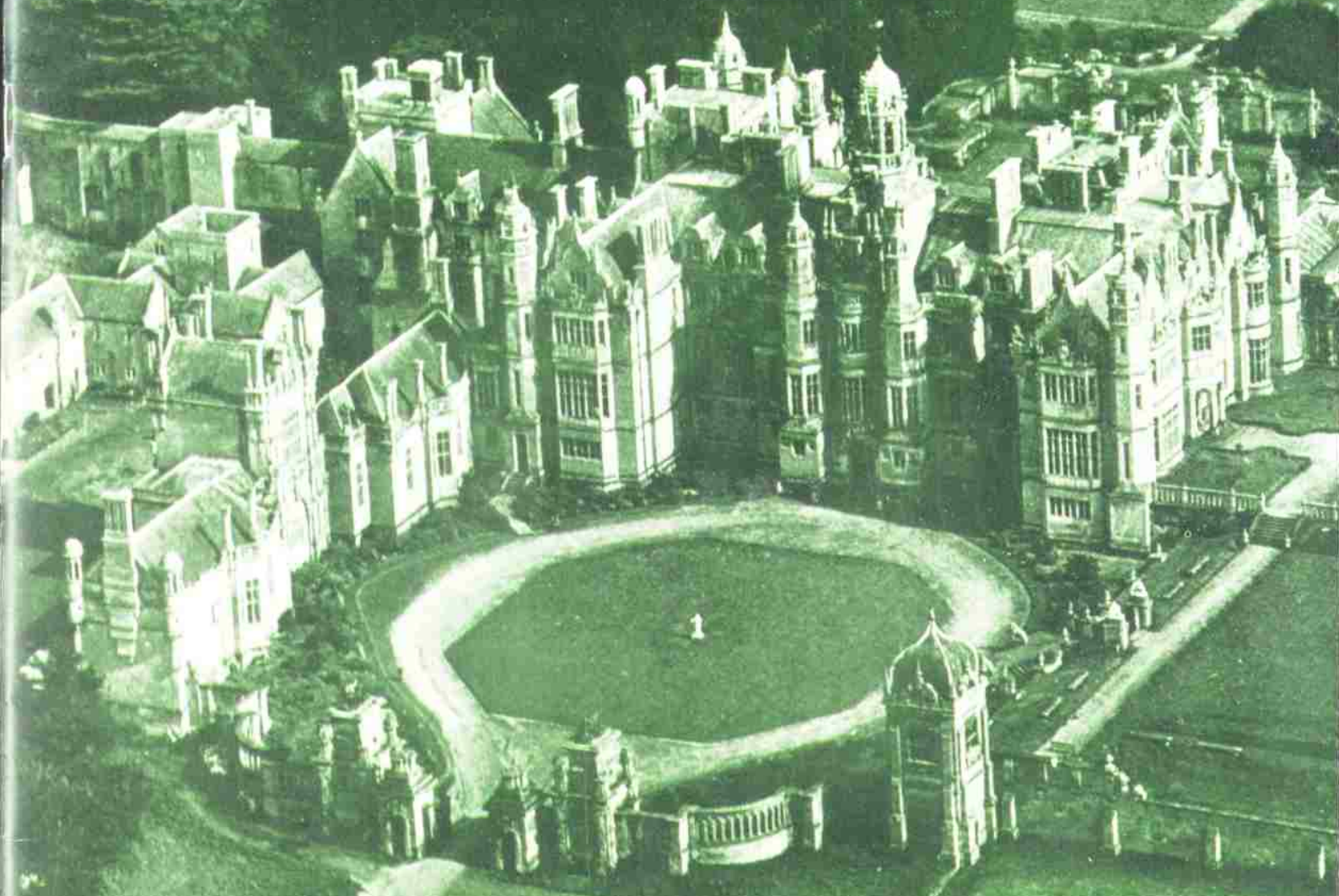


# Willamette Scene

April, 1972



**HARLAXTON MANOR, GRANTHAM, ENGLAND**

**Willamette's First Foreign Study Centre**

**page 6**

Discord makes concord more precious

—Publilius

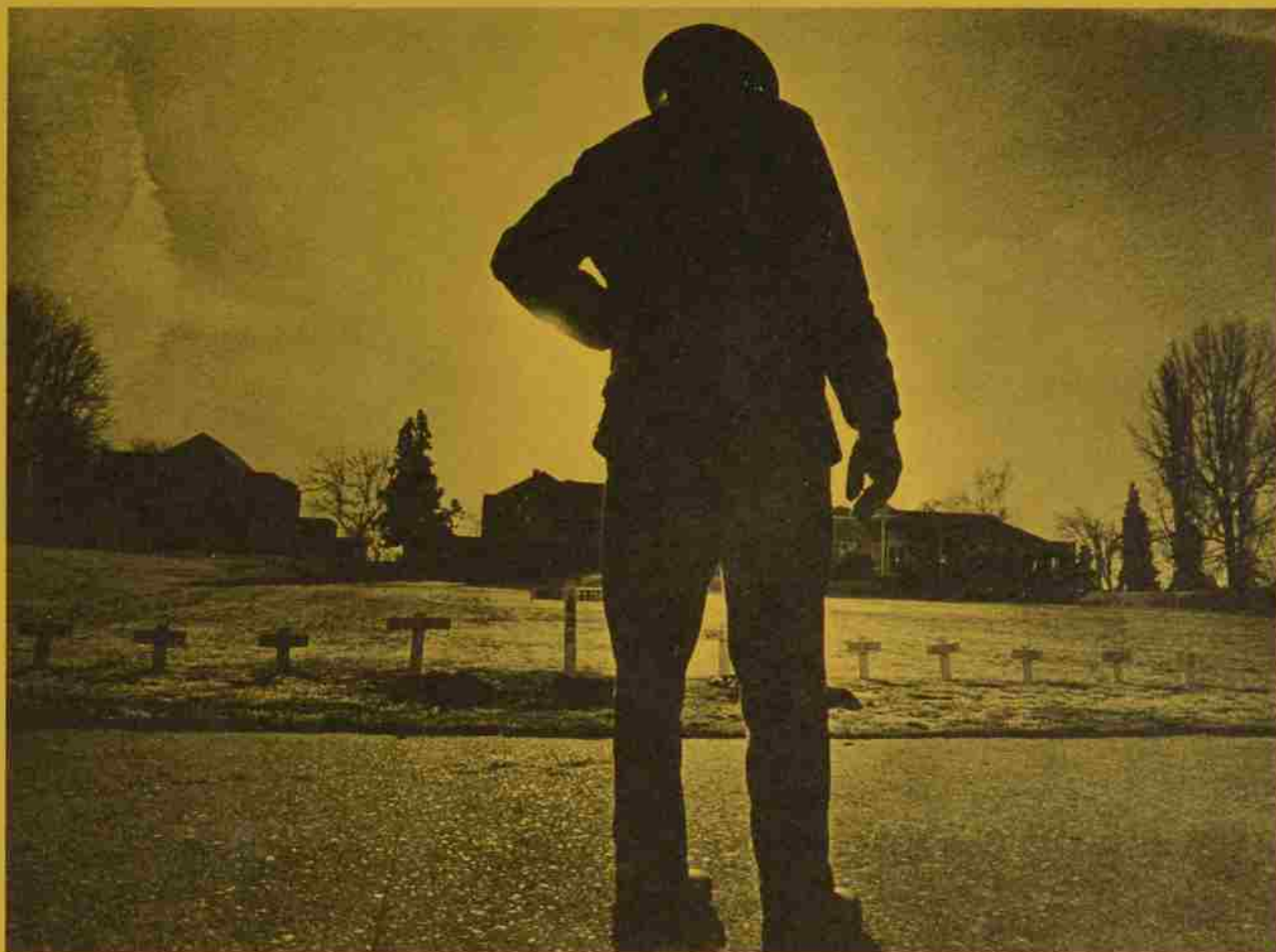


photo by Gerry Lewin

## A Month to Remember

*(Editor's note — This chronicle of events leading up to the dismissal of University President Roger Fritz was written by Ralph Wright, public relations director. He has taken more than normal care to provide a fair and objective reporting of the situation. Drafts of the article were previewed by representatives of the students, faculty and administration with nearly all of their suggestions incorporated into the article.*

*Wright was in an excellent position to assess the situation. A newcomer to the development staff (October, 1971), he attends cabinet meetings of the President and was the administrative observer during trustee hearings on campus. He and others in the information office have kept a complete file on the controversy and have spent countless hours answering questions and discussing the day-to-day happenings with faculty, students, administrators, alumni, Salem residents, and others near and far. Under the circumstances, we believe he has provided an objective report of the month to remember — RCW.*

The early morning sun revealed a macabre display in the middle of the quad . . . a row of labeled crosses, two freshly covered graves for Jerry Whipple and Chaplain Phil Harder, and an open grave for the President of Willamette University. The student body had declared war against Roger Fritz. The date was March 7.

On March 6, the campus became aroused when it was announced that Whipple, Vice President for Student Affairs, had resigned and that funds had been withdrawn for the chaplaincy by the Atkinson Fund Committee. Whipple said he had resigned because there had not developed between him and the President "the kind of special relationship of mutual confidence we both desired." Harder's predicament could be directed at the

committee underwriting the chaplaincy, but some students and faculty openly suggested that the decision was traceable to Dr. Fritz and that he should have referred the matter to the Campus Religious Life Committee of the Board of Trustees. The President said he did not request the resignation of Whipple and that the chaplain had not been fired.

Both Whipple, onetime alumni director and assistant to former President G. Herbert Smith, and Harder were popular with students, who saw them as the latest victims in President Fritz's allegedly arbitrary dismissal of those whom he felt did not fulfill their assigned responsibilities satisfactorily or were not compatible with his administration and its goals. Students also questioned the withdrawal of funds

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... the issue was a lack of confidence in the administration and leadership of the President. The faculty voted 79 to 2, with five abstentions, in favor of asking for the President's resignation.

*continued from page 3*

for Harder's position before the announced study of religious needs on campus.

#### STUDENTS TAKE ACTION

On March 8, at a special open meeting of the Student Senate, a group of about 250 students called for the President's resignation, some alluding to a communication gap and insufficient student input in campus decision-making, most speaking out against action that affected Whipple and Harder. Later on March 8, the 22-member Senate condemned the President's actions and began circulation of a petition stating that, if Messrs. Whipple and Harder were not comfortable at Willamette, then "people of personal integrity and professional competence would not be welcomed on the campus."

And, after a meeting of departmental chairmen that afternoon, faculty spokesmen said they felt President Fritz had been unresponsive and evasive in answers to their questions, especially in regard to Whipple's resignation.

**A**fter that, events snowballed. Anti-Fritz signs appeared in dormitory windows and "Can Fritz?" stickers even found their way into Salem public schools. News stories, editorials, and letters to the editor in the COLLEGIAN and daily newspapers kept the pot boiling.

After calling the 12 members of the Board of Trustees executive committee, Board Chairman George H. Atkinson on March 9 strongly endorsed the President and administration and cited accomplishments since Dr. Fritz's arrival. The President followed this by saying that he would not resign unless the Board asked him to do so. Also on March 9, the campus Student Affairs Committee passed a resolution requesting the Board to retain the services of Jerry Whipple.

On March 10, an American Association of University Professors (AAUP) noon meeting was converted into general facul-

ty session about the controversy. Those present voted 45 to 7 in favor of a statement that asked the President to resign because they believed re-establishment of confidence in him was impossible. They also asked the Faculty Affairs Committee to call a meeting of fulltime teaching faculty for March 13. A dissenting faculty member protested the procedure and later sent a memo to remind his faculty colleagues of established procedures for settling grievances; the majority of faculty contended that normal channels for grievances do not encompass situations of such a wide scope.

Faculty entrance into the fray had its roots in long-standing disagreements with the President, especially over personnel decisions and the University planning system. The previous peak of concern came last spring when five non-tenured faculty were dismissed and three deans departed — Music Dean Charles L. Bestor and Law Dean Arthur C. Custy voluntarily and Liberal Arts Dean Byron F. Doenges involuntarily. Also, both faculty and students protested about the President overriding their opinions in the selection of a Provost. At that time, several trustees visited the campus and some faculty pleaded for Board intercession then.

#### STUDENTS SIGN

By March 10, the undergraduate student petition had 868 signatures (68% of undergraduate students), and the Student Bar Association came up with a similar petition which was reported variously as being signed by 40% and 65% of first- and second-year law students. A cross-section of Salem citizens endorsed a statement expressing concern about events on campus, calling for a strong hand in campus governance and expressing their support of President Fritz. And, a faculty wives' telephone survey showed 26 of 30 favoring resignation of the President.

At the annual Freshman Glee competition March 11, participants generally avoided bringing in the prevailing controversy although there were several expressions of gratitude to Whipple and Harder.

