per cent. The library grants and loans were awarded directly from the U.S. Office of Health, Education and Welfare after first gaining approval from the Oregon Educational Coordinating Council. The Coordinating Council serves as a local liaison between colleges and the government in requests under the Educational Facilities Act of 1963. The research grants, largely used by the science division, have come from the National Science Foundation on the direct application of professors.

Has Willamette lessened its independence by taking Federal aid, a fear expressed by some critics of government support? "We have sensed no loss of independence," answers Dr. Smith, "with the possible exception of meeting the government requirement to accept the lowest bid on certain projects. Sometimes the lowest bid does not provide the exact equip-

ment sought by the University." He also indicated that detailed bookkeeping and special reports have put an added burden on the business office. In fact, an administrative assistant was added to the business office staff this year to help cope with the additional work.

In answer to other frequent questions that sometimes accompany Federal aid, Dr. Smith expresses no great concern. The flow of Federal funds has not hindered the flow of private funds; there has been no added difficulty in faculty recruitment because of unavailability of additional research funds; and the University relationship to the Methodist church has not been affected by participation in Federal programs.

Willamette selective in seeking Federal aid

Nonetheless, Willamette is still quite selective in seeking Federal grants. "Just because money is there for the asking doesn't mean we are going to ask for it. Unless it fits in with our projected programs of philosophy, we aren't going to start new projects just because funds are available. Our participation to date has been to answer the needs as they arise, and thus we have been selective."

In essence, this philosophy means that Willamette has not been greatly concerned with the ebb and flow of Federal funds for higher education. With the exception of the student loans, participation has been mainly for capital purposes and no funds are directly supporting the educational programs. If Federal money became extremely "tight" Willamette would mainly feel the pinch in student loans. Loan money would have to come from some other source, as many students are dependent upon outside support to meet increasing costs.

While Willamette appears to have entered the realm of Federal support without any serious difficulty, Dr. Smith concurs with some critics that we should constantly evaluate Congressional action in regard to higher education. "Some programs have been ill-conceived and have proved to be of no value, and money has not been wisely spent in some cases."

He would also favor an increase in institutional grants. "In my 40 years of experience in education, I have not seen any tendency on the part of college administration to waste money. Thus, there is no question in my mind that the unrestricted dollar is the most valuable dollar to a college. The college can put it to the greatest and most important use. If the government concluded that it could make unrestricted gifts, like many foundations, these gifts would be the most beneficial."

In the future, Willamette will continue to be selective in its applications for Federal support. At the time of this writing, a proposal is being considered by the science division for another NSF research grant. There are presently no other applications from Willamette pending for Federal aid.

*America's colleges and universities,
recipients of billions in Federal funds,
have a new relationship:*

Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- ▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.
- ▶ Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.
- ▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.
- ▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.
- ▶ Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.
- ▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.



sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

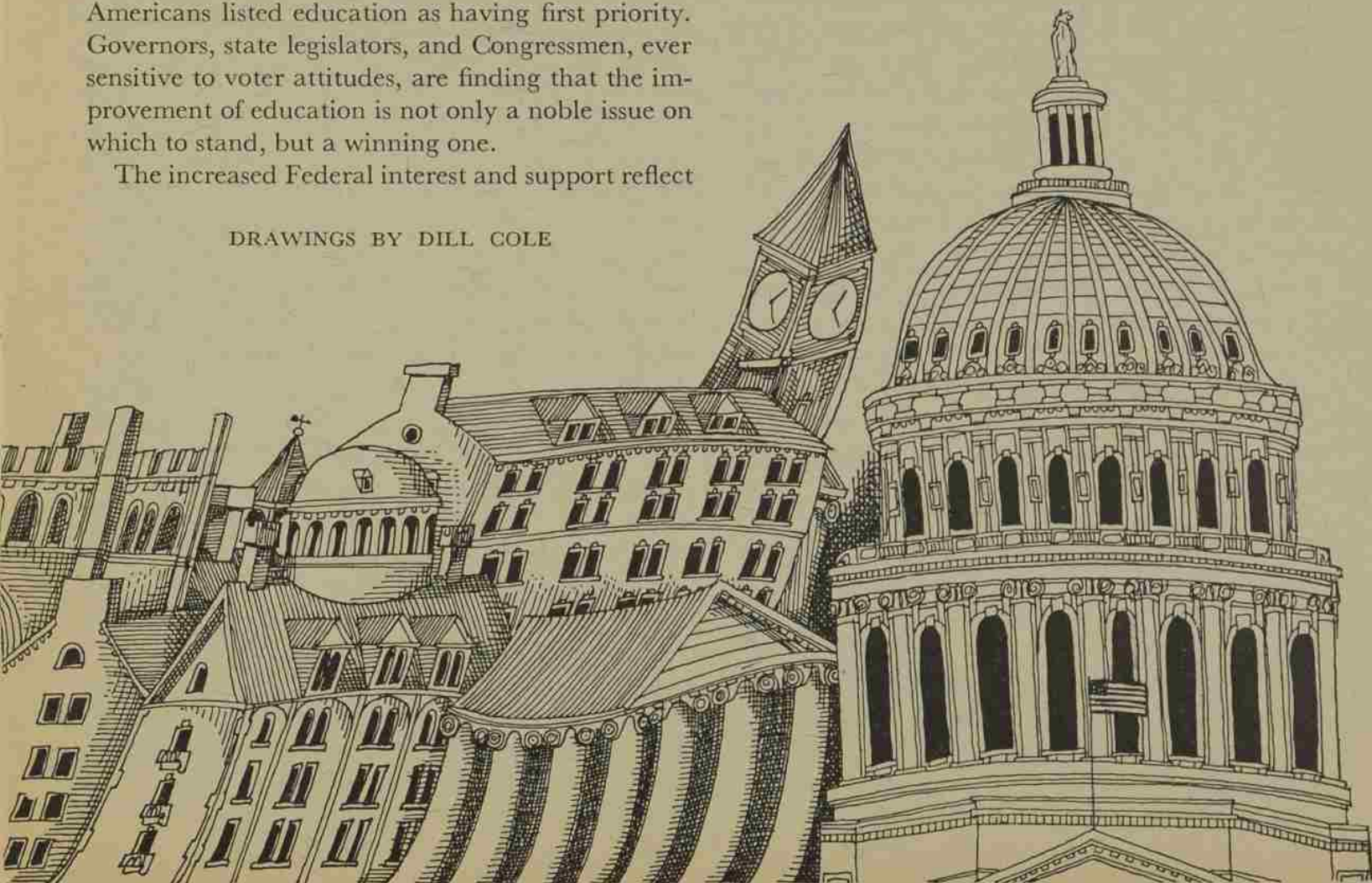
The increased Federal interest and support reflect

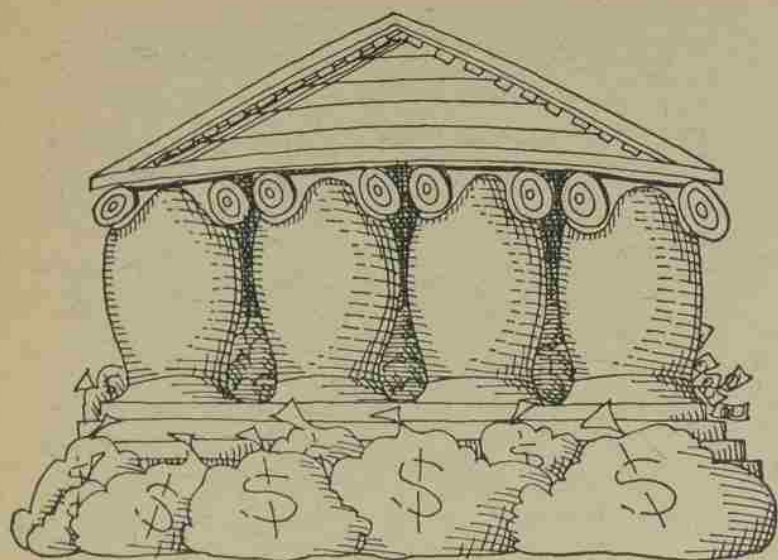
another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time.”

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other “only the brains.”

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this “spread the wealth” movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

compete for limited funds

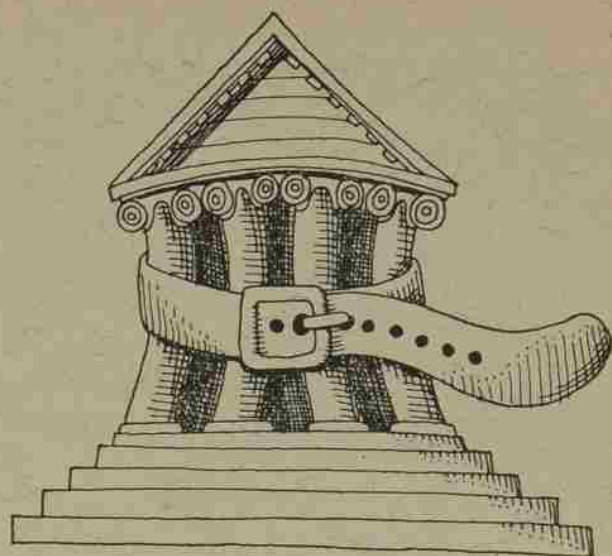
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building *or* I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research:

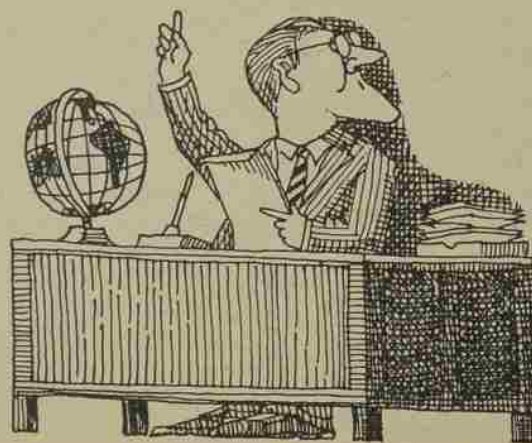
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to



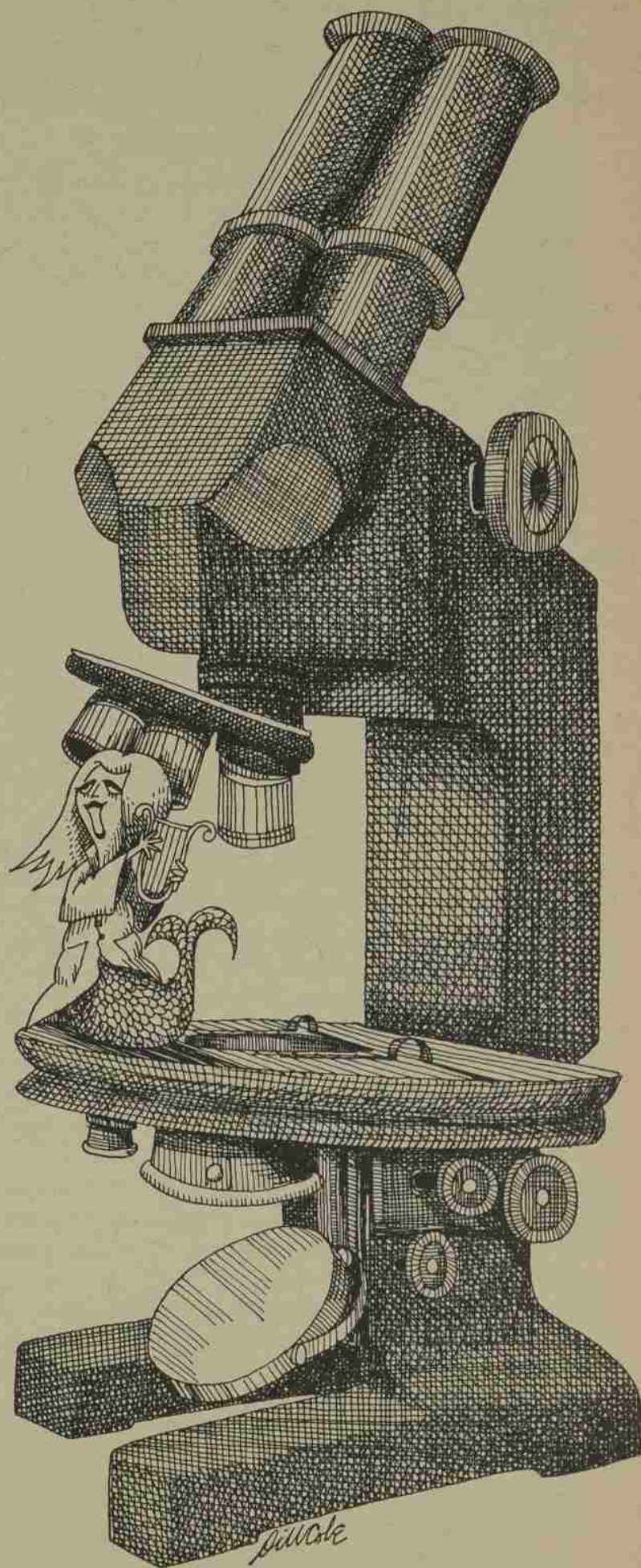
a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.



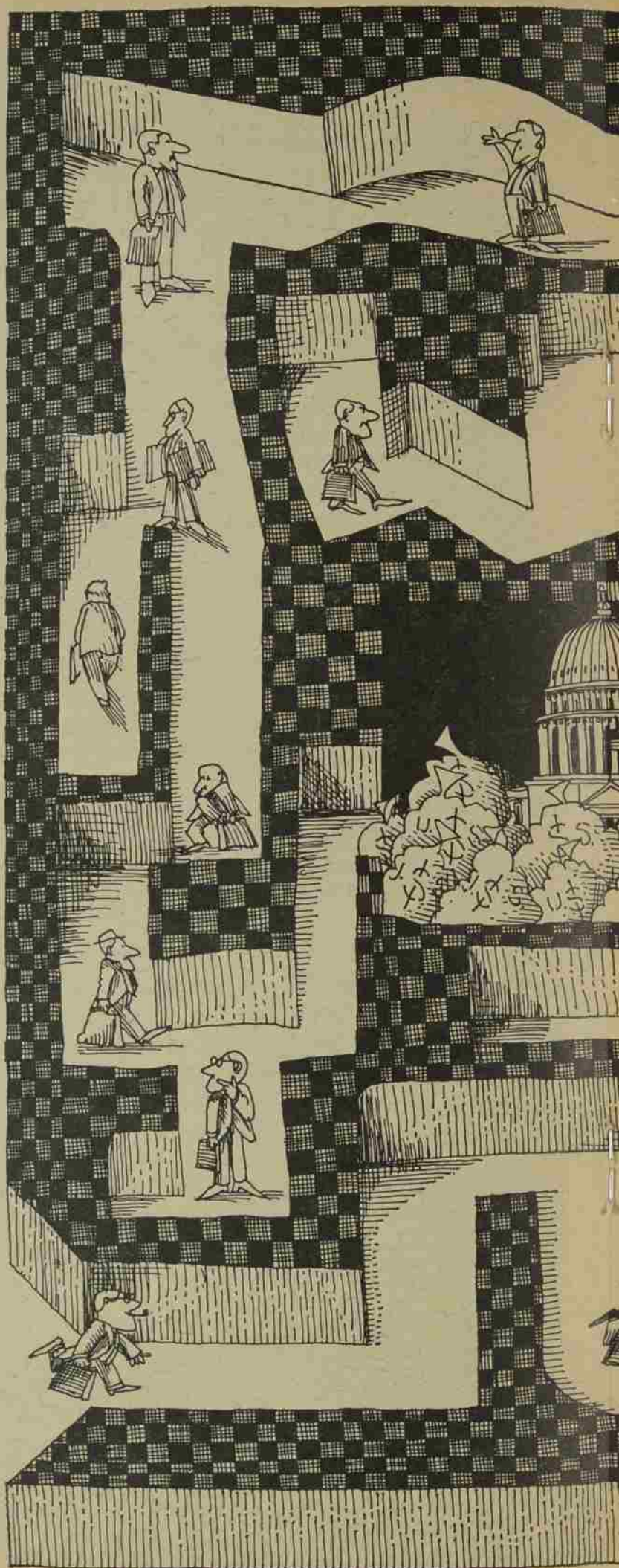
Fund-raisers prowl the Washington maze

President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system.”

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the “means of education shall forever be encouraged.” But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

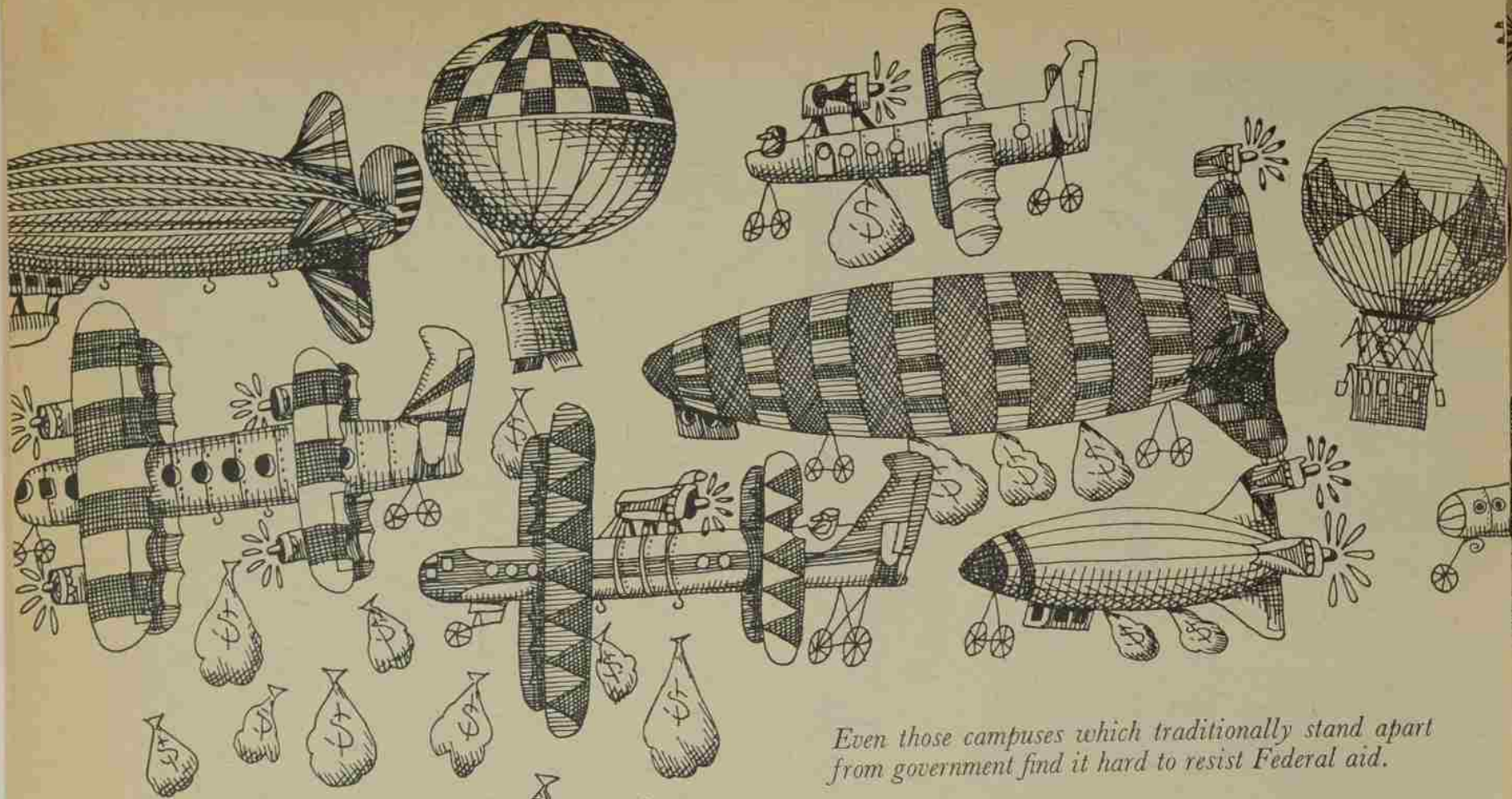
The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world’s greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation’s colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago’s Argonne Laboratory and California’s laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal “r & d” expenditure totaled \$1 billion.