Blue Monday — the traditional day for

Glee losers to pay off debts and wade the Mill Race — began with frivolity but attention quickly returned to the controversy. Late in the afternoon, Board Chairman Atkinson, Vice Chairman Warne Nunn, and Trustee Donald K. Grant (who is also chairman of the Atkinson Fund Committee) came to the campus for a full faculty meeting called by the President. Atkinson pleaded for all concerned to avoid a collision course, warned about the serious implications of campus disturbances, and announced that a special Board committee would be formed to investigate the situation. He also requested a moratorium on resolutions, statements, and petitions.

#### STUDENTS CHEER

That evening, moderate demonstrations by a group named S.C.O.F.F. (Student Committee for Officially Firing Fritz) preceded a closed meeting of the fulltime teaching faculty called by the Faculty Affairs Committee. Outside the law school, a small number of students — some wearing black armbands — cheered faculty members as they entered the building. Inside, the faculty agreed with the Board Chairman's call for responsible action and accepted the concept of a moratorium on public statements. It also urged the Board to recognize that the issue was a lack of confidence in the administration and leadership of the President. The faculty voted 79 to 2, with five abstentions, in favor of asking for the President's resignation. The minutes of the meeting were sent to trustees along with a letter which stressed faculty acceptance of Board authority but urged a change in leadership "to restore the health of the institution." The letter said Willamette "will continue to be governable because the faculty will continue to perform their professional responsibilities and continue to urge students to be moderate in their actions." To conform with the requested moratorium, no public statement was made about the vote but it did reach the newspapers two days later. After this meeting, the Student Senate endorsed the faculty action 24 to 1.

By and large, the spirit of the moratorium  
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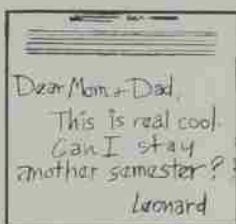
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# ENGLAND PROGRAM TO LAUNCH FORMAL FOREIGN STUDY

WILLAMETTE'S educational environs may soon extend to England, Mexico, Japan, Costa Rica and France. Adding such international flavor to the University's liberal arts menu is the goal of a new student-faculty committee.

The newly created Off-Campus Study Committee is considering formal foreign study programs as an "additional dimension to the study of the liberal arts."

The committee believes Willamette should seek "to educate students in a social environment undivorced from that in which they will spend their lives as liberally educated and responsible persons and to locate their educational experience in whatever environs are best suited to achieve the goals in mind."

Students are seeking foreign study opportunities beyond the traditional leave-of-absence, independent study approach which attracts several students each year. While that option remains, Willamette hopes to offer University-sponsored programs or affiliations with established foreign study programs as well.

One such formal program for 20 Willamette students and one faculty member will commence this coming fall on a single semester or full year basis at Harlaxton Study Centre in Grantham, England (cover photo).

Negotiations are in various stages for similar small group study programs in Mexico, Japan, Costa Rica and France, all to be operative by 1974.

In most programs, the curriculum will include five basic courses involving each country: language, history and culture, arts and letters, comparative studies with the U.S., and independent research.

Preliminary guidelines call for upperclass participation with some especially qualified sophomores considered. All students will have to meet certain criteria for the study abroad opportunity.

An off-campus study coordinator is anticipated to provide information, assist and advise students of the foreign study options, evaluate Willamette's efforts and arrange on-campus orientation for all foreign study participants.

It is also anticipated that Willamette financial aid will apply to qualified students who enroll in the University-sponsored foreign study programs being considered. Brief summaries of these programs follow:



## MEXICO

After an on-site investigation by Assistant professor of Spanish Raul Casillas, Willamette is considering a formal study program with either Universidad de Queretaro, a state university of 7,000 students 125 miles north of Mexico City, or Universidad LaSalle, a private college of 3,000 students in Mexico City. Casillas expects to finalize details this summer so the program can commence next January for no more than 20 students. Students will reside in private homes and be accompanied by Casillas.



## COSTA RICA

Professor of Political Science Theodore Shay recently returned from Costa Rica where he discussed a cooperative foreign study program with the Costa Rican-North American Cultural Center and the University of Costa Rica in San Jose. They currently have foreign study programs with three other universities and would welcome a group from Willamette, according to Shay. The Cultural Center would arrange for housing, while the faculty of the University of Costa Rica would serve as instructors, with courses being taught in English and Spanish according to the capacities of the students involved. Target date for this program is January, 1974.

## FRANCE

A "Semester in France" program has been proposed by the French Department after consultation with M. Roland Husson, a cultural attache. This summer, Gaston Georis of the Willamette French department will conduct on-site investigations of four French universities, Caen, Rouen, Reenes, and Montpellier, all of which have a long history of academic excellence and years of experience with non-French students. Students possibly would have a choice between on or off-campus housing. If details can be arranged, this program may be operative by fall of 1973.

## ENGLAND

The 20 students and one professor leaving this fall for Harlaxton Study Centre will find a recently renovated, 1837 vintage, Gothic mansion located 110 miles north of London. In cooperation with the University of Evansville (Indiana), 11 courses in the humanities and social sciences will be offered to the 100 students in residence.

Willamette assistant professor of English Wilbur Braden will join Evansville professors and five English tutors on the staff. He will serve as academic adviser to the WU students.

The Harlaxton philosophy embodies a concept of the academic community as a community of scholars. Because of its residential nature and planned weekend excursions, the participants will have great opportunity to exchange ideas and experiences.

Cost to Willamette students, including tuition, room and board, travel and estimated weekend expense allowance, is \$2,160 per semester or \$4,060 for the year.

## JAPAN

Details for a Willamette program in Japan will be discussed this summer when Willamette hosts for the eighth year a contingent of students and professors from its sister college, the International College of Commerce and Economics of Kawagoe (near Tokyo). All instruction in the Japanese program would be in English, with the exception of a course in conversational Japanese. Three Willamette professors have already served as summer guest professors at ICCE and support a Willamette program which may start in fall of 1973.

## Leave The Halls Of Ivy? Why, Whatever For?

By Thomas S. Berczynski  
Assistant Professor of Russian

My title is, of course, blatantly sarcastic and the questions, at least for me, are of a purely rhetorical, almost academic nature. Adding yet another grain of sand to the castle of controversy centering on the value of the so-called "foreign experience," my remarks here are parenthetical (i.e. a definition, a dialogue with self, of interest but not meant to interrupt the flow or rock the boat). My objective is to illuminate, my goal — to provide a possible period for an unending sentence...

My overt subjectivity is a product of my own personal belief in the value of study programs beyond the twelve-mile limit (Today, "floating university" does not only designate an institution of higher education where beer is served in the student union). Having been involved in such programs four times, twice as a student and twice as an instructor, I have the advantage of a double-edged perspective. While my basic attitude toward such programs is positive, experience speaks loudly but not categorically; for the sake of clarification, a question-answer format seems most expedient.

### Why Study "Over There"?

Study in another country (just as off-campus study) is the logical conclusion to investigations at the home school, it is the laboratory work of the Social Sciences, the



"I'M GETTING A LOT OUT OF THIS --- LIVING THE WAY THE NATIVES DO."

Humanities and Letters. As we endeavor to acquaint students with the various aspects of other national cultures, as well as with their own, we construct a set of indicators designed to aid the student in his understanding and evaluation of life's experience, to guide him in his critical perspectives of self and other. Equipping the student with these indicators and showing him how they operate, providing him with the basic skills and background, are only the first steps; the logical third step is to encourage the deployment of this weighty equipment. The consequence of "show and tell" is "do." If you are given skis and shown how to ski, don't you go to the mountain? (Sorry, Dr. Mandl.)

Teaching aids (films, recordings, maps, etc.) help in bringing the mountain to Mohammed but they fall far short of the impact and immediacy of first-hand encounter. They are necessarily limited in scope and often outdated. To say that sufficient evidence of other cultures can be transmitted in the classroom is to advocate a rather Philistine vicariousness. This is not to disavow the classroom experience, which is indispensable both in its convenience and in its efficiency in providing a learning situation, but learning implies growth through variety; once we have aroused interest and curiosity through reasonable facsimiles, it seems only natural that there develop a desire to experience the original, to discover for oneself. Not to encourage the fulfillment of this desire is to rape the relevancy of your overhead projector. Why build road signs if you refuse to issue passports?

### Should Johnny Study Abroad?

To proffer the value of the foreign experience is not to be a pusher of foreign study. If Johnny does not want it, going abroad to study could be a bad trip. If he's high on home let him stay. If he wants to go, let's see if he's really hooked.

The student who is willing to prepare himself to make the most of the foreign experience is without a doubt the student who will benefit most; motivation and preparedness are the two most important



"I JUST MET THE DREAMIEST GUY FROM WILLAMETTE."

## STUDY EDUCATION

factors in foreign study. The student who wants to go because "it's the thing to do" or "to get away from it all" should be handed a list of travel agents and a phrase book in the appropriate language. *Bon chance!* The student who wants his study abroad to be an integral part of his undergraduate program should be encouraged to pursue a course of study at his home university which will enable him to best realize the potential of a carefully selected foreign study opportunity; he should be willing to gather the intellectual luggage necessary for a broadening of experience and perspective in the various conditions implied by foreign study before he packs his personal baggage for embarkation. *Bon voyage!*

Too often students are sent on foreign study programs which promise a lot but offer little of what constitutes a valuable and rewarding educational experience. You don't need a "study program" if all you get is tourism with American companions and highly paid American guides. The value of study in a foreign country

*continued on page 10*

WILLAMETTE SCENE

## On Timing Your Visit To Europe

By Otto Mandl  
Professor of German

*"And it is my firm conviction that a man can learn more about poetry by really knowing and examining a few of the best poems than by meandering about among a great many." (Ezra Pound, ABC of Reading)*

Why do you go to Europe? To escape America, yourself or your immediate environment? Or in order to experience anything particular that Europe has to offer?

I propose that if you have no specific foundation which might be enriched by

# ABROAD . . . or ESCAPE?

personal observation, then you will be lost among the thousands of students, tourists, or hippies wandering among countless monuments and hoping that the next may somehow be more meaningful. To do this can only be disappointing, and therein lies the expense; not the monetary aspect, but the premature conviction that it is not really as fulfilling as various art historians and writers have led everyone to believe.

It is, I can assure you. But as with all worthwhile experiences its force lies in its subtlety not in its obviousness, and to appreciate this requires an involvement which is not spontaneous. It must be cultivated. Random samplings of objects d'art here or elsewhere do not supply the background against which any particular object can be displayed, and without this, it is impossible to differentiate between the innovators and the ingenious, the masters and the mimics or the worthwhile and the phonies. Do not, for your own sake, allow yourself to be tricked or disappointed.

I am often involved in two basic forms of dialogue concerning the decision to "go to Europe":

### Heading For Disappointment?

1.) "Are you Professor M...? I need to talk to you about going to Europe next year. Not that I need any help, but my parents said I should talk to you."

"Why do you want to go?"

"My parents think I should go."

"Do you always want to do what your parents think you should?"

"I need to get away."

"Do you have to go all the way to Europe?"

"I want to meet the people."

"That may not be quite so easy — they're not just waiting for you, you know."

"My mother has a second cousin somewhere in Bavaria, wherever that is."

"Have you met all your mother's second cousins in the United States?"

"My mother wants me to meet her."

"You obviously need to get away. But I am not sure I can help you. . . ."

### Heading For Satisfaction?

2.) "I'd like to talk to you about going to Europe next year. I need some help."

"Why do you want to go?"

"I just have to see the Nike of Samothrace — to see if her step really breezes forward and her cloak backward the way the pictures imply."

"So you just want to go to Paris?"

"Well, no; I'd like to find out what the people think of Mussolini these days."

"I take it you speak Italian then, besides French."

"Yes, my Spanish teacher studied in Rome and he helped me get through a self-teaching Italian course. But I have to see the "Lady of Elke" and the castle near Barcelona which is supposed to be the Montsalvach of Wolfram's Parzival."

"So you read Parzival in the translation of Zeydel and Morgan?"

"No, I read the original. Once you know the ground rules, middle high German isn't that hard."

"True, but Wolfram is."

"But Lachmann has all those great foot notes in his edition. They really help. And I want to go to Wolfram's Eschen-

bach near Ansbach. They say there's a simulation of Wolfram's working room. — And then, of course, I have to go to Ilmenau and up the Gickelhahn to see where Goethe wrote "Über allen Gipfeln ist Ruh" on the wall of the hunting lodge."

"I don't think you need any help. Just go. Don't join any program, you already have your own. You have joined a charter flight, I presume? Good. Plan on spending fifteen dollars a day and a hundred dollars in reserve."

"And the money for travel in Europe I've already figured out too, roughly. I don't intend to rush around, though. I can always come back for more later."

"I told you, you don't need any help. You're obviously your own best advisor."

"I just had to know if it all made sense."

### Evaluate Sensitivity Before Going

These are, of course, extremes, but they acutely depict which student will be disappointed and which will not.

Should you desire to experience Europe as other than an exotic vacation resort,



"NEXT YEAR I'M GOING TO TAKE A COURSE IN ITALIAN BEFORE I COME OVER HERE."