The Soviet Union’s launching of Sputnik jolted



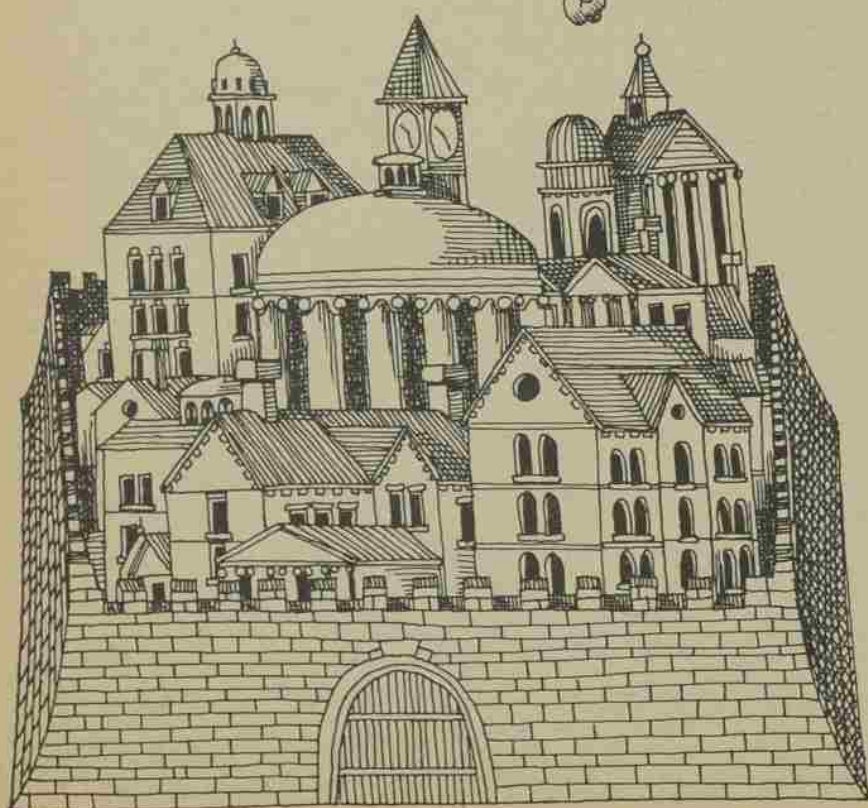
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

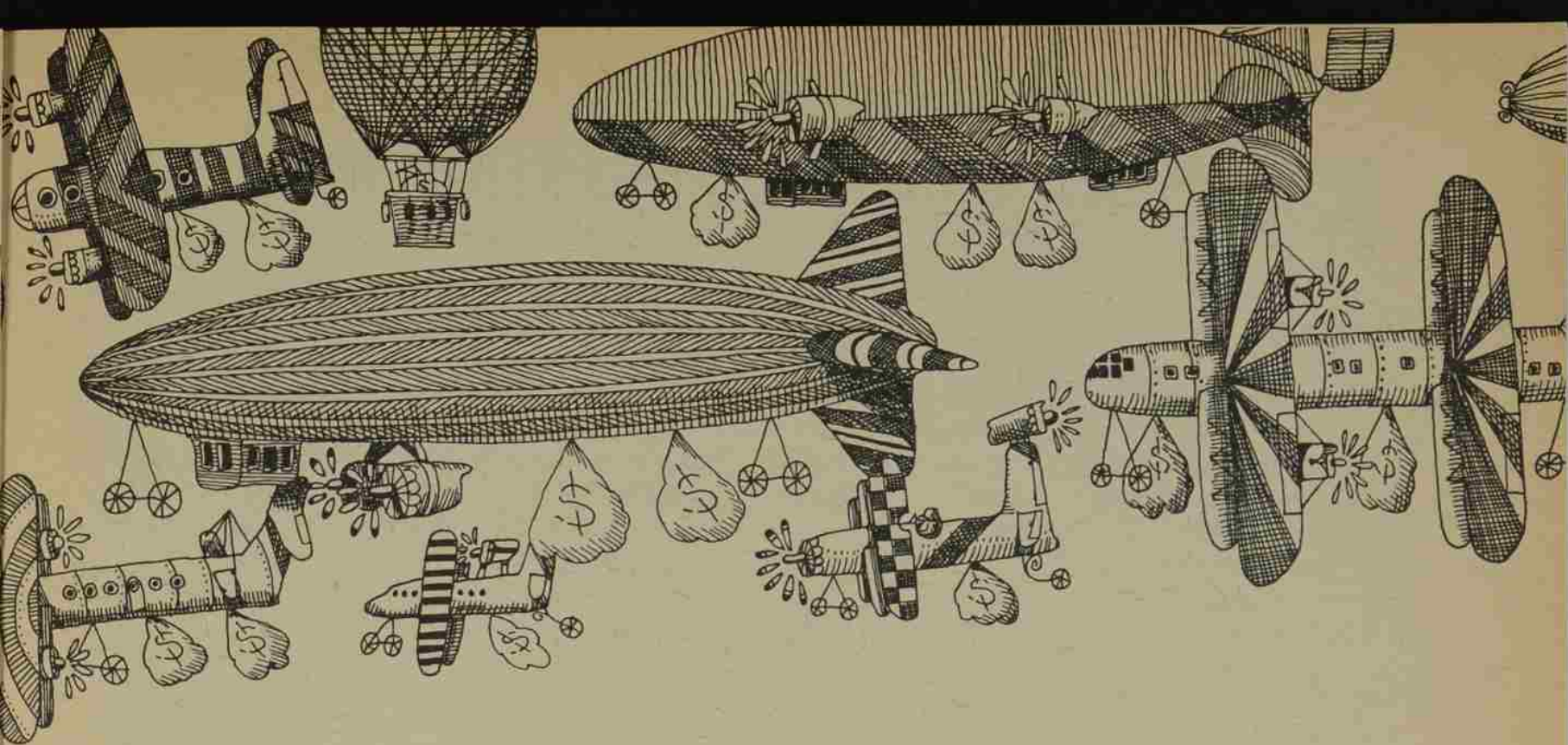
the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-





cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.
 - ▶ \$151 million for local communities for the building of junior colleges.
 - ▶ \$432 million for new medical and dental schools and for aid to their students.
 - ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
 - ▶ Grants to strengthen college and university libraries.
 - ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
 - ▶ The first significant support of the humanities.
- In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships

Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

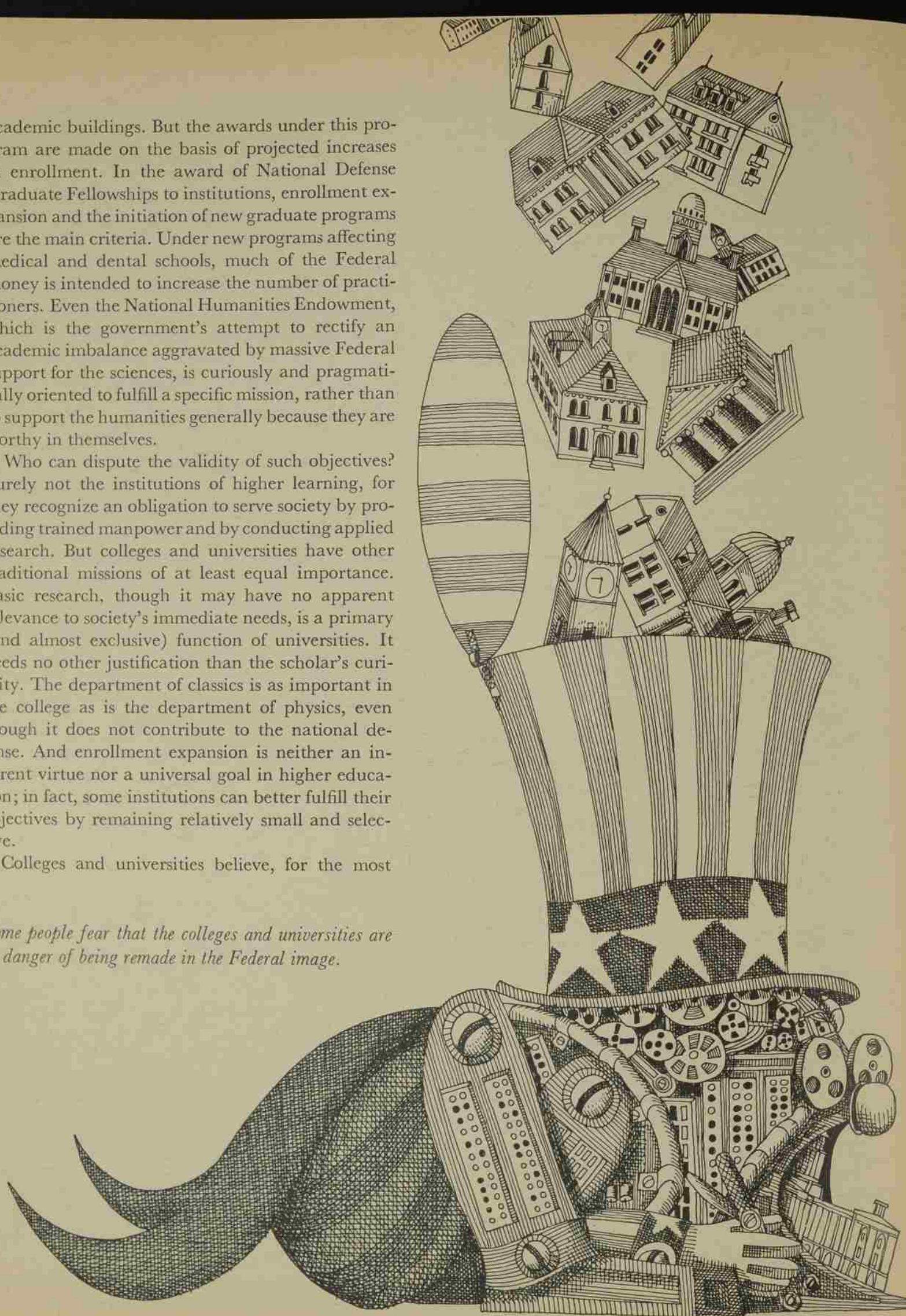
The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.