I suggest that you evaluate your sensitivity: Is the Portland Art Museum or Timberline Lodge meaningful enough to spend a whole day in just looking at things? If the answer is no, are you prepared to develop your appreciation so that it could be meaningful? Do not accept any limitations of your powers of perception. Your abilities are entirely a product of your development of them. We are all born equally ignorant but progress at varying speeds. As Paracelsus says, "Anyone who thinks all fruits ripen the same time as strawberries, does not know anything about grapes."

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## LEAVE THE HALLS — *Cont.*

is first and foremost the investigation of that country's culture in the contemporary setting of that culture; to experience that culture, its values and its view of the world.

If not guaranteed, success is at least assured by a program built around a strong academic institution in the host country. Such a program offers the advantages of a broad and sound curriculum and a permanent faculty. It is difficult to evaluate and advocate the quality of a program which changes faculty and course content frequently. The other important advantage of a program conducted at a major university is that it will most likely be located in a cultural center which will provide the possibility for a variety of cultural experiences (theatres, museums, galleries, stadiums, etc.).

It is advisable as well that the program provide the opportunity for the student to room with a resident student or in the home of a local family. This will facilitate not only valuable language practice but furnish a direct and daily contact with representatives of the host culture. It is as important for the student to get close to the life style of the host country as it is for him to familiarize himself with that country's history, art and language. The whole purpose of being *there* is *being* there.

Such a terse accounting comes to terms with only the most important aspects of the question and forces me to use a broad stroke, to point to only some possibilities, to punctuate the proposition with but the primary points of my own position. □

## ON TIMING YOUR VISIT — *Cont.*

You should not, from what I have said, think that any of this is easy. It is not. A few words may help to tell you how I think one might acquire the background necessary for some aesthetic appreciation: do not remain a spectator of any academic discipline, if you ever wish to be able to differentiate between truths and half-truths. The difference between skiing and mathematics is one of content, not discipline or style. Any person who has ever done either successfully will know that they cannot be taught, they must be learned. And learning besides involvement takes time, years of time, not merely two or three.

And with all this in mind, decide now for yourself whether you wish Europe's first impression of you to be that of one more obtuse American, or, on the contrary, you wish to partake of those experiences that have caused monuments, places, things the fame they now possess. □



*Dr. Thomas Bartlett*



*L. B. Day*

## 1972 Alumni Citation Recipients

*The Alumni Citation Award was established in 1957 to give recognition, before the community and the nation, to distinguished graduates for outstanding achievements and services which reflect honor upon Willamette University.*

### THOMAS A. BARTLETT '51

A native of Salem, Dr. Thomas A. Bartlett was inaugurated as the 11th President of Colgate University in 1969. Prior to coming to Colgate, he served as President of the American University in Cairo, the fourth chief executive of that institution since its founding in 1919.

Dr. Bartlett is a former member of the United States Permanent Mission to the United Nations. In that assignment he served with Ambassadors Henry Cabot Lodge and Adlai E. Stevenson, first as an advisor on Economic and Social Affairs and then as advisor on Political and Security Affairs.

First attending Willamette University, Dr. Bartlett received his Bachelor of Arts degree in political science at Stanford University. He earned his degree in philosophy, political science, and economics with honors while attending Oxford in 1953 as a Rhodes Scholar. He received his Ph.D. degree from Stanford in 1959.

A member of Phi Beta Kappa, Dr. Bartlett is also a member of the American Political Science Association, the International Association of University Presidents, the Council on Foreign Relations, the American Academy of Political and Social Science, and the Commission of Independent Colleges and Universities of the State of New York.

### L. B. DAY '58

An environment in ecological balance is a paramount goal of society and it is in this vineyard that L. B. Day labors as Director of the Department of Environmental Quality for the State of Oregon. Under his leadership, Oregon has become one of the most progressive states in coping with problems of the environment.

A 1958 graduate from Willamette in Political Science and Economics, L. B. served in the Oregon Legislature from 1964 to 1970. In February, 1970, he was appointed to be Field Representative and Confidential Assistant for the Pacific Northwest Region to the U.S. Secretary of Interior.

In 1966, L. B. was honored as Salem's Junior First Citizen. The following year he was selected as One of the Top Ten Young Men in Oregon, and in 1968 as Salem's First Citizen.

His civic affiliations are many. He is the past president of the Salem Art Association. He is a member of the Family Counseling Service, the United Nations Association. L. B. has worked actively with the Marion-Polk County United Good Neighbors, the Marion County Juvenile Council, the Salem Boys' Club, Volunteer Services Bureau, and the Advisory Committee for the Salem Vocational School. He presently serves as Chairman of the Portland Federal Executive Board.



*Ellen Lowe*



*Eugene Lowe*



*Dr. Margarette Walker*

#### **ELLEN CHRISTIANSEN LOWE '52**

Edmund Burke once said, "The only thing necessary for the triumph of evil is for good men to do nothing." Ellen Christiansen Lowe is a "doer of good" in her home, her church and her community.

Beginning her studies at Willamette, Ellen graduated from the University of Oregon in 1952 with a major in Political Science. Working as a reference librarian at first, Ellen later taught junior high and high school for four years.

Presently the President of the Salem Planning Commission, she is also the Chairman of the Salem Planning Area Advisory Committee and is a member of the Citizens' Advisory Committee to the Salem Area Transportation Study. Appointed by the Governor to serve on the Oregon Coastal Conservation and Development Commission, she is also a member of the Statewide Land Use Policy Committee.

Currently a member of the Parrish Junior High Local School Advisory Committee, Ellen is a past president of PTA, is active in AAUW, the League of Women Voters, and serves on the Board of the YWCA.

As an active churchwoman, Ellen has served her church as a Sunday School teacher and presently serves on the Ecumenical Relations and Social Ministry committees.

In addition to her civic activities, Ellen is found at her husband Gene's side working for Willamette, and shares his interest in Willamette athletics.

#### **EUGENE L. LOWE '49**

A staunch partisan of athletics, Gene Lowe personifies the good playmaker on an outstanding athletic squad. Like the team captain who masterfully sets into motion plays which will evoke the best effort from his teammates, Gene is happiest when he makes it possible for others to realize their potential. Gene's modesty compels him to always seek anonymity, whether he is working for his alma mater, church or community.

"Jeep" Lowe, as he is known by so many in the community, is a Salem boy.

For several years, Gene worked in the trust department of the U. S. National Bank. Since 1958, he has been an insurance man for Ohio National Life Insurance Company, where he is a member of the President's Cabinet and the "Wall of Fame."

In the community, Gene served on the Salem Citizen's Revenue Study Committee and is currently Vice Chairman of the North Salem Local School Advisory Committee. A member of St. Mark's Lutheran Church, Gene has actively worked with church youth and serves on the Finance Committee.

One of Gene Lowe's first loves is Willamette. Constantly extolling its virtues, Gene is one of the largest contributors of voluntary service to the University and the Alumni Association. He is often found telling his fellow alumni that they can contribute "time, talent, as well as their treasure." A former President of the Alumni Association, Gene presently serves on the Alumni Executive Board.

#### **MARGARETTE W. WALKER '19**

Retirement was never something Dr. Margarette Walker feared, for she is a noted authority on "Pre-tirement." Her distinguished career as a musician, teacher, and counselor has served as a mere springboard into an active retirement.

Margarette Walker graduated from Willamette in 1919, receiving her diploma in music. She earned a Bachelor of Music degree in voice and a teaching certificate from the University of Southern California in 1937, returning for a Master's degree in education in 1951 and Doctorate in education in 1953.

Margarette Walker was Associate Dean of Students at the University of Puget Sound and at Peperdine College. She was Dean of Women and Lecturer at Texas Technological College. For many years, she taught music in the public schools, operated her own private voice studio and sang professionally. Dr. Walker is a past National President of Mu Phi Epsilon, the professional music sorority. Licensed by the State of California, she is a professional counselor.

Among her many activities, Margarette Walker has served as Chairman of the Commission on Aging in San Diego. She is active in the United Methodist Church, serving in several positions of national responsibility, and is listed in Who's Who in Music, Who's Who of American Women, and Who's Who in American Education. Some of Dr. Walker's most cherished memories are of her years at Willamette.



WILLAMETTE is grappling with most of the questions raised in the following special report. Perhaps the most significant attempt to get a hook on these issues at Willamette is the current effort to redefine and articulate institutional objectives. Through the Delphi technique, the opinions of all members of the Willamette community are sought for a consensus about University objectives, priorities, and processes to implement the stated goals. "We hope to provide a climate in which awareness of institutional objectives is influential in all decision-making processes and in the daily conduct of our work as individuals," said Prof. Paul Duell, chairman of the educational policy and planning committee administering Delphi. Future issues of the *Scene* will delve into the direction of Willamette during these changing times.

# 13 Big Issues for Higher Education

**H**IGHER EDUCATION HAS ENTERED A NEW ERA. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining

the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

**S**UCH EXPANSION does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit *in* the president's office, at others they sit *on* the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in *Green Pastures*, "everything nailed down is coming loose."

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**A Special Report**

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## What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University*.

**A**S HIGHER EDUCATION GROWS in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

**T**HE ROLE of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.



Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

**T**ODAY it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large mid-western graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

**T**HE SECOND MAJOR ROLE of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive

money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—i.e., secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

**T**HE ROLE of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving

suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by "outsiders," people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

## What's the Best Way to Teach - and to Learn?

**O**VER THE YEARS, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

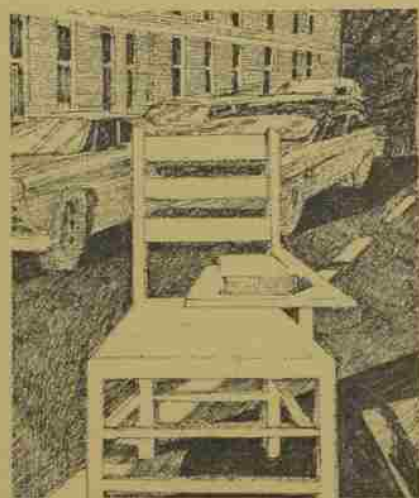
One of the most exciting experiments in the new way of learning is the University Without Walls, a cooperative venture involving more than 1,000 students at 20 colleges. Students in UWW do most of their learning off campus, at work, at home, in inde-

pendent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what

they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in UWW, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The UWW experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education



# Higher Education's Soaring Seventies

## ENROLLMENT

	Fall 1969	Fall 1979
<b>Total, all institutions</b>	<b>7,917,000</b>	<b>12,258,000</b>
Public	5,840,000	9,806,000
Private	2,078,000	2,451,000
<b>Degree-credit</b>	<b>7,299,000</b>	<b>11,075,000</b>
Public	5,260,000	8,671,000
Private	2,040,000	2,403,000
4-year	5,902,000	8,629,000
2-year	1,397,000	2,446,000
Men	4,317,000	6,251,000
Women	2,982,000	4,823,000
Full-time	5,198,000	7,669,000
Part-time	2,101,000	3,405,000
Undergraduate	6,411,000	9,435,000
Graduate	889,000	1,640,000
Non-degree-credit	618,000	1,183,000

## STAFF

	1969-70	1979-80
<b>Total, professional staff</b>	<b>872,000</b>	<b>1,221,000</b>
Instructional staff	700,000	986,000
Resident degree-credit	578,000	801,000
Other instruction	122,000	185,000
Other professional staff	172,000	235,000
Administration, services	91,000	124,000
Organized research	80,000	112,000
Public	589,000	906,000
Private	282,400	316,000
4-year	749,000	1,011,000
2-year	122,400	211,000

## EXPENDITURES

(in billions of 1969-70 dollars)

	1969-70	1979-80
<b>Total expenditures from current funds</b>	<b>\$21.8</b>	<b>\$40.0</b>
Public institutions	13.8	26.8
Student education	8.6	16.9
Organized research	1.8	2.8
Related activities	0.8	1.8
Auxiliary, student aid	2.6	5.3
Private institutions	8.0	13.2
Student education	4.1	6.5
Organized research	1.7	2.9
Related activities	0.4	0.6
Auxiliary, student aid	1.8	3.2
Capital outlay from current funds	0.5	0.5

## STUDENT CHARGES

(tuition, room, and board in 1969-70 dollars)

	1969-70	1979-80
<b>All public institutions</b>	<b>\$1,198</b>	<b>\$1,367</b>
Universities	1,342	1,578
Other 4-year	1,147	1,380
2-year	957	1,166
<b>All private institutions</b>	<b>\$2,520</b>	<b>\$3,162</b>
Universities	2,905	3,651
Other 4-year	2,435	3,118
2-year	2,064	2,839

## EARNED DEGREES

	1969-70	1979-80
<b>Bachelor's and 1st prof.</b>	<b>784,000</b>	<b>1,133,000</b>
Natural sciences	176,880	239,130
Mathematics, statistics	29,740	52,980
Engineering	41,090	50,410
Physical sciences	21,090	18,070
Biological sciences	37,180	62,990
Agriculture, forestry	11,070	9,390
Health professions	33,600	41,970
General science	3,110	3,320
Social sci., humanities	607,120	893,870
Fine arts	52,250	77,860
English, journalism	62,840	116,840
Foreign languages	23,790	57,150
Psychology	31,360	60,740
Social sciences	149,500	273,190
Education	120,460	114,170
Library science	1,000	1,580
Social work	3,190	4,100
Accounting	20,780	29,780
Other bus. & commerce	81,870	91,920
Other	60,080	66,540
<b>Master's</b>	<b>219,200</b>	<b>432,500</b>
Natural sciences	46,080	88,580
Mathematics, statistics	7,950	23,290
Engineering	16,900	30,750
Physical sciences	6,300	6,210
Biological sciences	6,580	15,060
Agriculture, forestry	2,680	3,030
Health professions	4,570	7,940
General science	1,100	2,300
Social sci., humanities	173,120	343,920
Fine arts	13,850	27,120
English, journalism	10,890	28,420
Foreign languages	6,390	22,180
Psychology	4,700	12,910
Social sciences	20,970	51,100
Education	71,130	90,160
Library science	7,190	19,280
Social work	5,960	17,700
Accounting	1,490	2,980
Other bus. & commerce	22,950	61,750
Other	7,600	10,320
<b>Doctor's (except 1st prof.)</b>	<b>29,300</b>	<b>62,500</b>
Natural sciences	14,100	32,120
Mathematics, statistics	1,350	3,970
Engineering	3,980	12,650
Physical sciences	4,220	6,870
Biological sciences	3,410	7,310
Agriculture, forestry	800	730
Health professions	310	510
General science	30	80
Social sci., humanities	15,200	30,380
Fine arts	990	1,330
English, journalism	1,310	2,880
Foreign languages	860	2,210
Psychology	1,720	3,470
Social sciences	3,550	6,990
Education	5,030	10,350
Library science	20	40
Social work	100	220
Accounting	50	100
Other bus. & commerce	620	1,710
Other	950	1,080

SOURCE: U.S. OFFICE OF EDUCATION

involving "external degrees" and "open universities" are sprouting across the country.

**T**HE NEW TREND to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a "contract" with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling, working in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time "studying" the course than they did when it was given by the conventional lecture-and-laboratory method.

The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or "terminal," has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his direc-

tions within one-tenth of a second.

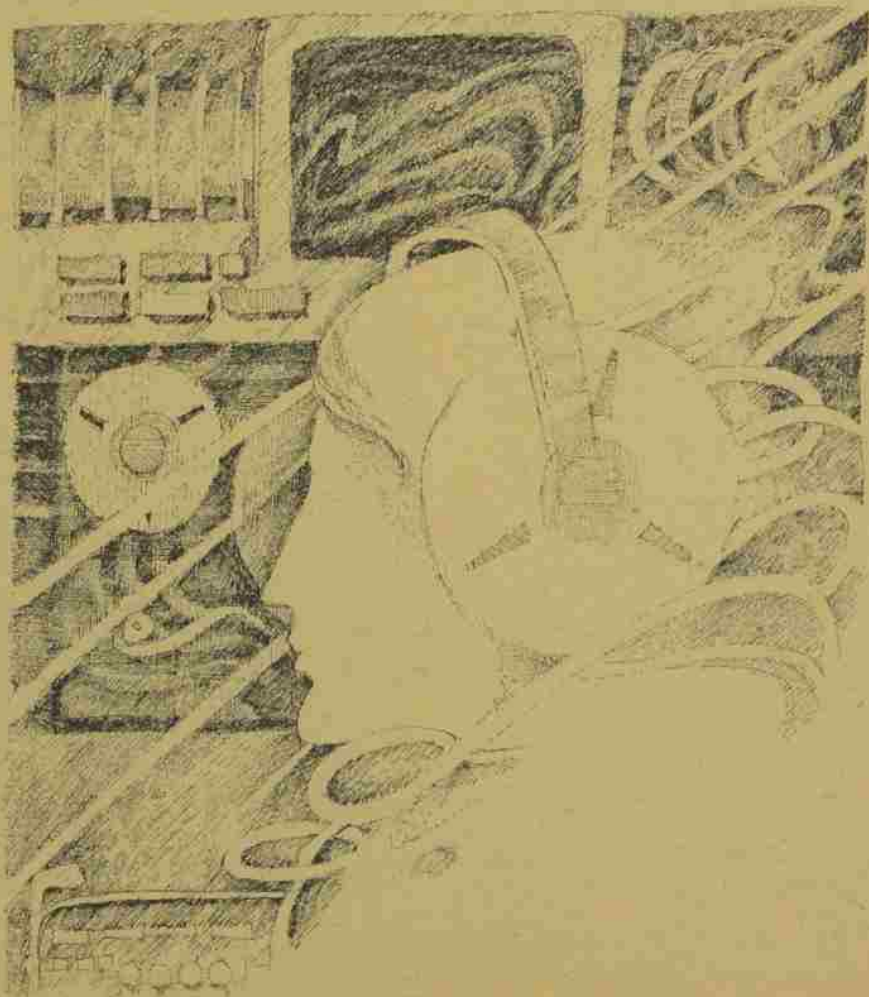
Computers are still too expensive an instructional tool for some colleges. Eventually, however, they should make education considerably more open and available than it is today. Instruction can be wired into homes and offices; students can learn where and when they want.

Technology itself, of course, will never replace the traditional forms of education—the face-to-face contact with professors, the give-and-take of seminars, the self-discovery of the laboratory. Technology, however, will augment other forms of formal instruction, widening the range of alternatives, gearing the educational process more to the choice of the student, opening the system to new students.

What are the implications of technology for the colleges themselves? Most of the new technology requires large capital investments; it is still

too expensive for hard-pressed institutions. But there may be ways that flexibility can be fiscally efficient and attractive.

Last summer, Howard R. Bowen, chancellor of the Claremont University Center, and Gordon Douglass, professor of economics at Pomona College, issued a report on efficiency in liberal arts instruction. They said that small liberal arts colleges could operate more effectively by diversifying their teaching methods. Their report suggested a plan under which 35 per cent of the teaching at a small college would be done in the conventional way, 25 per cent in large lectures, 15 per cent in independent study, 15 per cent in tutorials, and 10 per cent in machine-assisted study. Bowen and Douglass estimated that such a plan would cost \$121 per student per course—compared with \$240 per student now.



## Should Campuses Get Bigger?

**A**T THE University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

**S**IZE is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distin-

guished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and

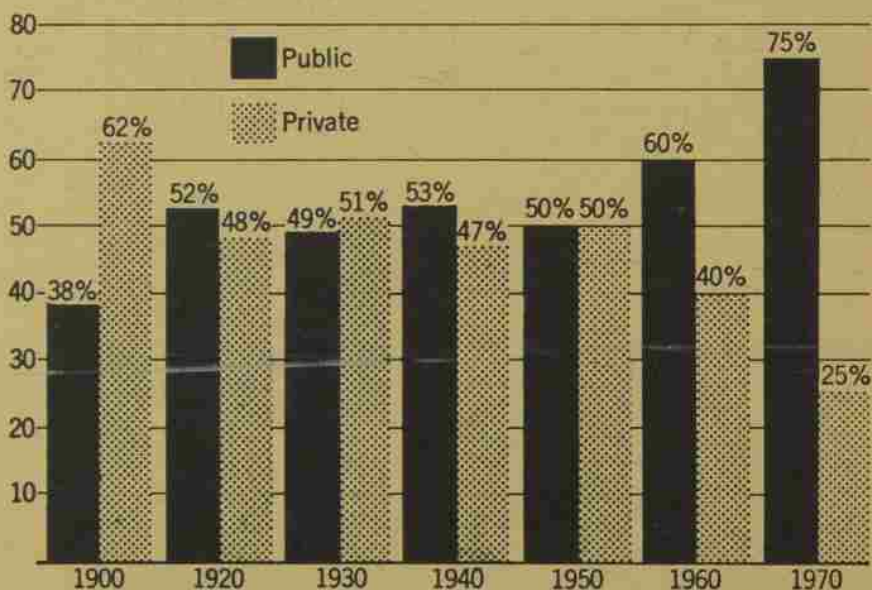
Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

**T**HE GREATEST PROBLEM is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

### Shifting Patterns of College Enrollment



SOURCE: U.S. OFFICE OF EDUCATION

In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.

to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-

contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

## What Is the "New" Student?

**T**HE YOUTH COUNTERCULTURE flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most

students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

**A**TTEMPTS TO REGULATE BEHAVIOR on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

Partly in response to the demands of the times, partly in response to court decisions, and partly in response

to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.



## Are Students Taking Over?

**T**HE GREATEST STRUGGLE on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough

campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools

without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

## What Is the Best Preparation for a College Teacher?

**T**EN YEARS AGO, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic

talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—tradi-

tionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with



heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is

growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have

already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

## How Can Anyone Pay for College?

**T**HE COSTS of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass \$20,000; in a few years it will be even more.

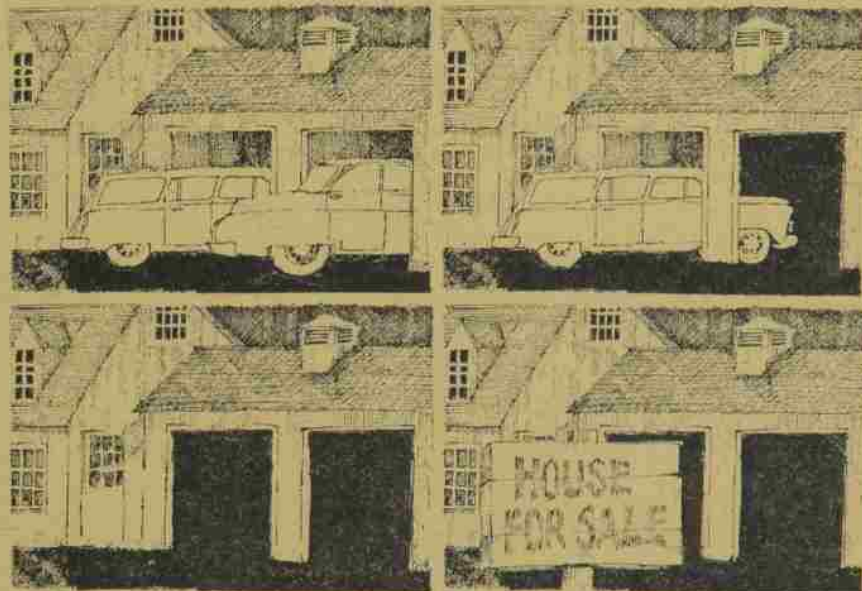
The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were \$1,336 at a public university and \$2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost \$3,905 at Stanford this year; \$4,795 at Reed. Harvard charges \$4,470—or \$400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students \$629 in tuition and required fees; the State University of New York, \$550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to \$2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow \$800 di-



rectly from the university for college costs. The amount they can borrow will increase by about \$300 a year, almost matching anticipated boosts in costs. (Yale now charges \$4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of \$29 a year, for each \$1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount

owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows \$5,000 and later earns \$10,000 a year, he will repay \$200 annually. If he earns \$50,000, he will repay \$1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

Many students and parents like the Yale plan. They say it avoids the "in-

stant debt" aspects of a commercial loan, and repayments are tied directly to their future income—and, hence, their ability to pay.

**P**ARENTS ALSO CAN pay college costs by taking out commercial loans; most banks have special loans for college. The College Scholarship Service estimates, however, that the effective interest rate on commercial loans runs from 12 to 18 per cent.

The federal government also is in the college loan business. President Nixon has declared that "no qualified student who wants to go to college should be barred by lack of money." Last year the U.S. Office of Education helped pay for higher education for 1.5 million students through federally guaranteed loans, national defense student loans, college work-study programs, and educational opportunity grants.

The federally guaranteed loans are the most popular with middle-income parents. A student can borrow up to \$1,500 a year at 7 per cent interest



and start repayment 9 to 12 months after he graduates from college. He then can take 10 years to repay.

Most students still need help from their families to pay for college. According to the College Scholarship Service, a family with a \$16,000 annual income and one child should be able to pay \$4,020 a year for college. A family with a \$20,000 income and two children should have \$3,920 available for college.

One result of rapidly rising college costs is that most students work during the summer or part-time during the year to help pay their expenses. Another is that an ever-growing number seek out relatively inexpensive public colleges and universities. A third is that students—acting as consumers with an increasingly heavy investment in their college—will demand greater influence over both the form and content of their education.

## Is Academic Freedom in Jeopardy?

**I**F COMPLAINTS filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee A on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

**T**HE CONCEPT OF TENURE ITSELF is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic

community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a

volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

For centuries, academic communities have realized that neutrality may be their strongest virtue and surest protection. If they give up that neutrality, society may require them to forfeit many traditional freedoms and privileges. There is now a strong belief that neutrality is essential to the teaching, learning, and scholarship that are the very bedrock of higher education.

## What Is a College Degree Really Worth?

**C**OLLEGE CREDENTIALS, says HEW's Newman report on higher education, "are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society."