When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

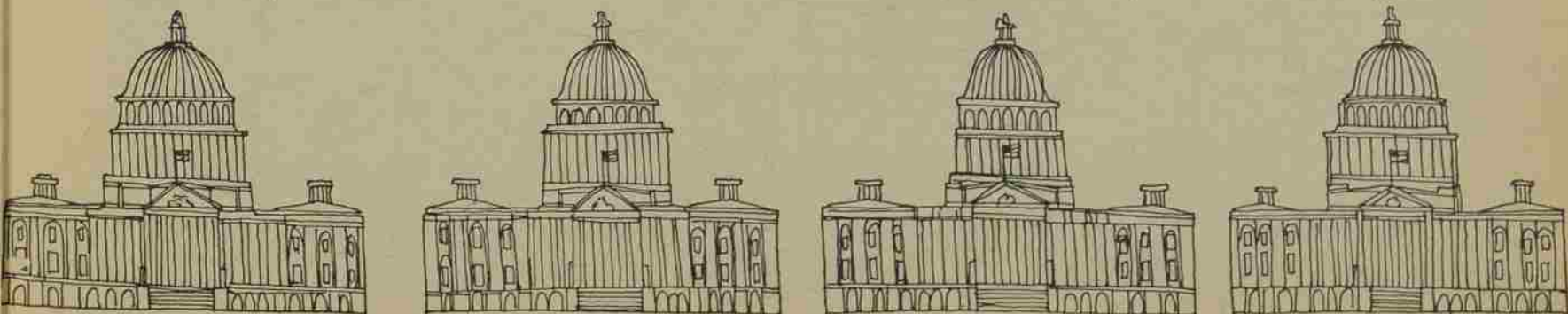
One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1967 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U.S.A.

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The Ohio State University
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Simmons College
RONALD A. WOLK
The Johns Hopkins University
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Sweet Briar College

CHESLEY WORTHINGTON
Brown University

*

CORBIN GWALTNEY
Executive Editor

JOHN A. CROWL
Associate Editor

WILLIAM A. MILLER, JR.
Managing Editor

Class Notes

'12

FRANK BARTON, 4808 NE Halsey, Portland, Oregon, was presented a 50 year service pin recently from the Oregonian in recognition of his long service with them.

'13

WILLIAM SCHREIBER is enjoying retirement which gives him leisure time for continual studying. He resides at 4857 Santa Monica Ave., San Diego, California.

SADIE BOUGHEY SMALL and her husband spent the winter in Mesa, Arizona at the X-B Trailer Ranch. She resides at Rt. 3, Box 28, Silverton, Oregon.

'15

DR. and MRS. HARVIE E. TOBIE (EUNICE MILLER) reside at 6214 SE 18th St., Portland, Oregon. Dr. Tobie retired as dean of boys at Milwaukie High School in 1957. He has since been the author of "No Man Like Joe" and is now busy writing "Steve's Hard Luck". Eunice is his efficient critic and writes poetry in her spare time.

'17

MR. and MRS. ALPHEUS GILLETTE (ESTHER EMMEL) are living at 4005 Wesleyan Place, San Diego, California. Alpheus retired in 1959 as General Agent of Connecticut Mutual Life of San Diego. He is very active in Y.M.C.A., U.S.O. and as lecturer for Rotary International. Esther's poems have won honors in local and national contests and have been accepted by various publishers.

HARVEY WIGHT (L) was honored recently by some 60 members of the Linn County Bar Assoc. in recognition of his half century in the legal profession. In addition, he has served as justice of the peace for this district the past 33 years. Mr. Wight resides in Lebanon, Oregon.

'20

HAZEL BEAR STEWART and her husband, Ray, are living in "busy" retirement in Fontana, California at 9004 Olive St.

'21

INA MOORE POTTER retired in 1965 and is now teaching private classes in speech and parliamentary law. She also acts as parliamentarian for conventions and gives lectures. Her address is 1433 E. 56th St., Long Beach, California.

'22

MR. and MRS. DEAN POLLOCK (MILDRED BROWN) have recently returned from a 42 day cruise which included visits to Borå Bora, Papeete, Sydney, Pago Pago and Honolulu. The Pollocks reside at 6031 SW Haines Rd., Portland, Oregon.

MR. and MRS. LESTER DAY (EMMA SHANAFELT) are traveling by British bus through India, the Middle East, Near East, and then to Europe. After four months in Europe, they will return to California, 1746 27th Ave., San Francisco, California.

'24

ETHEL ADAMS WALKER is still teaching in Weston High

School but will retire at the end of the year. She then plans to travel around the country, visiting family and friends. Her address is 128 SE 7th, Milton, Freewater, Oregon.

'26

ONA EMMONS MACKIE resides at Rt. 1, Box 52, Tangent, Oregon. She and her husband, Bill, celebrated their thirty fifth wedding anniversary.

RACHAEL DeYo MEDLER writes that The Dalles has a lovely new library which is very pleasant to work in. She resides at 1205 E. 17th St., The Dalles, Oregon.

HUGH BELL will retire from Chico State College on August 1, completing 40 years of college teaching, counseling and administration. He has recently received word that the Fulbright Commission has awarded him a Distinguished Scholar Award to teach at the University of Exeter in England this next fall. Current address is 1690 Filbert, Chico, California.

RUTH HEINECK BROEK has completed her book "Come Along To Holland" and has helped her husband whose "Compass Of Geography" was published recently. He will soon have published "Geography Of Mankind". Ruth's husband is professor of Geography at the University of Minnesota, but during the coming fall and winter will be visiting professor at the University of California. Their address is Department of Geography, University of Minnesota, Minneapolis, Minnesota.

'27

MR. and MRS. THOMAS ROE (RUTH STEWART '19) reside in Gaston, Oregon. They are kept quite busy and active in several organizations.

'29

BEATRICE LOCKHART BLISS resides at 620 Sky Lane, Forest Grove, Oregon and is working on the biography of Mary Powell Adams.

'32

BARNEY G. CAMERON was recently named as top business executive of the Pittsburgh Press. Before joining the Press in 1961, Mr. Cameron was Vice President and Business Manager of the New York Herald Tribune. Prior to going to New York, he was Circulation Director of the Pittsburgh Post Gazette and before that had been associated in executive capacities with several Pacific Coast newspapers. Mr. Cameron is also very active in numerous civic enterprises, as a director of the Chamber of Commerce, the Pittsburgh Opera Society and Vice President of the Golden Triangle Ass'n. He resides at 682 Osage Rd., Pittsburgh, Pa.

MARJORIE MOSER DURHAM resides at 9310 California Ave., SW, Seattle, Washington. Her husband will soon become president of the American Institute of Architects. Because of his official duties, they will be doing extensive traveling throughout the United States. This summer, they will attend an international meeting of architects in Prague, Czechoslovakia.

'34

DR. and MRS. KENNETH OLIVER (MADALINE SCHMIDT) and their son, Michael reside at 2385 Addison Way, Los Angeles, California. Kenneth is chairman of the Division of Humanities and Fine Arts and professor of Comparative Literature at Occidental College in Los Angeles. This summer he will teach at Portland State College.

LOWELL L. GRIBBLE was appointed justice of the peace for Heppner, Oregon. He will continue as manager of Inland Chemical Co. Address is Box 496, Heppner, Oregon.

KENNETH MACKENZIE is head of the Deep Submergence Group Scientific Department for the U.S. Navy Electronics Laboratory in San Diego, California. His address is P.O. Box 7404.

'35

MR. and MRS. JACK R. SIMPSON (NOVA HEDIN) are living at 710 "M" St., Anchorage, Alaska. Jack is serving in the State House of Representatives for Alaska. Nova is busy as wife and mother.

'36

LOUISE ANDERSON VERNON resides at 896 Emory St., San Jose, California. Her third book, The Secret Church, has just been published by the Mennonite Publishing House. Her fourth book, Bible Smuggler, will be published this fall and her fifth book, Key To The Prison, will come out in 1968. All five books are juvenile historical fiction based on the Reformation and have been previously published in serial form. She is now writing a biography of Menno Simons. In addition, Louise teaches four adult classes of Creative Writing each week and is secretary of the Rosicrucian Order.

HELEN BENNER is studying voice in Munich, Germany. She recently sang at the Protestant Church's Music Institute for U.S. Forces in Europe held at Berchtesgaden. Miss Benner has had seven years experience as a soloist on national networks and a debut with the Philharmonic Opera. Her address is Zone 8023 Pulloch Munchen, Searlandstr 10, West Germany.

LEANDER QUIRING will soon become director of the Department of Finance & Administration for Oregon. He resides at Rt. 1, Box 300, Independence, Oregon.

'37

DR. JAMES H. PYKE is minister and teacher at Wesley Theology Seminary. He is also Vice-President of Eastern Fellowship of Professors of Missions and Vice-Chairman of the New York Regional Personnel Committee, Board of Missions of the Methodist Church. He resides at 5304 Balto Ave., Chevy Chase, Maryland.

FRANK WARREN THOMAS is a research scientist for Lockheed Georgia Co. Recently, he won Industrial Research Magazine's annual award for one of the most significant new technical products in 1966. This new product is called Lockheed Windshield Water Repellent. His address is 4941 Powers Ferry Rd., Atlanta, Georgia.

'38

REV. RALPH G. KLEEN returned to Oregon last June from 12 years in Southern California to become pastor of Fremont St. Methodist Church in Portland, Oregon. His address is 2632 NE Fremont.

'39

BURT W. PRESTON is with Fidelity Mutual Life and his address is 1424 Cargill Bldg., Minneapolis, Minn.

'40

REV. ALFRED E. VOSPER is minister of the Methodist Church in Junction City, Oregon. He is also president of Junction City Ministerial Association for 1967 and supervisor of their community welfare program. He resides at 1035 Maple St.

MR. and MRS. JOHN LINDBECK (CAROLYN BRADY '48) are now living at 651 SE Church, Salem, Oregon. Mr. Lindbeck is a retired U.S. Navy captain and has been appointed administrative assistant at Willamette University. He will work with architects and builders on the university's campus development program.

'41

CAPT. R. B. McNEES is a naval officer and has recently assumed duties as professor of Naval Science at the University of Washington. His new address is 3704 NE 188th St., Lake Forest Park, Washington.

MARY E. HEAD resides at 1117 S. Oakhurst Dr., Los Angeles, California and is training director for southern California Permanent Medical Group.

'42

CARL BOWMAN, 70 East 91st St., New York, N.Y., is currently on the music faculty of the City University College Center in New York City and also professor at C. W. Post College, Long Island University.

'43

RICHARD GOOKINS is with a federal correctional institution and resides at 235 Oakridge Rd., Lompoc, California.

ANCIL H. PAYNE resides at 1063 Douglas Place SW, Portland, Oregon. He is vice president and general manager of KGW radio and television stations in Portland.

Lt. Col. and Mrs. FRED ELLIS (ELAINE MURRAY '46) reside at 4707 Melrose Ave., Tampa, Florida. Col. Ellis returned from a year tour in Viet Nam in November to his previous station and assignment in the 13th Wing Hdqtrs. at MacDill AFB.

'45

DR. KENJI KURITA has opened new medical offices at 700 Seventeenth St., Modesto, California.

YVONNE MOZEE is now staff photographer for Pace magazine. Her address is 833 So. Flower St., Los Angeles, California.

'47

DR. and MRS. JOHN COTTON (CORLISS CLARK '42) are spending this year in Bloomington, Indiana. John is professor of education at the University of California but is on sabbatical leave for this year as a visiting scholar in the Department of Psychology, Indiana University. This summer, the Cottons and children, Carolyn—13 and Keith—9, will be in Washington D.C. while John is doing research at Harvard University. Their mailing address continues to be 609 San Rogue Rd., Santa Barbara, California.

'48

DR. and MRS. JOHN CHRISMER (MARY WILLIAMS '49) have moved to 2131 Garfield St.,

Corvallis, Oregon. John is on the staff at Oregon State University starting a program to prepare teachers for Distributive Education. Previously, he had been at Colorado State College.

REV. and MRS. DONALD DOURIS (ELIZABETH MORLEY '53) reside at 1968 E. Palm Dr., Covina, California. Rev. Douris is associated with the First Presbyterian Church in Covina. He is very busy with counseling and continuing the program of church visitation for member families and for the sick and shut-ins. Elizabeth started a 4th year of half-time work as a social worker for the Los Angeles County Bureau of Adoptions. Their family includes 4 children: Mary Elizabeth (2½), David (5), Donald (10½) and Marian (13½).

'49

FRANK C. MCKINNEY (L) was recently promoted to colonel in the U.S. Air Force Reserve. Frank is assistant counsel to the Oregon State Highway Department and an Oregon Assistant Attorney General. He resides with his wife, Lillian and daughter, Joyce Ann at 980 Glen Creek Dr. NW, Salem, Oregon.

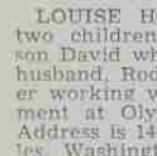
GERALD ROBISON '49 — L'50 was recently elected president of the International Movers Trade Association. They represent 48 moving companies. Gerald and his wife, (MARY PARKER '48) reside at 2192 Liane Ln., Santa Ana, California.

'50

BETTY KUHLMAN PEASE is professor of violin at Western Kentucky University. Her address is 1611 High St., Bowling Green, Kentucky.

JOHN W. HAKANSON is now Dean of Instruction at Clackamas Community College, a newly formed institution in Clackamas County. He resides at 5665 SW Washington Ct., Lake Oswego, Oregon.

FRANK "SCOTTY" WASHBURN, assistant Metropolitan Executive of the YMCA of Seattle, Washington, has been named President-Elect of the American Camping Assoc. The association is a national, non-profit, organization of people interested in camping. Among its 8,000 members are directors, educators, clergy and family camping leaders. Scotty resides at 1120 Third Ave. No., Seattle, Washington.



LOUISE HOLMES ROYCE has two children, Diana and a new son David who is a year old. Her husband, Rodney, is a park ranger working with wildlife management at Olympic National Park. Address is 1468 E. 3rd, Port Angeles, Washington.

LT. COL. WILLIAM P. OLSEN, with his wife, GERALDINE (BOWLES), and their daughter, Greer, is assigned to Lindsey Air Station in Wiesbaden, Germany. Col. Olsen is Director of Intelligence Data Processing. The Olsens arrived in Germany in July and spent a week in London in October and a week in Paris in December. Their address is Hdq. USAF, DCS/Intelligence (IDP), APO New York, N.Y.

DR. ALONZO L. PARROTT, pastor of the First Church of the Nazarene in Portland, Ore., also teaches part time in psychology at George Fox College in Newberg and at the Western Evangelical

Seminary. His address is 7217 SW 15th, Portland, Oregon.

'51

GORDON MALLORY is music director for Southern Humboldt Schools and president of So. Humboldt Teachers Assoc. His address is Box 322, Miranda, California.

MR. and MRS. ARTHUR BEDDOE (DOREEN LYON '52) are now living at 6707 Amber Ave., Klamath Falls, Oregon. Art is an attorney.



ESTHER G. WEINSTEIN has been awarded the degree of Doctor of Social Sciences from Syracuse University. She also holds a law degree from Northwestern College of Law. Dr. Weinstein is dean of students at Shimer College, Mt. Carroll, Illinois.

'52

DOLORES SPELBRINK CHRISTENSEN and her husband are in Tucson, Arizona where Dr. Christensen is head of the department of Aerospace-Mechanical Engineering at the University of Arizona. With the help of their five children, they built a summer cabin on Hawley Lake in Arizona's White Mountains last summer. Their address is 5714 E. South Wilshire Dr., Tucson, Arizona.

DR. PHILLIP E. HAMMOND is on the Sociology staff of the University of Wisconsin. He has just published his 3rd book, The Campus Clergyman, published by Basic Books, Inc. Phil is married and has one son, Jared. His address is 126 N. Spooner, Madison, Wisconsin.

'53

TILLIE WALKER is executive director of United Scholarship Service Inc. This is a private agency serving the American Indian and Spanish American students. This program is sponsored by the executive council of the Episcopal Church, United Church of Christ and the National Indian Youth Council. Tillie resides at 1452 Pennsylvania, Denver, Colorado.

THOMAS M. SCHEIDEL has written a book entitled "Persuasive Speaking" and has dedicated it to two of his former instructors — one of them is Howard Runkel of Willamette University. Tom is professor of speech at the University of Illinois and resides at 4 Golfview Ct., Savoy, Ill.

'54

DR. HOWARD WILSON is presently assistant professor of mathematics and education at Oregon State University. Howard completed his Ph.D. at the University of Illinois in June, 1966 and received the Mosser Award for Excellence in Teaching. He resides at 3726 Van Buren, Corvallis, Oregon.

LEAH J. CONNER graduated in December, 1966 from Eastern Oregon College with a B.S. in Secondary Education, majoring in physical education and a minor in art. Leah resides at Rt. 1, Box 160, Pendleton, Oregon.

NORMA ERICKSON HULETT is now living in Moorestown, New Jersey. Her husband is eastern regional manager for Rand McNally & Co. Norma attended Illinois Teachers College before moving and will attend Glassboro Teachers College next fall. Ad-

dress is 143 Haines Ct.

FREDERICK J. CUMMINGS has been appointed Assistant Director at the Detroit Institute of Arts. Assisting in overall management of the Institute, Dr. Cummings will coordinate functions of the curatorial staff, development of publications, conservation and other scholarly programs. He and his wife and three children now reside at 3250 Cambridge, Detroit, Michigan.

CAPT. WALTER F. OERDING has been decorated with the U.S. Air Force Commendation Medal at Tan Son Nhut AB, Vietnam. Capt. Oerding, a personnel officer, was awarded the medal for meritorious achievement. His wife, CHARLEEN (ASVIK '54) is residing in Salem, Oregon at 2660 Alberta Ave. NE.

DR. MILTON McDOWELL, assistant Chief of the Allergy Clinic at Walter Reed Hospital, was promoted to Lt. Col. recently. Prior to coming to Walter Reed Hospital, LTC McDowell was chief of the Allergy Clinic at Letterman General Hospital in San Francisco, California. With his wife and two sons, Michael (9) and John (6), LTC McDowell resides at 13801 Arctic Ave., Rockville, Maryland.

MARY ANDERSON JANIS reports that her family was in a car accident last August. Her husband, Bob, is still recuperating. Mr. and Mrs. Janis and two children, Shirley (6), Neal (9), reside at Rt. 3, Box 173, Tampa, Florida.

'55

ELIZABETH LOVING SITTSER with her two sons, Stephen (9) and Stanton (7), is now living at 4905 SW Nevada Ct., Portland, Oregon. Elizabeth is attending Portland State College under the U.S. Government Prospective Teacher Fellowship Program.

LCDR. D. M. GRAGG MC-USN is now stationed in Naples, Italy where he is Chief of Medicine at the U.S. Naval Station Hospital. His address is Stahosp. Navsupact, Box 19, FPO New York, N.Y. 09521

'56

WILLARD K. CAREY (L) has been selected as the "Man of the Year" by the La Grande-Union County Chamber of Commerce. In addition to maintaining a very active law practice, he has found the time to be a member of the Board of Directors of numerous business corporations, member of many organizations and president of both the Union County Bar Association and the recently organized Union-Wallowa County Bar Assoc. His address is 944 West Jacobson Bldg., La Grande, Oregon.

DELPHA SHORT HAMMERLE is living on a farm near Vale, Oregon. Her husband is teaching and coaching at Vale Union High School. Delpha is a full-time counselor at the junior high in Ontario. They have two children, a boy (8½) and a girl (2½). The address is Rt. 2, Box 96, Vale, Oregon.