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring's graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.'s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn \$59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey's report also concluded that college graduates held jobs with fewer risks of accidents, fewer physical demands, more advancement, and "generally more comfort, psychic rewards, stimulation, and satisfactions." The report also found a direct correlation between college

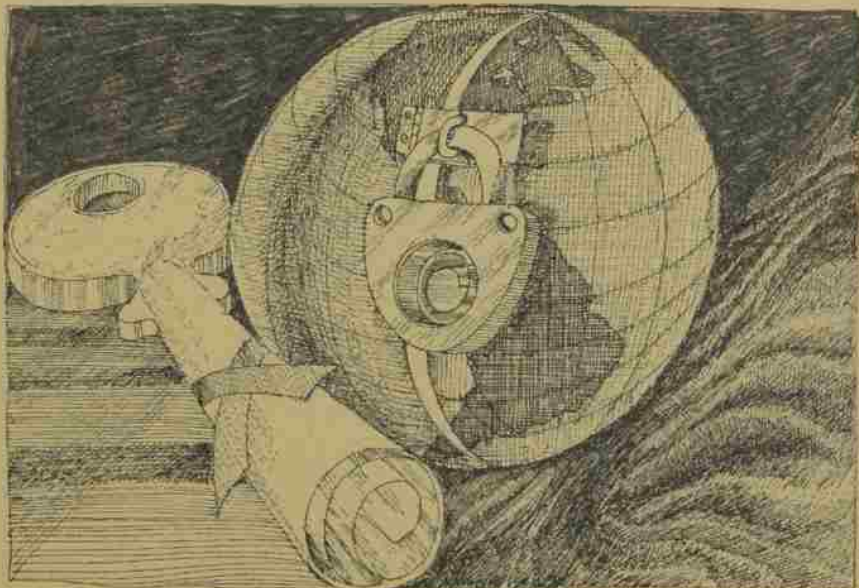
attendance, enriched life styles, and satisfactory family adjustments.

The nation's work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: "The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life."

Even when they can be defined, the nation's manpower needs are changing,

too. Last year Dartmouth College's President John G. Kemeny asked, "What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?"

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the "certification" functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.



## Should Everyone Go to College?

**H**IGHER EDUCATION, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—when ever he wants? Or should "higher" education really be "post-secondary" education, with different types of institutions serving the needs of different people?

**I**NCREASINGLY, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of high-

er education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

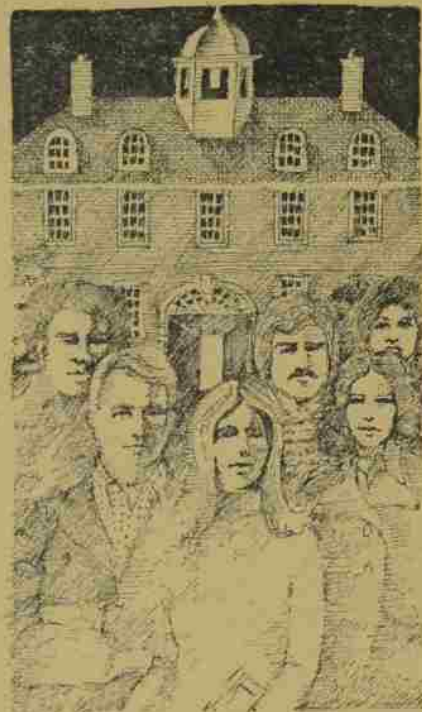
3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons.

During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is \$300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by



higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.

## What Will We Do With Kids if They Don't Go to College?

"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

**N**O ONE KNOWS HOW MANY, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to

play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in

college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

▶ A national day-care system, staffed by national service personnel.

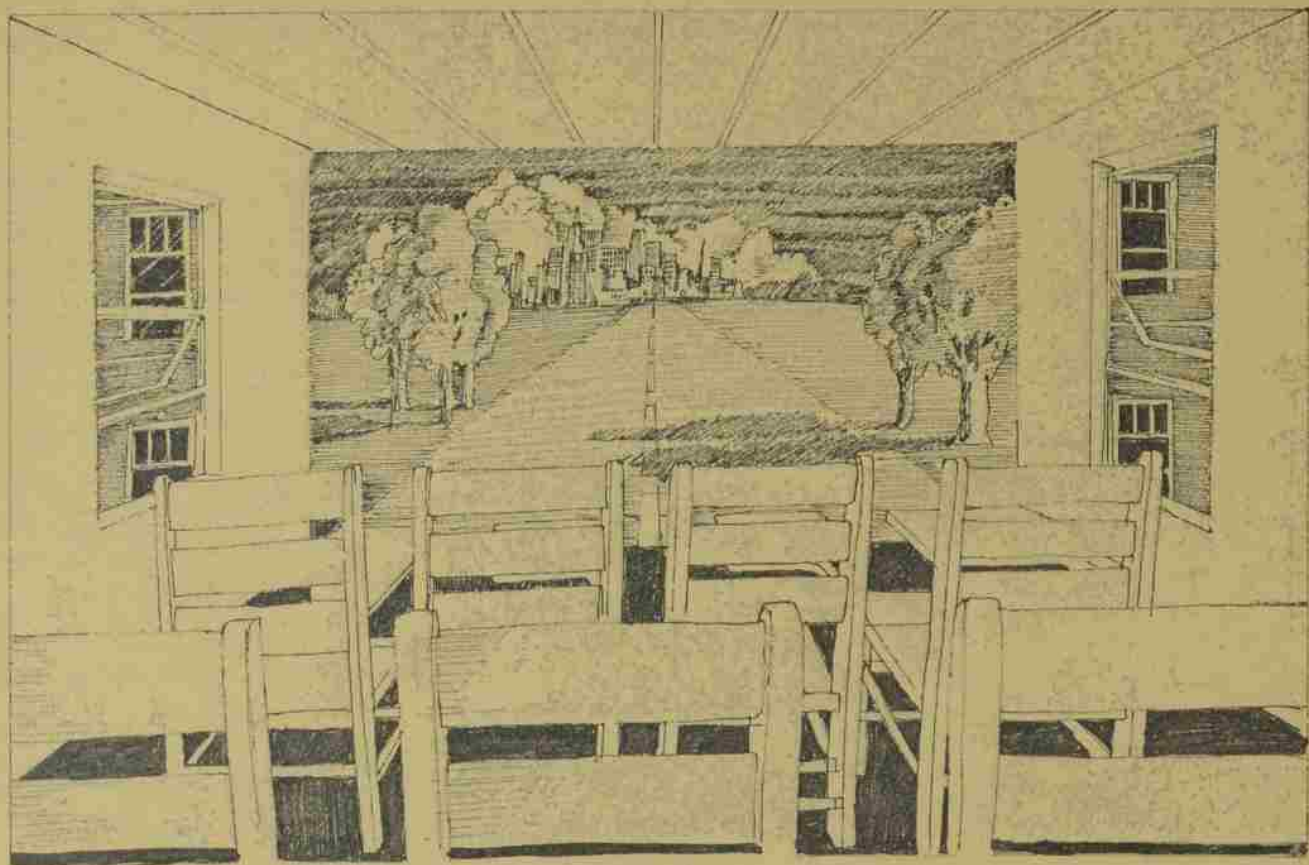
▶ A national neighborhood-preservation system, including security, cleanup, and social services.

▶ A national health corps, providing para-medical services to homes and communities.

▶ An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-





ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are

considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

**A** MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided \$2.5-million to help start a highly flexible series of experiments in New York State, including:

► A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

► A new, non-residential college drawing on the resources of the state university' 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

► A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.

## With All Their Successes, Why Are Colleges So Broke?

**I**N A RECENT ECHO of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

**M**ANY OF THE TRADITIONAL METHODS of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and pro-

grams. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

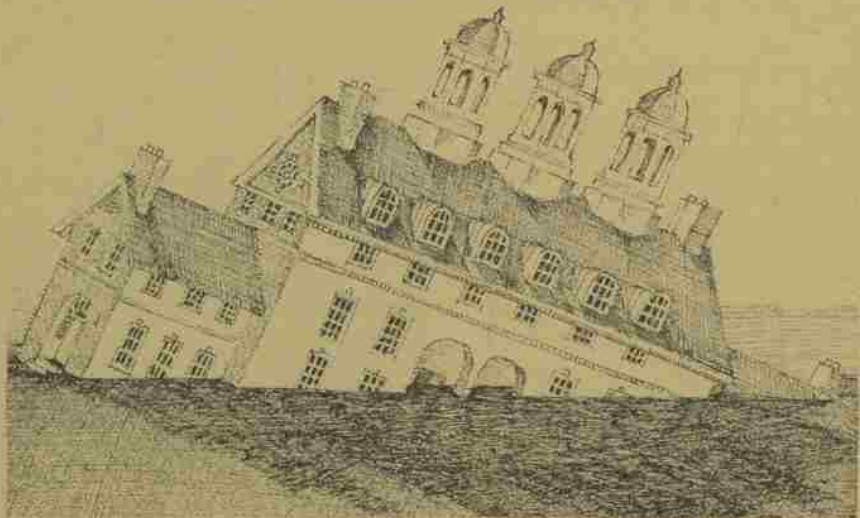
The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune

from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or \$4 billion a year. The Commission says this must increase to about \$13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.



## Are Alumni Still Important?

**A**LUMNI may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

**As voting citizens:** Alumni will have an increasing influence as voters, as more and more of the questions af-



fecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

**As donors:** No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

**As parents:** Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daugh-

ters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

**As employers:** Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

**As citizens:** Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that public education serves the public at all levels.

**As members of a changing society:** Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

**As partisans of their colleges:** They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

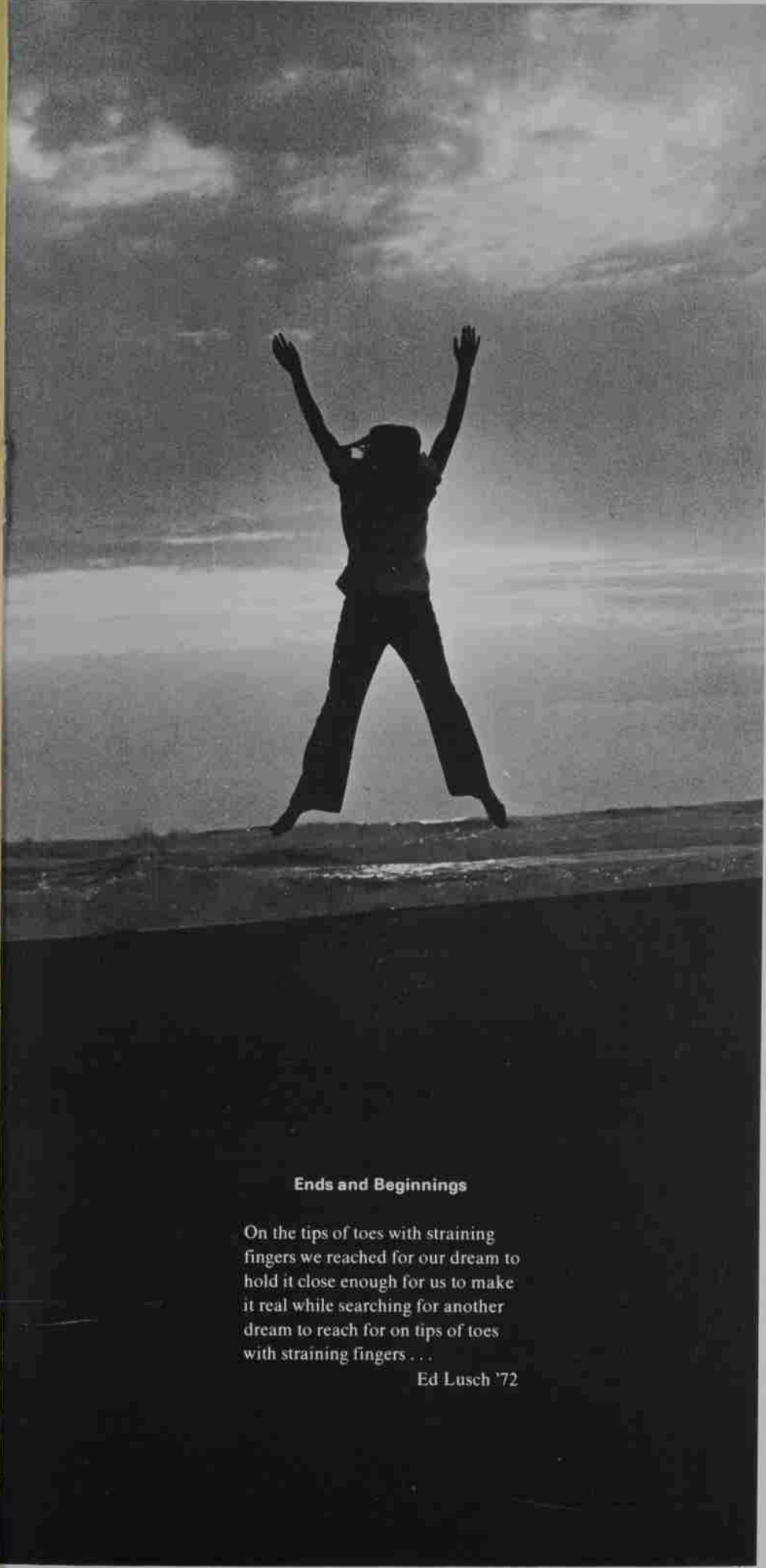
**As educated men and women:** They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

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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 persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial

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#### Ends and Beginnings

On the tips of toes with straining fingers we reached for our dream to hold it close enough for us to make it real while searching for another dream to reach for on tips of toes with straining fingers . . .