MR. and MRS. J. K. McCALLISTER (L'63) (ROBERTA SJODING '56) are living at 690 Franklin, Astoria, Oregon. As of January 1, Jerry is a partner in the law firm of Macdonald, Dean and McCallister.

WALTER B. DAUBER (L'62) is an attorney with Tonkoff, Holst and Hanson in Yakima, Washington. He resides at 5103 Douglas Drive.

WILLIAM S. BJORKMAN and his wife, Carol, live at 19920 Baywood, Cupertino, California. Bill

works for Philco-Ford in Palo Alto and his wife teaches in Santa Clara.

'57

DONALD L. AGNEW has been employed for the past two years as a development engineer in the Apparatus and Optical Division of Eastman Kodak Co. In May, 1966, Donald married Roberta Pardington of Manchester, New York. They reside at 142 Ave. B, Rochester, New York.

BETTY BEAUTROW is director for Southeast Yakima War on Poverty. They are now in the process of creating enough interest to aid in building a neighborhood center without federal funds. Betty lives at 903 Summitview, Yakima, Washington.

Hood River, Oregon, is the home for MR. and MRS. GARY LOCKWOOD (L'60) (GAYLE ROGERS) and daughters, Linda (5) and Lorna (2). Gary is practicing law in partnership with Wayne Annala. Their address is Rt. 4, Box 423.

LAUREL HERR NELSON is now living in Fulton, New York at 106 Ridge Rd. Her husband, Marlin, was promoted to plant superintendent for the Fulton Birds Eye plant. The family now consists of three girls — 10, 8½, 6½ and one boy—1½.

CAPT. VOLNEY SIGMUND was married last August in Little Rock, Arkansas to Lynn Weber. They are presently residing in Tripoli, Libya. Capt. Sigmund flies the F 100 while his wife teaches the 5th grade in the USAF Dependent School. Their address is Box 1837, APO, New York, N.Y. 09231.

'58

THOMAS A. GAIL, M.D. is now living in Sherwood, Oregon where he is in general medical practice. His fourth son, Jonathan Charles, was born December 30, 1966.

PAULA E. PREUSS is a social worker for the San Mateo County Department of Health and Welfare. Paula received her M.S.W. (Masters on Social Work) from the University of Denver. Her address is 2001 Manhattan Ave. #103, Palo Alto, Calif.

PATRICIA MacGREGOR SCOTT is a housewife and resides at 112 Corsair, Lemoore Naval Air Station, California.

DOUGLAS P. CARD lives at 2391 Neil Ave., Columbus, Ohio and is in the sociology department at Ohio State University.

RONALD K. KINGSLEY is musical therapist at Agnews State Hospital and resides at 690 N. 17th, San Jose, California.

JOHN K. BOWKER married Mrs. Adele Pierson Fink in October, 1965. They adopted Jamael Lou (6) and Jorja Lyn (9) in April, 1966. They reside at 19 S. Doree St., Porterville, California.

Mr. and Mrs. PETE VAN HORN (CORALIE ROSEBERRY '57) live at 1675 NW 138th, Portland, Oregon. Pete has been made an assistant vice president and commercial loan officer in the main branch of the U.S. National Bank.

'59

ROSEMARY GILBERT is working as head nurse of the Intensive Care Unit at El Camino Hospital in Mountain View, California. She resides at 991 Boranda.

GORDON E. THOMPSON is court clerk at the Multnomah County Court House and resides at 228 NW 22nd Ave., Apt. 309, Portland, Oregon.

RICHARD A. WALSBORN is a sales manager and resides at 825 N. King, Seaside, Oregon. He and his wife, Jean, have three children, Christy (9) Rich (7) and Peggy (4).

MARY ELIZABETH ALLABACH KROMLING recently moved to California from Michigan. Her husband, Larry, was promoted to District Manager of the Los Angeles District for Burroughs Corp. Their new address is 17122 Armstead St., Granada Hills, California.

'60

STEPHEN A. HONE was promoted from Lt. to Captain in December. He has now completed 2 years in Germany and started his last 12 months in the European Command. Upon returning to the U.S., he will go to Colorado Springs for the Procurement Officer's Course. His address is 604th ACW Sgd., Box 173, APO New York, N.Y. 09207.

PATRICIA CULLEY KENNEDY is living in Bonner Springs, Kansas. Her husband, Bob, is working in fibre glass research there. Patricia and the four children, Margie, Tom, Matt and Andy are enjoying this lake community. Their address is Lake of the Forest, Bonner Springs, Kansas.

MR. and MRS. DONALD E. GARDNER (JEAN KYLE '53) reside at 5304 7th Ave. NE, Salem, Oregon. Don recently became assistant vice-president of State Finance Co. He is manager of the home mortgage department. Jean is at home, busy rearing two children: Mark (6) and Karen (3½).

CAPT. GERRALD G. WHITE is a navigator on a KC-135 jet tanker. He and his wife, Sally, reside at 901 Marshall Rd. 2-14, Jacksonville, Ark.

JANE DEDRICK finished her masters degree last June at the University of Oregon. Then last summer, she chaperoned a group of high school students behind the iron curtain for three weeks. Jane is now teaching the 9th grade in Eugene, Oregon and resides at 750 E. 14th St.

ROBERT W. CLARK has joined the Los Angeles office of Gardner Advertising Company as media supervisor. He formerly was a media account executive and in marketing research at Batten, Barton, Durstine and Osborn in San Francisco. Bob is married and has one child, Jennifer (3). His address is 510 Carole St., Union City, Calif.

AUDNEY HORTON COSAND is now a housewife and resides at 2114 SE Caruthers, Apt. 10, Portland, Oregon.

JOSEPH C. LUNSFORD has recently moved his law office and is now sharing an office with BOB N. KRUG L'62. Joe and his wife Audrey now have four children, Janna (19), Randall (17), Tona Sue (9) and Christopher (4). Their address is 1690 Ford St., Redlands, California.

FRED VAN NATTA is serving as administrative assistant during the legislative session to House Speaker Monte Montgomery. He and his family have moved to Salem from Eugene for the duration of the legislative session and reside at 5160 Verda Lane N., Salem, Oregon.

CAPTAIN FREDERICK J. FOWLER has entered the Air University's Squadron Officer School at Maxwell AFB, Ala. He previously served as an advanced weather officer at Elgin AFB, Fla. He is accompanied by his wife, Patricia and their children, Frederick (5) and Cynthia (2). Address is 3039

Gastom, Montgomery, Alabama.

Mr. and Mrs. JOHN E. KELLEY (LETA KLOCK) and two children, Bruce (5), Eileen (4), reside at Rt. 4, Box 386K, Albany, Oregon. John is a project leader in the non-metals section of the U.S. Bureau of Mines in Albany.

'61

MR. and MRS. GREG MILNES (LORETTA RAY) live at 1816 Birch St., Forest Grove, Oregon. Greg has been appointed to the staff of District Attorney and will be handling criminal cases.

MR. and MRS. CHUCK CHEELD (KAREN HENNINGER) have returned from 4 years in Europe with the Air Force. The Cheelds and their 2 daughters, Laura and Marcia now live at 29005 Geronimo Dr., Palos Verdes Peninsula, California. Chuck is now a pilot with Continental Airlines.

WILLIAM C. HANSON is production control manager for Digital Equipment Corp. He and his wife, Bette, have two children, Susan (3½) and Richard (1). They reside at 7 Nadine Rd., Acton, Mass.

GRANT MARSH is with Mobil Oil Company and resides at 13431 El Prado Ave., Apt. 5A, Garden Grove, California.

DIANNE DICKSON LAWRENCE is now living at 7128 S. Emerald, Chicago, Illinois. Her husband, Dick, is serving Normal Park Methodist Church. They have two children, Tony (3) and Valory Jean who is a year old.

'62

After a month's trip to Europe in May, **MARIANNA KOCH FRONCZAK** and her husband, Edward, will continue work for their doctorates in Communication Science and French respectively at the University of Michigan. Their address is 311 Thompson, Ann Arbor, Michigan.

HISAO SATO is physical education teacher at North Marion High School, Aurora, Oregon. Hisao and his wife have three children: Terri (3½), Jeff (2) and Daryl (1). The address is 1237 Kennedy St., Woodburn, Oregon.

JANEEN HARDY RAMSDEN lives at 1490 21st St. NE, Salem, Oregon. She is now working as a vocational rehabilitation counselor in the Disability Determination Section of Social Security.

MARY CATHERINE CAUSBIE ELEISH and her husband have moved to New York City where he is with the United Nations Industrial Organization. The headquarters of this organization has been placed in Vienna, Austria, and in the fall, they will move there. They have a daughter, Rhonda Sarah, who is 18½ months old. The new address is 330 E. 33rd St., Apt. 18B, New York, N.Y.

SUELLEN STANLEY DIACON-OFF is working on her MA in French at Indiana University while her husband, Peter, finishes his Ph.D. in government. Their address is 811 N. Grant, Bloomington, Indiana.

LT. RICHARD D. WAYLAND has been awarded U.S. Air Force silver pilot wings upon graduation at Reese AFB, Texas. He is being assigned to Davis-Monthan AFB, Arizona for flying duty with the Tactical Air Command which provides combat reconnaissance and aerial firepower for



U.S. Army forces.

JOHN R. KRAFT is a chemist and is now living at 980 S. Magnolia Ave., #305, Los Angeles, California.

MR. and MRS. PHILLIP THOM (MARIAN HAUKE) and young daughter, Tracy Lee, are living at 20420 14th NW, Seattle, Washington. Phil is an attorney with Skeel, McKelvey, Henke, Evenson and Uhlmann. Marian is giving piano lessons plus teaching an adult conversation class in Spanish.

'63

JAMES P. O'HAIR was appointed as a teaching assistant in the department of sociology at Syracuse University for the spring semester 1967. He is also compiling a book of readings on cross-cultural aspects of Urban Sociology. Jim, his wife and two boys, Jay (21 months) and Timmy (5 months) are living at 446 Ellis St., Syracuse, New York.

LT. DALE A. STICKA is a pilot in the U.S. Air Force and is living at 3020 W. Montague Ave., N. Charleston, South Carolina.

LT. JOHN S. ROGERS just completed a 2 month tour of Germany with the Air Force. After March, he will be stationed at Norton AFB, San Bernardino, California, flying the new air force C-141 jet cargo plane. Current address is 201 Windsor Rd., Savannah, Georgia.

LT. RICHARD F. LORD is a member of the 4th Air Commando Squadron serving on the Mekong Delta. At the end of the Vietnam tour, his address will be 2216 N. Bristol, Santa Ana, California.

ROBERT E. HERYFORD is a mechanical engineer and presently working for Global Assoc. on Kwatalein in the Marshall Islands. His address is Box 1453, APO San Francisco, California.

CAPT. and MRS. DEXTER MAUST (MERLE GILLESPIE) were married last August in San Bernardino, California. Dexter is a captain in the U.S. Marine Corp and stationed in Phu Bai, Vietnam. Merle is in Salem teaching at the School for the Deaf. Dexter will return in September, '67. Their address is 1885 Broadway NE, Salem, Oregon.

JOHN P. BINFORD is managing Binford apartments and Z cleaners. He was married last July and now resides at 1901 NE 70th, Portland, Oregon.

LT. JOHN E. RYAN is stationed with a unit that is attached to the first Special Forces Group. He is in the office of the civic action coordination. His address is 97th Civil Affairs Group, APO San Francisco, California 96331.

MICHAEL WHITELY is in the air force and resides at 6322 Calypso Dr., Orlando, Florida.

MR. and MRS. WILLIAM OST-ENSON (PATRICIA MCCREARY '62) reside at 17118 Jill Ave., Southfield, Michigan. Bill is assistant to the president of Metropolitan Fund Inc. Metropolitan Fund is a non-profit foundation which develops and implements action programs designed to solve metropolitan problems in southeast Michigan.

GLEN DOWNS returned in October '66 from assignment and tour of duty with the U.S. Foreign Service in southern Peru. The tour lasted 1½ years. He is now working for the Valley Migrant League as a vocational counselor. His address is 456 Miller St., Salem, Oregon.

Capt. and Mrs. EUGENE GREGORY (SHARON BROWN '65) reside at 318 Beck St. Goldsboro,

No. Carolina. Capt. Gregory is stationed at Seymour Johnson AFB with the 68th Bomb Wing (SAC). His present duty is Wing Ground Training Officer. Sharon received her BA from the University of New Hampshire and is presently teaching U.S. and World History in the high school.

'64

MR. and MRS. GARY LONG (GAIL McELRATH) reside at 2474 Baldwin, Apt. E, E. Cleveland, Ohio. Gail will receive her Masters of Science in Social Administration from Western Reserve University in June '67. Gary received a Masters in Psychology in February from Western Reserve University. They hope to spend the summer in Yucatan, Mexico in conjunction with a doctoral research project that Gary will be working on.

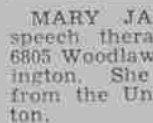
CAROL KITCHEN ADAMS is an English teacher at Beaverton High School. Last summer, she chaperoned a group of nine students from Beaverton on a language study trip to Europe. Carol was married in December to Steven Adams. Her address is 7816 SW 17th Drive, Portland, Oregon.

ARTHUR PHEMISTER is in graduate school at the University of Denver. He, his wife, Judy and daughter, Heidi (2) reside at 3700 E. Jewell, Apt. 300, Denver, Colorado.

MARGO MARIS is an instructor of political science at Multnomah Junior College and also attending Northwestern College of Law of Lewis & Clark. Margo resides at 9944 NE Mason, Portland, Oregon.

ROBERT E. MONSON is a teacher at Mill City High School and resides at Rt. 1, Box 186, Lyons, Oregon.

WILLIAM H. ALLEN has been commissioned a second Lt. in the U.S. Air Force. He will now enter training as a weather officer. He and his wife (VIRGINIA LUTTICKEN '66) reside at 6218 So. New Braunfels, Apt. 25D, San Antonio, Texas.



MARY JANE MARTIN is a speech therapist and resides at 6805 Woodlawn NE, Seattle, Washington. She received her B.A. from the University of Washington.

HUGH K. COLE (L) has been appointed to Georgia-Pacific's legal staff in the Portland headquarters. Hugh with his wife, Marjorie and three children reside at 9010 SW Meadow Lane, Portland, Oregon.

FREDRICK L. DECKER (L) has recently joined the law firm of Goode, Goode and Altman in Albany, Oregon. Fred and his wife, Beverly and two children, Bruce (11), Michael (8) reside at Rt. 4, Box 252N, Albany, Oregon.

JULIE E. ADAMS is vocational counselor for the Oregon Department of Employment—Youth Opportunity Center in Portland, Oregon. Her address is 2710 SE Stark St.

'65

MARTHA M. SNEARY received an M.A. in Special Education of the Visually Handicapped from Michigan State University in August '66. Presently she is employed as a resource teacher for blind students at the junior high school level in San Diego, California. Her address is 2999 Ocean Front Walk.

CHERYL BOHANNON DAWSON is teaching at Seth Lewelling

Elementary School and resides at 2208 SE 43rd, Milwaukie, Oregon. She was married last March '66 to John Dawson.

SUE-DEE DONNER LAZZERINI was married in May '66 to Edward Lazzarini from Hartford, Conn. They are now living in Bronx, New York, 2423B Hering Ave. Sue finished her MA in Russian Language & Literature in Feb. '67 at Fordham University. Her husband will complete his MA in Russian Studies in May. They are both working as research assistants.

LINDA WEBBER has been teaching 9th grade English and is faculty advisor for the school newspaper at East Junior High School. She resides at 2606 1/2 3rd Ave., Great Falls, Montana.

SALLY F. STONE is teaching English and American History at Tye Junior High in Bellevue, Washington. Her address is 9616 NE 5th.

RICHARD L. STEWART is a graduate student at the University of Oregon. He is working on his MA and has a teaching assistantship in the geology department. His address remains 111 NE 67th Ave., Portland, Oregon.

LT. GARTH M. NELSON is a pilot of an F-4 Phantom II. His address is 431 TAC FTR Sqdn., George AFB, California.

FRED J. DANNENFELSER is sales manager for Crosby Paint Corp and attends Portland State on a part time basis. His address is 10090 SW Beaverton Hwy., Beaverton, Oregon.

DUNCAN M. JAMES (L) resides at 185 Ironwood Dr., Pacheco, California. He is assistant in trusts for the administrator of National Banks in San Francisco, California.

KAREEN ZUMWALT BURNARD resides at 3236 Harvey #15, Milwaukie, Oregon. She has a son, Jeffrey Randall (2).

MARY SCHWYHART INMAN is working at the Red Cross in Upland, California and resides at 1377 N. Grove Ave.

'66

JANET R. POTTER ROUMAGOUX was married in November '66 to Lt. Louis Roumagoux. Her husband will be serving in Viet Nam beginning in May. Janet will be working in Portland and residing at 4810 NE 40th.

PAULA HARRIS is employed by the University of Washington at Harborview Hospital in the research lab which specializes in infectious diseases. Her address is 4066 NE 86th, Seattle, Washington.

MR. and MRS. JAMES D. LEWIS (RAYNETTE PIERCE) are living in Madison, New Jersey. Jim is attending the Theological School at Drew University and Raynette is doing private tutoring and taking courses for a teaching certificate in elementary education.

NANCY HUTCHISON is currently working for the Pennsylvania Department of Public Welfare. Nancy finds Philadelphia an exciting city with good entertainment and culture, but misses the west. Her address is 309 S. 15th #4C, Philadelphia, Pa.

MR. and MRS. RICHARD BALL (VICKI KERANEN '67) are living at 505 Arapahoe, Boulder, Colorado. Dick is a law student at the University of Colorado.

GLENN TRI is a first year graduate student in political science at Northwestern University. He resides at 725 Washington, Apt. 208, Evanston, Illinois.

WARD A. NELSON is attending graduate school in music at Michi-

gan State University. His address is 7170 SW 76th, Garden Home, Oregon.

LT. and MRS. WALTER MAZE (ANITA DRINKER) are now living at 1905 Airline Dr., Bossier City, La. Walter is Welfare Funds officer with the U.S. Air Force. They have a son, Brian.

LAURIE OSBORN is presently employed by Multnomah County Juvenile Detention Home as a social group worker. Her new address is 10325 NE HANCOCK, Apt. 42, Portland, Oregon.

LT. KEITH T. CRAWFORD has just finished 7 months training at Chanute AFB at the aircraft Maintenance Officer Course. He is now assigned to the 63rd Organizational Maintenance Squadron at Norton AFB, San Bernardino, California. He will be flight line maintenance officer for the new C-141 cargo planes. His address is 398 Wier Rd., Apt. 15, Loma Linda, California.

ANNE RAKESTRAW received her BA from the University of California at Davis and is now research technician. Her address is 620 Mountain Home Rd., Woodside, California.

BARRY SCHRUMPF is a graduate assistant in the Range Management Department at Oregon State University. His address is 3207 Orchard St., Corvallis, Oregon.

MR. and MRS. PHILLIP MARSH (RUTH YOUNKER) have a new address — 60 Alta, San Francisco, California. Phil is currently serving 6 months active duty with the army reserves at Fort Polk, La. Ruth is living with friends in San Francisco and working as a service representative at Pacific Bell.

MARILYN BRANDT is working on her MA at the University of Oregon and resides at 951 E. 19th, Apt. 2, Eugene, Oregon.

GARRY M. DeLONG lives at 4527 NE 95th Ave., Portland, Oregon and is with the U.S. Public Health Dept.

MR. and MRS. LARRY LIEBENOW (KATHLEEN BENDIX) are now living at 1756 Slaterville Rd., Ithaca, New York. Larry is attending business administration classes at Cornell and working for an MA. Kathleen is working for Cornell. They were married last May.

DAVID NIELSEN is a graduate research assistant at Cornell University in the department of Entomology. He resides at 710 Giles St., Apt. 2B, Ithaca, New York.