Ed Lusch '72

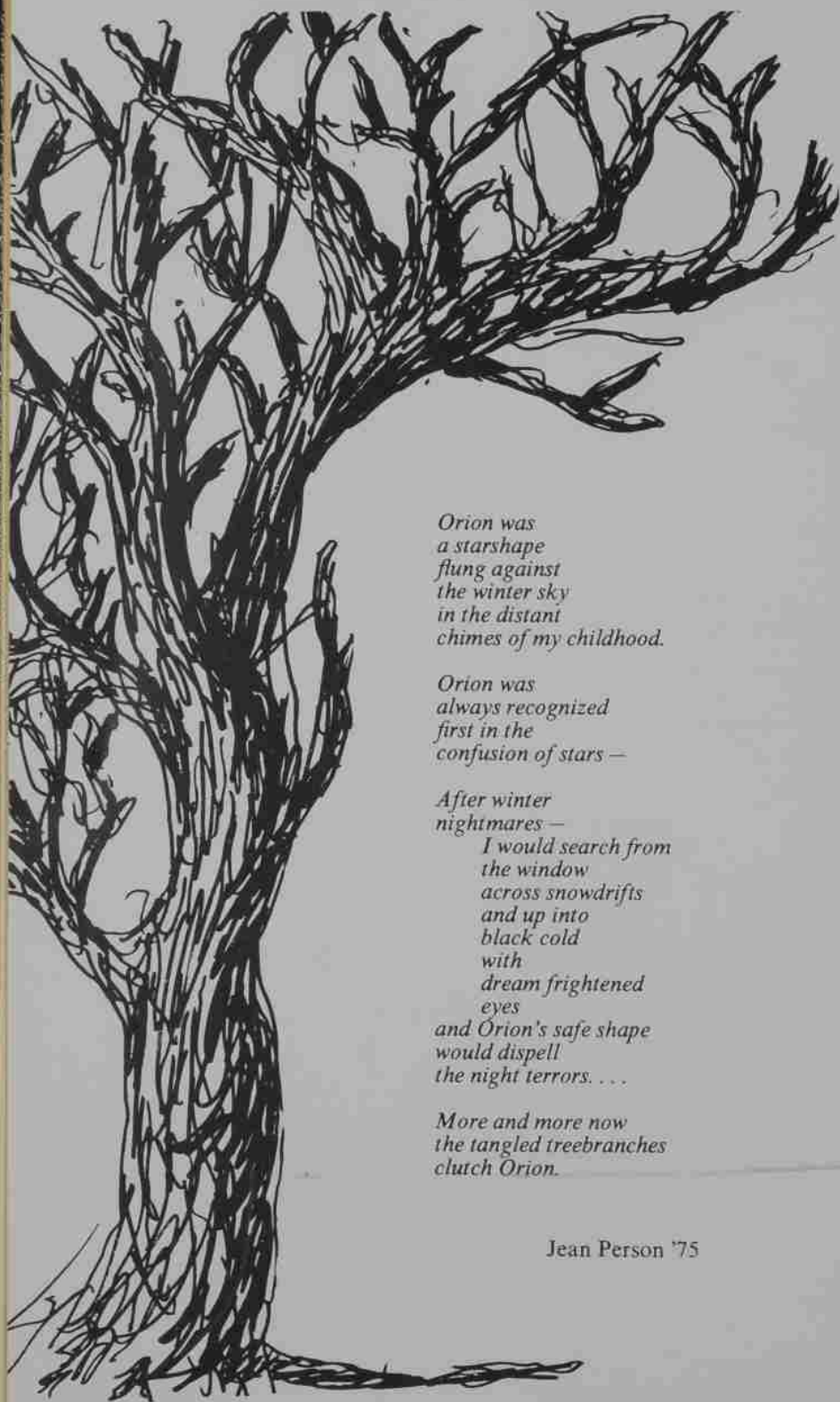


## STUDENT CREATIVITY . . .

comes in many forms. Some of the creations are shown in the next five pages. A few of these samples are from the 1972 edition of the JASON, a Willamette student literary publication that is on sale through the Willamette Bookstore at 25¢ per copy. A future issue of the *Scene* will depict some of the artistic efforts on three-dimensional forms.

*Photo by Dean Petrich '72*

*Drawing by Michelle Thornburg '75*



*Orion was  
a starshape  
flung against  
the winter sky  
in the distant  
chimes of my childhood.*

*Orion was  
always recognized  
first in the  
confusion of stars —*

*After winter  
nightmares —  
I would search from  
the window  
across snowdrifts  
and up into  
black cold  
with  
dream frightened  
eyes  
and Orion's safe shape  
would dispell  
the night terrors. . . .*

*More and more now  
the tangled treebranches  
clutch Orion.*

Jean Person '75

#### LOVE SONG

I'm blowing  
bubbles now  
not because  
it reminds  
me of  
you  
I'm not even  
thinking of you  
But  
Who  
am I  
trying to kid?  
-I want  
to blow  
bubbles

#### WINDOW SILHOUETTE

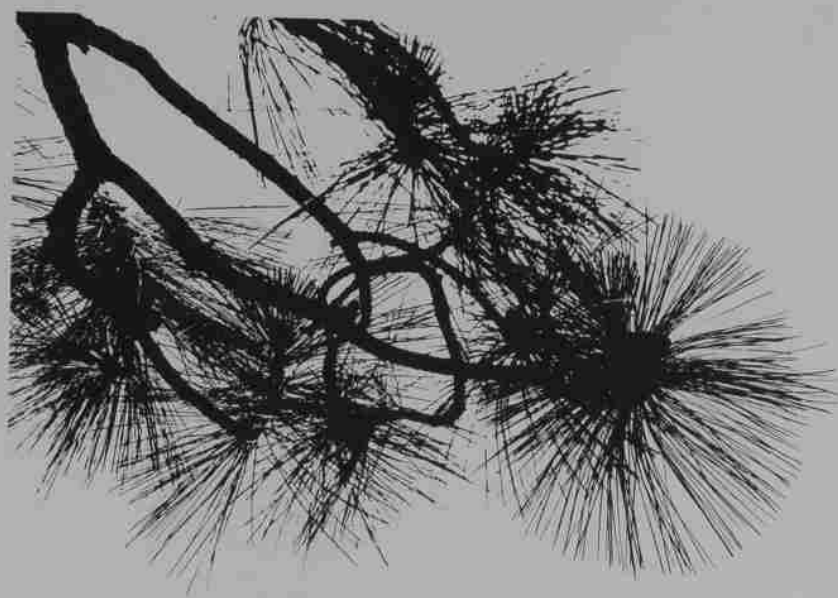
and  
i remember  
trying to get warm  
before sleep would come  
and  
feeling the light  
of a sky  
yet pale blue at midnight  
above the cold, grey sea  
through the one window  
in a room  
now a  
memory

#### CONFESSION FROM AN ENGLISH MAJOR

words baffle me  
reading annoys me  
poems confuse me  
papers frustrate me  
allegory eludes me  
but  
literature challenges my exhilaration  
and, perhaps—  
momentarily forces me  
beyond myself  
perpetrating inflammable  
orange flying  
elephants!

Sharon Fisher '72

WILLAMETTE SCENE

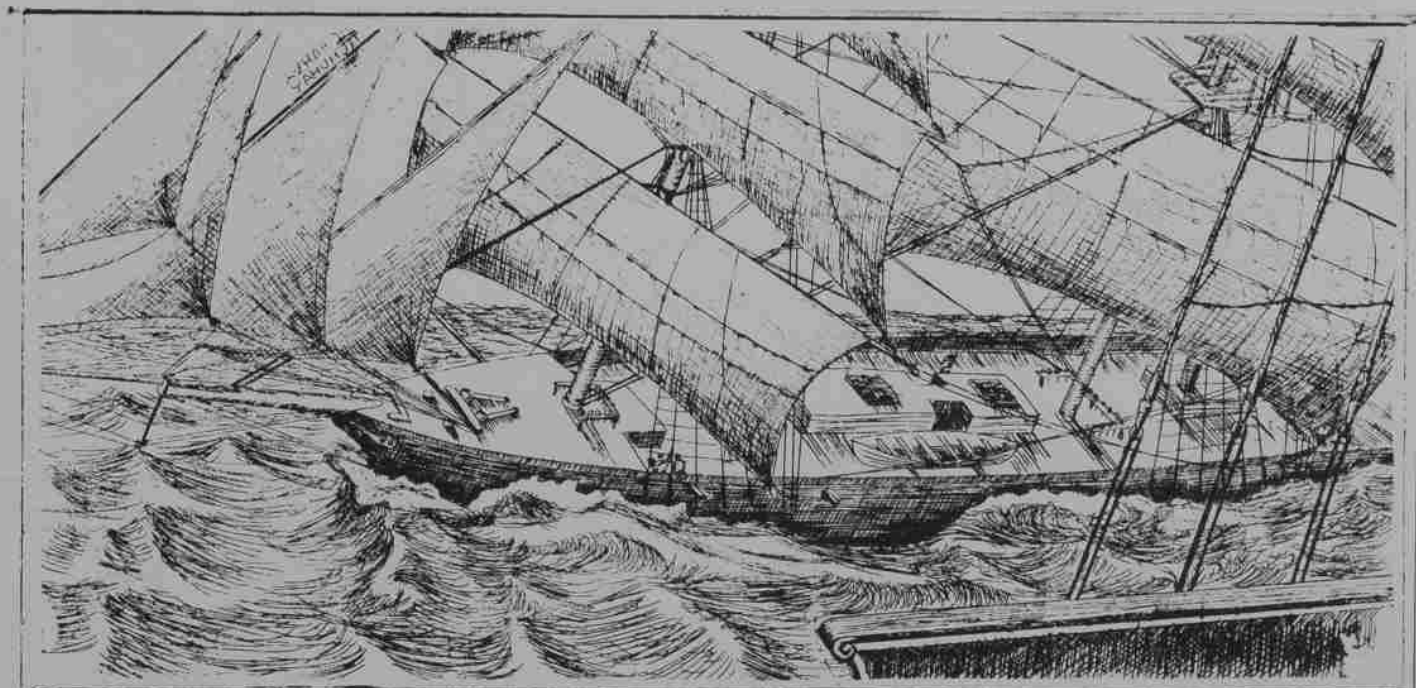


### **Brown Needles**

*Adrift, adream along the stream — a seam in the green jeans of moss and ferns in woods adrift; a lift of Luft sprinkles silently tinkling toothpicks to their life's-end cushioned nest to nestle snugly. Needles coursing, adrift adream along the stream — a seam in the green jeans of moss and ferns — packing into a network of spongy others stacked on sticks stuck across the streaming sheen. Extended, suspended, like pants hanging on a clothes line, the mesh of soggy, dried needles wait, without wanting, for the clinging clothespin sticks to move with flood from rapping rain spattering into the clattering thinking stream, leaving room for falling needles adrift, adream along the stream — a seam in the green jeans of moss and ferns in woods adrift.*

*Dean Petrich '72*

*Etching by Thomas Chuhay '72*



11A  
APRIL 1972

1st edition



*Etching by  
Karen Manley '72*

*Lithograph by Don Spears '71*



*Don Spears '71*



*Three Figures*  
by  
*Teresa Berg '75*



# THE UNIVERSITY

## A Wish Come True

A long-time wish of the foreign language department may soon become a fulfilled WISH.

That's the acronym given to the proposed Willamette International Studies House which this fall may take over quarters to be vacated by Chi Omega sorority at the end of this school year. The Chi O Chapter is surrendering its national charter. WISH awaits final approval by the Board of Trustees and the Department of Housing and Urban Development on funding and usage.

WISH will be a co-ed residence whose 40 student residents may use any language but English in the house. Students will be thoroughly immersed in foreign culture, according to department chairman Otto Mandl, who lists the WISH objectives as: language practice, involvement with foreign art, dancing, music and literature in the broadest sense, ready access to journals, magazines, foreign visitors, films, readings and informal discussion.

The residents will be grouped by language, and the resident staff will include a professor from the department, and senior and junior student head residents, all of whom will be fluent in a language not spoken by the other staff members. Residents will be selected by the foreign language department from among applicants with at least one year of college foreign language or its equivalent and a strong interest in WISH's wishes.

## Housing Changes Sought

WISH is one of four changes in campus housing proposed under new and broader powers of the Student Affairs Committee.

In February, the Trustees approved a procedure whereby decisions of the Student Affairs Committee would be "implemented after 30 days" unless challenged by the University President, majority vote of the faculty, and/or majority vote of either Student Senate or Student Bar Association.

Unless challenged by April 24, the other proposed changes included:

1. The release of unmarried seniors or 21-year-olds from the University on-campus residency requirement;

2. Establishment of Baxter Hall as a co-ed residence (joining Matthews and Belknap) and one section of the third floor of Lausanne Hall as single law student quarters; and

3. Elimination of the parental permission provision for women to obtain a card-key (which allows residence access after lock-up).

## Credit By Exam Approved

Students in the know and in a hurry will appreciate Willamette's adoption of two methods of offering course credit by examination.

Each department will have one or more "representative" courses subject to "challenge" by students who may either show a satisfactory performance on tests devised by the course instructor or on selected subject examinations of the College Level Examination Program (CLEP).

Students may take exams before the semester begins and receive ungraded credit if they pass, or they may take exams at the regular scheduled time for the course and receive graded credit if they pass.

Over 500 colleges are using the CLEP scores for credit.

## Elementary Education Major Set

Elementary education has been added to the Willamette curriculum through a joint degree program with Oregon College of Education.

Starting next fall, the program will allow students to complete all requirements for either the B.A. or B.S. degree at Willamette and the B.S. degree in elementary education as determined by OCE. Willamette students will spend their first five semesters and at least one of the last two semesters at WU and add a minimum of three quarters at nearby OCE (in Monmouth, 16 miles west of Salem).

Dr. James Lyles, chairman of WU's education department, believes that the new degree option "will be attractive to

students who wish to combine a strong liberal arts program with their professional goal."

## PERC Starts May 13

Bids on the long-awaited Physical Education and Recreation Center were due for opening April 27. Officials were hopeful that contract signing and groundbreaking could take place in May after trustee approval of the project.

Gifts and pledges for the field house, gymnasium, natatorium complex are approaching \$2.1 million. Bids are expected to be relatively close to the announced goal of \$2.5 million.

Construction will take over a year with occupancy of PERC set for the fall of 1973. At that time, the old gymnasium will be likely converted for use by the Theater department and other fine arts endeavors.

## Conference Prompts Self Study

A University Conference on the "Survival of the Private University" in February produced several recommendations for a re-evaluation of Willamette's goals, methods of achieving them, and communication procedures.

With faculty, student, and administration participants divided into four sections, the conference discussion focused on four statements:

1. "The average small college is probably an uneconomic anachronism worthy of fond nostalgia;"

2. "The old patterns of learning have somehow become obsolete;"

3. "In university leadership, unfamiliarity breeds contempt;" and

4. "Many (small universities) are trapped without diversity, purpose or awareness."

The recommendations called for: a study of current graduation requirements and a possible replacement of the present concentration area curriculum system; greater disclosure on why certain administrative decisions are reached and how University funds are spent; and re-evaluation of University goals and procedures with specific emphasis on reviewing and adapting more developments in innovative education to Willamette.



*THE WILLAMETTE CAMPUS FORE AND AFT — or aft and fore, depending upon how you approach it — as it will be when the Physical Education and Recreation Center is completed by fall of 1973. These photographs of a 1" equals 50' scale model of the campus made by Mr. and Mrs. J.E. Bockel of Lake Oswego show how PERC will dwarf present buildings on the campus. PERC, on the far right center of the lower photo, is one of several changes scheduled for the south campus. In addition to University improvements, the Pringle Creek Parkway of the Central Salem Development Plan will eventually pave the way for the large parking lot*

*shown and establish Mill Street as a campus avenue rather than a public thoroughfare. The Pringle Creek Parkway will border on the southwest the proposed Seeley G. Mudd building for the Graduate School of Administration to be built just south of Collins Legal Center (center left of lower photo).*

*The fifth house from the right on the bottom of the lower photo is the new Willamette International Studies House, formerly Chi Omega sorority (see story at left). The top photo is the traditional view from the north, above the state capitol building.*



# THE STUDENTS

## Law Interns Go to Court

Willamette law students are making waves in Oregon court rooms.

The combination of an expanded and popular intern program and an Oregon Supreme Court ruling allowing qualified third-year law students to appear in Oregon courts has paved the way for several Willamette student firsts.

Among them was the appearance of Norm Smith, Portland, an intern in the state Justice Department, arguing a criminal case before the Oregon Court of Appeals April 17.

Smith, one of 50 student interns at the law school, represented the Justice Department in prosecuting a drunk driving conviction which had been appealed from Clackamas County. The prosecution in Clackamas County was handled by another WU law intern, Mike Sturgeon, Anaheim, Calif., who handled the case before jury trials in both District and Circuit courts.

Interns may only represent indigent persons who have given their consent or a state agency with written approval of the prosecuting attorney.

Acting law dean Larry Harvey said "the intern program is the most exciting thing that has happened in legal education in recent history."

Clackamas County DA Roger Rook (L'54), who has nine interns on his staff, finds them to be time and money savers for his county. While some attorneys and judges have expressed reservations about law students appearing in court, Rook believes that the students put forth extra effort on behalf of their clients and come to court "loaded for bear."

Willamette's interns are being directed by Associate Professor Don Turner (L'59), former district attorney of Wasco County. The interns are working for five district attorneys, 13 private law firms and several public agencies.

*After Smith appeared before the Court of Appeals, the three judges affirmed the conviction from the bench in State v. Theroux.*

## McGovern Wins Mock Vote

A George McGovern-Reubin Askew ticket was selected by Willamette's Mock Democratic Convention which attracted 500 students from 22 Northwest colleges.

Sen. McGovern was named on the fourth ballot with 1,618 votes to 1,071 for Sen. Edmund Muskie. Florida Governor Askew's veep selection closed the two-day convention at 1:30 a.m. April 16.

Among some of the issues on the adopted platform were:

**Busing** — against to achieve racial balance.

**Listening devices** — elimination of eaves-dropping unless a warrant is obtained or national security is threatened.

**Population** — support zero population growth and tax incentives to discourage overpopulation.

**Vietnam** — total American withdrawal within 30 days of new Democratic administration.

**Amnesty** — favored for draft evaders after all forces withdrawn from South Vietnam.

**Conservation** — support for creation of wildlife preserves; clearcutting of timber should be outlawed.

**Draft** — support all-volunteer Army with backup draft lottery in case of national emergency.

**Civil liberties** — repeat of 1968 Riot Control Act and all no-knock laws.

Rep. Patsy Mink was the only Presidential candidate to appear at the Mock Convention.

## Bearcat Cagers Successful

A first-round defeat in the NAIA national basketball tournament closed out Willamette's most successful hoop season in 20 years.

Jim Boutin's Bearcats fashioned a 23-6 record, sharing Northwest Conference championship honors with Lewis and Clark and winning NAIA District 2 honors for the trip to Kansas City and the 32-team finals.

After having a narrow first half lead over Adams State of Colorado, the Bearcats were eliminated 78-65.

Boutin, who was named Coach-of-the-Year in District 2 and throughout the Northwest, has a good nucleus of players returning next year and would like another chance to become the first team from the District to win a first round game in the nationals since 1964.

## Quality Prevails

The ignominy of establishing a new basketball season record for personal fouls doesn't seem to bother junior center Rich Grady. But when former record holder Ted Loder of 1948-52 vintage heard that Grady's 97 infractions erased his hard-earned mark of 92, he went out swinging.

"All I want to say," wrote Loder from his office as minister of the First United Methodist Church in Germantown, Philadelphia, "is that there is a big difference between quantity and quality. Although the quantity of my personal fouls may be surpassed, I suspect that the quality of them may not . . . Perhaps one way to evaluate the real effectiveness of a personal foul is to determine how many of the subsequent free throws were made by the opponents. If they could still stand without shaking and could still see without blurred vision, then I would question whether the quality of the foul was sufficient to merit real notice."

Pleased that Loder may have gotten "violence" out of his system before entering the ministry, Bearcat athletic director John Lewis, Loder's coach, had to agree that his personal fouls "were generally of high quality . . . he made up for lack of quickness with bruising checks."

Loder's career record of 314 fouls won't be threatened by Grady, a transfer with just one season left.

In the long run, Rev. Loder, quality prevails.

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um was maintained. Spring vacation helped, and student leadership exhibited a commendable maturity in cooling hot tempers. The graveyard disappeared as quickly as it had appeared — overnight.

Perhaps the most notable news of the moratorium period came from the law school. Acting Dean Larry Harvey asked the dean search committee that his name be withdrawn from consideration for the law deanship because of his difference with the President over the role of the dean. Harvey's announcement was leaked to the press.

**T**he special committee was judiciously chosen by Atkinson to represent a breadth of viewpoints — Mrs. Betty Starr Anderson, Salem; the Rev. C. Gene Albertson, pastor First United Methodist Church, Salem; Mrs. Meribeth Collins, President of the Collins Foundation, Portland; Russell M. Colwell, President of Salishan Properties, Inc., Portland; Amo De Bernardis, President of Portland Community College, Portland; Donald K. Grant, Vice President of Guy F. Atkinson Co., San Mateo, Calif.; Mrs. Louise McGilvra, Forest Grove; Warne Nunn, Assistant Vice President of Pacific Power & Light Co., Lake Oswego; and Dr. Loren C. Winterscheid, Associate Professor, Department of Surgery, University of Washington School of Medicine, Mercer Island, Washington.

On campus, groups and individuals began work on their presentations — the faculty chairmen, faculty affairs committee, AAUP, student body, law school, administrators, trustees, alumni. All told, 78 people filed into the Autzen Senate Chambers in the University Center to provide evidence and express their opinions to the committee — perhaps a dozen for the President, the remainder against. The committee also read stacks of written testimony submitted by interested parties on and off the campus.

Those opposing the President talked about failure to communicate reasons for allegedly questionable actions, intimidat-

tion, insensitivity to academics, inability to get along with people, extreme criticism (especially of the faculty), isolation from campus life, unilateral decisions without consulting people affected, unresponsiveness to faculty and student concerns, and inability to consider opposing viewpoints.

Those supporting the President pointed to Willamette's educational progress, financial solvency, the President's vision and leadership in development and academic needs, sound philosophy of administration, the necessity of strong and coordinated leadership at both the vice presidential and dean level, increased student and faculty input, additions to the number of teaching faculty, faculty salary increases, and a candid, straight-forward approach.

The President said he believed the personal charges made against him were due to insecurity in a system which calls for accountability, a refusal of many to make tough decisions (thus passing them on to the President), faculty encouragement of student discontent with the administration, and his own awareness of improper conduct on the part of some faculty and administrators. He cited one individual whom he said deliberately attempted to undermine his administration.

Witnesses sat at a table and confronted a line-up of committee members sitting behind two longer tables. Feelings ran high, of course, but there were no displays of temper — only some choked voices.

#### FORMER DEANS TALK

To one side were the appointed observers — Professor Courtney Arthur for the law faculty, Professor Don Breakey for liberal arts faculty, Kevin Brown for law students, Sam Tucker for the undergraduate student body, and Ralph Wright for administration. Bob Woodle, Director of Public Information, ushered in visitors and operated the tape recorder (unless witnesses didn't want their comments taped). On several occasions, observers and Woodle were asked to leave the room because of the sensitive material presented; silent by request, the observers were allowed to speak at the conclusion of

testimony. On one occasion, the committee trooped to Eaton Hall to hear the three departed deans tell by phone about their relationships with the President.

#### PRESIDENT TESTIFIES

President Fritz himself was the first and last to testify. He opened with a short statement and made his final appearance when the committee re-convened at Portland's University Club on April 4 to hear his response to charges. His comments about his style of leadership were candid, and he presented his opinions about basic considerations for operation of the University.

Aware of the weight of testimony against the President on March 28 and 29, the students and faculty were guardedly optimistic of the outcome. Optimism faded when reports circulated about the President's impressive presentation and answers to committee questions on April 4. Later, the committee was to say that it had "brushed aside most of the adverse criticisms made by witnesses." Perhaps the decisive evidence was that the depth of feeling in the controversy itself proved one fact beyond a doubt: a wide gulf *did* exist between the President and students and faculty. Could it be bridged?

The special committee deliberated the evening of April 4 at the University Club and again the morning of April 7 at the First Methodist Church in downtown Portland. In the afternoon, 43 of 56 Board members showed up to hear the special committee's report — and to make their statements. It was not a day to sit back in silence; most trustees had something to say. Those who stepped into the corridor for a break or phone call appeared grim. Some left early, most stayed till the end.

Across the churchyard in another room, the observers and a few newsmen waited. The newsmen finally departed, but observers and Woodle awaited word so they could relay the outcome to their constituents, then to the public.