BRUCE ANDERSON is with Hyland Laboratories in sales and public relations. He resides with his wife, Eileen, at 4212 May Bank, Lakewood, California.

JAY GREING is with the U.S. Army Engineers Officers Candidate Regiment at Ft. Belvoir, Va. His address is Hq. Co. USAEOCR, Ft. Belvoir, Va.

MICHAEL J. PEARSON is a graduate student at the University of Pennsylvania. He is with the Wharton Graduate Division — School of Finance and Commerce. Address is 411 S. 42nd St. #4, Philadelphia, Pa.

GRANT McALLISTER is in the U.S. Air Force and living at 304 Crescent Dr., Goodyear, Arizona.

CATHERINE ATTERBURY is a graduate student at the University of Wisconsin and resides at 613 North Francis, Madison, Wisconsin.

LAWRENCE POTTS is transportation agent for Trans World Airlines and part time graduate study at San Francisco, California.

MR. and MRS. BRUCE SCHULTHEIS (CAROL WALTON '65) have

moved to 205 S. 39th, Yakima, Washington. Bruce is deputy prosecuting attorney for Yakima County.

THOMAS H. DENNEY has been appointed Deputy District Attorney for Clackamas County. He presently resides in West Linn, Oregon.

'67

THOMAS A. SPANIER and his wife, Jacqueline, reside at 1819 Addison #6, Berkeley, California. Tom is a student at the University of California.

CHERYL CASTLES has joined the firm of Joseph and Lucas as an organ demonstrator and receptionist. Her address is 1390 SW Orinda Way, Portland, Oregon.

Marriages

CHARLES W. ELLIOTT '61 was married to Antoinette Jordan in Orinda, California on October 8, 1966. They reside at 6666 W. 86th Place, Los Angeles, California.

CARL CORDING '32 was married to Lois L. Binns on February 12, 1967 in Portland, Oregon. They are now residing at 2541 NE 24th Ave., Portland, Oregon.

AUDNEY L. HORTON '60 and Harold Cosand were married on November 19, 1966. Mr. Cosand is a microbiologist for the medical school. Their address is 2114 SE Caruthers #10, Portland, Oregon.

GERALD J. MARSH '61 was married on March 10, 1967 to Joan Steckler in Seattle, Washington. Mrs. Marsh is a graduate of Seattle University and is presently teaching in Seattle and Mr. Marsh is an underwriter for National Public Service Co.

ROBIN MOSELEY '62 and Kevin O'Connell were married on February 13, 1967 in Atherton, California.

LT. GRANT McALLISTER '66 was married to Kathleen Brownell on Feb. 1, 1967 in Salem, Oregon. They are now living at 304 Crescent Dr., Goodyear, Arizona, where Lt. McAllister is stationed at Luke's Air Force Base, as an instructor.

JO GANNON '61 became the bride of Francis Parrish on November 17, 1966 in Bremerhaven, Germany. Mr. Parrish is with the 6913th Air Force Security Group.

CAROL KITCHEN '64 was married on January 21, 1967 in Portland, Oregon to Steven K. Adams.

CAROL ANN McMURTRY '65 and **DALE C. NELSON '66** were married on March 1, 1967 in Eugene, Oregon. Carol received her MA from East-West Center, University of Hawaii '66 and is now working for Far-East America Council of Commerce. Dale is doing graduate work at Columbia University School of International Affairs. Their address is 317 West 103rd, Apt. 3F, New York, N.Y.

CAROL S. WOODBURY '61 and **CHARLES A. LANE '61 - L'64** were married on February 9, 1967 in Ontario, Oregon. Carol is teaching in Portland and Charles is an attorney. Their address is 2182 NW Hoyt, Portland, Oregon.

LINDA POND '64 and Tom Palma were married on May 22, 1966. Since their marriage, Linda has been enrolled at Stanford University where she will receive her Masters in June '67. Their address is 2432 Westgate Ave., San Jose, California.

Births

To Mr. and Mrs. Phil Backman (SHARON BATES '58) a daughter,

Karen Denise was born on October 29, 1966. She joins a sister, Sonja who is 2 years old. Their address is 970 Gay Ct., Eugene, Oregon.

A son, Mark Edward, was born on May 26, 1966 to Mr. and Mrs. Maynard Johnson (TERRYL THOMPSON '61) who reside at 6400 44th Ave. No., Minneapolis, Minn.

A boy, William Thomas was born on August 19, 1966 to Mr. and Mrs. WILLIAM T. SEAWELL '59. They live at 442 2nd Ave., #4, San Francisco, California.

To Mr. and Mrs. Henry Moore (PATSY WILLIAMS '57), a girl, Laura Elizabeth on July 8, 1966. She joins 2 brothers, Daniel (7) and Donald (5). They reside at 528 Jackson, Palo Alto, California.

On February 12, 1967, a son, Kurt, was born to Mr. and Mrs. Ed Menning (JEAN MARTIN '58). He joins 2 1/2 year old, Beth, at Yosemite National Park, California where Mr. Menning is a naturalist. Their address is Box 255, Yosemite, California.

Deaths

DR. JOHN C. VANDEVERT '14 died in Bend, Oregon on March 18, 1967. Dr. Vandever was credited with starting the Bend Surgical Hospital, the first hospital in the community and maintained his medical practice for over 50 years.

H. GORDON WILSON L'46 passed away on October 26, 1966 in John Day, Oregon.

MILDRED McKILLICAN ATKINSON '27 died suddenly in San Mateo, California on February 2, 1967. She is survived by her husband, **GEORGE ATKINSON '26**, now president of the Guy F. Atkinson Co.

DR. FREDERICK BIRCH '36 passed away in Coos Bay, Oregon on November 28, 1966. He had practiced optometry in Coos Bay since 1938.

VERDA McCracken YOUNG '31 died at her home in Santa Monica, California on January 23, 1967 after a long illness.

DR. DICK R. ROSS '13 died February 15, 1967 in Salem, Oregon. He was a surgeon in Salem for nearly 45 years and one of the founders of Salem Clinic.

EDNA TAYLOR '02 died in Virginia, Illinois on January 22, 1967.

GLENN MacCADDAM '15 died in Danville, Kentucky on February 23, 1967.

CLARENCE A. BARTON L'34 of Coquille, Oregon died on February 16, 1967 after a lengthy illness. He was president of West Coast Title Co. Mr. Barton served four terms in the Oregon House of Representatives. He was also known as one of Oregon's top tax experts.

ROBERT (BOB) WHITE '51 died of cancer at Pendleton, Oregon on February 18, 1967. He was a former Willamette football and baseball player and had been assistant football coach and baseball coach at Pendleton High School. He is survived by his wife, **MARTHA BERNARD WHITE '51**.

WALTER L. REID '56 died suddenly at his home in Aptos, California, on March 14, 1967. At the time of his death, Mr. Reid was sales manager for Pacific Plantronics, Inc. of Santa Cruz. He was chairman of the Building Committee for the Aptos Methodist Church and an active member of Toastmasters International. He is survived by his wife, **LYNN MOODHE REID '56** and three children, Mark, Dick and Deane Marie of Box 626, Aptos, California.

SUPPORT THE LOYALTY FUND

Willamette University's faculty, an indispensable element of education, is the sole reason for the Fund's existence; all contributions are used for the support of faculty salaries.



The Collins Foundation Challenge

Since 1957 Willamette alumni have, in addition to their own gifts, earned \$84,825 from the Collins Challenge for faculty salaries. Every alumnus, regardless of the size of gift, can play an important part in meeting this year's challenge. The terms are:

1. Any increase in giving from alumni who gave in 1966 to the Loyalty Fund will be matched dollar-for-dollar.
2. New contributors (prior to 1966) the total gift will be matched dollar-for-dollar.
3. For each 100 contributors over 2500 (the number who gave last year) there will be a bonus of \$1,000.

ALUMNI DAY — MAY 20



Dr. Glenn A. Olds

Dr. Glenn Olds to Keynote Anniversary Banquet

This year Alumni Day has special significance as Willamette celebrates its 125th anniversary. A member of the centennial class, Glenn A. Olds, will be the banquet speaker. This distinguished educator and former college president is currently Dean for International Studies and World Affairs at the State University of New York. Dr. Olds' international interests are reflected in his responsibilities which have included Consultant in Development of the Peace Corps; Chief architect of the private sector of the program "Volunteers in Service to America" (VISTA); and Consultant to President Dwight D. Eisenhower on the Stockholm Conference. (The Alumni banquet is scheduled for 6 p.m. at the Marion Hotel.)

The faculty speaker at the Alumni Institute at 10 a.m. will be Dr. Richard Gillis, head of the department of economics. Professor Gillis is an outstanding teacher and scholar and an engaging speaker. Last summer he was one of 25 economists selected nationally by the American Securities Industries to study financial markets in New York. His institute topic will be "What Laymen Should Know About the Stock Exchanges."



Dr. Richard Gillis

Building Dedications

Dedication and open house of the new library addition, the William S. Walton Hall and the addition to Doney Hall will be at 11 a.m. Walton Hall, which is attached to the south side of the library and faces the gymnasium, will house classrooms and language laboratory facilities as well as additional library stack space and study carrels. The Doney addition provides rooms for forty freshman women and modern kitchen facilities for Lausanne and Doney Halls.

Reunion Luncheon

Reunion luncheons will be held in various campus dining rooms for the honored classes — those with class numbers ending in 2 or 7, except for classes '52, '57 and '62, which will hold reunions at Homecoming, November 4. The "Half-Century" Club (graduates of 1916 and before) will hold their special luncheon in Matthews Hall. Members of classes not celebrating reunions are cordially invited to attend the general alumni luncheon.

WE'LL SEE YOU AT 9:30 A.M. FOR COFFEE AND REGISTRATION IN THE STUDENT CENTER, MATTHEW'S HALL.

Baccalaureate, May 21, 10 a.m., Fine Arts Auditorium

Speaker: Dr. R. Franklin Thompson, President, University of Puget Sound

Commencement, May 21, 3 p.m., McCulloch Stadium

Speaker: Senator Mark O. Hatfield (R-Oregon)