Shortly after 5:30 p.m., four hours after the Board convened, trustees began to stream out from behind the double doors. They appeared tense and worn as they

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headed for their cars. As engines turned over in the parking lot, the long-closed meeting-room doors remained open while Chairman Atkinson, Nunn, Robert C. Notson, and Thomas B. Stoel sat around a small table putting the finishing touches on a statement for public consumption. President Fritz, seemingly unruffled, chatted with a few remaining board members. The Board statement said that the special committee offered certain conditions under which it and the Board might support Dr. Fritz. However, the President believed such stipulations would be fundamental impediments to administrative effectiveness, responsible administration of the University, and the authority of the President. To date, neither the Board nor the President has revealed specific committee stipulations, but Dr. Fritz said they included restrictions on his personnel decisions.

#### QUESTIONS ARISE

The Board's decision is now widely known. The special committee concluded that the breach between the faculty and the President was impossible to bridge and that termination was in the best interest of all concerned. The Board, after several hours of deliberation, approved the committee report and voted to "entertain" the President's resignation. The President did not offer his resignation, but a termination date was set for July 31.

These events raised some questions that remain unanswered, such as: What's the reason for the Board saying it would "entertain" the President's resignation? Why didn't trustees ask for it? Will the President resign before July 31? Will he still make personnel decisions? Who is being considered as interim leader? (The Board did indicate after the meeting that it would formulate a temporary organization to carry on after July.)

Upon reflection, the majority seemed disappointed that a showdown hadn't come last year when many of the same concerns were expressed about the President's style of leadership. Perhaps a settlement could have been worked out then.

As it is, the Board will have many details to work out in regard to interim leadership, presidential search, administrative appointments and general policy decisions before a new President is hired.

#### TRUSTEES VISIT CAMPUS

A few Trustees have appeared on campus to answer student and faculty questions and clarify the Board's recent decision. When Trustees Nunn and McGilvra held an open meeting April 13, about 50 students, faculty and administrators showed up at the Autzen Senate Chambers. Among the concerns expressed were the Board's acceptance of Whipple's resignation and an alleged intention of the Board not to give vice presidential status to the new head of student affairs. This latter point had been announced at the President's cabinet meeting two days earlier.

Since Whipple's resignation was based upon a lack of mutual confidence and since the President was leaving, students wondered why the Board would let go a 17-year veteran of the administration who does have the confidence and trust of the students and faculty. A *Collegian* editorial at the time of Whipple's announcement said, "The students of Willamette University are losing a friend . . . In all situations he has proved to be a sincere and influential link between the administration and the student body. Whatever the grimy details of his resignation, Whipple is going to leave some mighty big shoes to fill."

#### HARDER MAY STAY

The status of Chaplain Harder was also discussed, and it appears possible that the Board may retain Harder while religious needs are being studied next year.

In another room at the University Center, Dr. Winterscheid — after spending the morning talking to individual faculty members — convened the trustee Academic Affairs Committee. The invited Faculty Affairs Committee members expressed their concerns: the recruitment of new students and retention of present students, the need for the Board to publicly express confidence in the academic

abilities of the faculty and in current academic programs, the role and authority of President Fritz through July 31, faculty committee assignments for 1972-73, budget procedure for 1973-74, the President's part in filling existing faculty vacancies, the status of dean search committees, and the voice of faculty in the selection of a new president. These and other concerns will be brought before a meeting of the executive committee of the Board scheduled May 5 on campus and/or the full Board meeting in Portland May 26.

**M**eanwhile, President Fritz occupies his office next to the Truman Wesley Collins Legal Center. He says he is a straight arrow on moral issues, a man who asks tough questions and calls for accountability, a leader who expects top performance from himself and others and one who pushes hard and defends rigorously what he thinks is right. He still believes in management by objective, the application of many business principles to college administration, the need to change rapidly if change is needed. One Portland newspaper story suggested that Dr. Fritz's sudden transition from corporate policymaker to college president caused most of his problems — that and the fact that he succeeded a man whose method and structure had become entrenched during 27 years in office.

The general feeling on campus presently seems to be one of unity and oneness of purpose. Most of the Willamette community believes a heavier burden than ever rests with the faculty — and that the will to carry the burden exists. They believe that faculty, students and administrators can and will work together. They expect a more informed Board of Trustees to become more involved.

One hopes that all will look forward and work toward a better Willamette — yet with an occasional reflection upon the past to avoid mistakes which can be divisive and destructive. To paraphrase a faculty member at the hearings, a campus community is a very fragile entity. ■

*Ralph Wright.*



# THE FACULTY

## Psychology Prof Wins Award

Dr. William Devery, Associate Professor of psychology, is the first recipient of the \$500 Nelson Rounds Award for Undergraduate Teaching. Dr. Devery was selected by a committee of faculty and students for his proposal to utilize the award money for self improvement during the summer.

A 1970 addition to the psychology faculty, Dr. Devery intends to join Willamette's summer environmental field studies course, to construct lab apparatus and continue original research in psychopharmacology, attend the College and University Teaching Workshop at OSU, and prepare courses and materials for the Teaching Effectiveness Committee.

Dr. Devery promoted a very successful Psychology Film Festival this spring involving eight films produced by top Hollywood film makers and creators of the noted publication "Psychology Today."

## South Africa Lures Shay

Dr. Theodore Shay, professor of political science and department chairman, was one of four Americans invited to deliver a paper at the International Conference on Political and Economic Development in South Africa in March.

The conference in Johannesburg was sponsored by the American Foundation for Foreign Affairs, the South African Institute of International Affairs, and Rand University of Johannesburg. Some 16 scholars from the U.S., Europe, the Black African nations and the Union of South Africa were invited to present papers which will later be published.

Shay's paper detailed the relationship of political stability to economic development, using Japan, India and the European Common Market as models in relation to the development of South Africa.

This past year Dr. Shay was also named to the Board of Editorial Advisors for the quarterly publication "Modern Age" published in Chicago.

## Atkinson Fellows Program Set

Faculty members have been invited to apply for grants under a newly created Atkinson Fellows Program to enhance professional growth and teaching effectiveness.

The Atkinson Fund Committee of the University has designated \$10,000 for possible use this summer by faculty applicants who wish to engage in self or course improvement activities.

## Beaton Studies Land Use

It didn't take Dr. Russ Beaton long to get involved in his area of specialty. The new Assoc. Prof. of Economics, a 1960 graduate of Willamette, will administer a \$33,960 Title I grant from the federal government to study "The Role of Higher Education in State Land Use Planning."

Working in conjunction with OSPiRG (Oregon Student Public Interest Research Group), Dr. Beaton will study what has and what can be done in improving state land use, environmental protection, and coordination of private and state efforts.

His students in the Urban and Regional Economics class have a hand in the project and he has hired five of them for summer work on the project. Beaton is also sharing his expertise with two urban and regional committees on land use.

## Faculty Okays Student Vote

The College of Law faculty approved a resolution in February giving law students one vote in faculty meetings and two votes at committee meetings.

## Luther Retirement Set

Dr. Chester Luther, who has held the James T. Matthews professorship in mathematics since 1936, is the lone professor retiring this year. Various tributes are planned for Dr. Luther, including a luncheon on Alumni Day, May 13. The next issue of the *Willamette Scene* will offer a special feature on Dr. Luther.

## APPOINTMENTS

Professor of Sociology and Department Chairman, *Dr. Charles E. Garth*. From Prof. of Sociology at Wisconsin State University at Stevens Point. B.A., Morehouse College (1951); M.A., Atlanta University (1956); Ph.D., University of Kentucky (1963). Fills vacancy left by retirement of Dr. John Rademaker.

Associate Professor of Mathematics and Department Chairman, *Dr. Richard S. Hall, Jr.* From Asst. Prof. of Math at Syracuse University. B.A., Albion College (1962); M.S., (1963) and Ph.D. (1967) University of Illinois. To replace Dr. Chester Luther who retires in May.

Visiting Associate Professor of Psychology, *Dr. Richard K. Smith*. From Assoc. Prof. at Louisiana State Univ. B.A. (1961) and M.A. (1963) University of Montana; Ph.D. Tulane University (1965). One year replacement for Dr. Noel Kaestner during sabbatical leave.

Diplomat on Campus, *William Redman Duggan*. From diplomatic and consular assignments in American Foreign Service, most recently Consul General in Durban, South Africa. B.A. (1938) and M.A. (1939) University of Notre Dame.

Director of Institutional Research, *John C. Goveia*. From doctoral studies, Northern Illinois Univ. B.A. (1967) and M.B.A. (1968) from N. Ill. U.; Ph.D. due June, 1972. Replaces Maurice Stewart who returns to full time teaching in physics department.

Instructor in Physical Education and Assistant football coach, *Tommy Lee*. From head football coach St. Louis High School, Honolulu. B.A. (1963) and M.Ed. (1972) Willamette. Fills vacancy left when Joe Schaffeld became head football coach at Willamette.

## PROMOTIONS

To Asst. Prof. of Art, *Carl Hall*.  
To Prof. of History, *Dr. George McCowen*.  
To Assoc. Prof. of Law, *Dr. John Mylan*.  
To Asst. Prof. of English, *Ken Nolley*.  
To Asst. Prof. of Earth Science, *Harry Rorman*.  
To Assoc. Prof. of Biology, *Dr. Grant Thorsett*.  
To Asst. Prof., library, *Virginia Anderson*.

## TENURED

*Dr. Frances Chapple*, Assoc. Prof. of Chemistry.  
*Walter Farrier*, Asst. Prof. of Music.  
*Dr. Dallas Isom*, Assoc. Prof. of Law.  
*Dr. Donald Smith*, Prof. of English.  
*Julio Viamonte*, Assoc. Prof. of Music.

## PUBLICATIONS

*Dr. Milton Hunnex*, Prof. of Philosophy, enlarged and revised edition of *Philosophies and Philosophers*, Howard Chandler, 1961.  
*Dr. George McCowen*, Prof. of History, *The British Occupation of Charleston, 1780-82*, Univ. of South Carolina Press, 1972.  
*Dr. Thomas Berczynski*, Asst. Prof. of Russian, translation of "The Islanders" by Evgeny Zamyatin, No. 3, Vol. 1, *Russian Literature Triquarterly*.

## GRANTS

*Dr. Roger Hull*, Asst. Prof. of Art, \$4,000 Arnold L. & Lois P. Graves Award in Humanities for study of art and architecture of Italian Renaissance.  
*Dr. Grant Thorsett*, Assoc. Prof. of Biology, \$2,000 NSF grant for study of evolutionary relatedness of various species of bacteria.  
*Dr. Russ Beaton*, Assoc. Prof. of Economics, \$33,960 Title I grant for land use study in conjunction with OSPiRG; \$2,000 grant from Mid-Willamette Valley Council of Governments for study of urban growth policy in Salem.

# Alumni Day Part of Commencement Weekend — May 12-14



## COMMENCEMENT SPEAKER

DANIEL SCHORR

A veteran newsman for CBS radio and television, Mr. Schorr's assignments have taken him from Washington to Moscow, from Havana to New Delhi. Noted for his incisive news reporting and analysis, he is the recipient of the Peabody Award in addition to several decorations from foreign countries. On assignment in the United States since 1966, he has reported on pollution, poverty, health and welfare in addition to international stories.

## BACCALAUREATE SPEAKER

ROBERT MCAFEE BROWN

As a professor of religion at Stanford University, the Reverend Dr. Brown is one of the nation's most distinguished clergymen and educators. Before Stanford, he served on the faculty at Union Theological Seminary. Having served as an official Protestant observer at the second session of Vatican II, Professor Brown's academic interests center in the area of contemporary theology and its relationship to all disciplines.



## ALUMNI BANQUET SPEAKER

LOREN C. WINTERSCHIED

Professor of Surgery at the University of Washington School of Medicine, Dr. Winterscheid received his B.A. at Willamette in 1948. Having received his M.D. and Ph.D. at the University of Pennsylvania, Dr. Winterscheid has earned the reputation as an authority in thoracic and cardiovascular surgery. Dr. Winterscheid has served on Willamette's Board of Trustees since 1960.



## COMMENCEMENT WEEKEND PROGRAM

FRIDAY, MAY 12, 1972

- 12:00 Noon Accommodations available in  
*University residences*  
Evening Class Reunion Activities  
(coordinated by individual classes)

SATURDAY, MAY 13, 1972

## ALUMNI DAY

for

*Alumni, Parents and Friends*

- 8:00 A.M. Registration Opens — Coffee  
*University Center*  
9:30 A.M. Alumni Executive Board  
Meeting  
*Harrison Conference Room*  
12:00 Noon Luncheons  
Class Reunions  
Alumni/Student/Parent/  
Faculty Luncheon  
Dr. Luther Retirement Luncheon  
1:30 P.M. Reunion Class Meetings  
(individual class option)  
5:30 P.M. Class Reunion Social Hour  
(coordinated by individual classes)  
6:30 P.M. Alumni Banquet  
*University Center*

SUNDAY, MAY 14, 1972

## COMMENCEMENT DAY

- 9:30 A.M. Continental Breakfast  
*University Center*  
11:00 A.M. Baccalaureate  
*Smith Auditorium*  
3:00 P.M. Commencement  
*McCulloch Stadium*  
Immediately Following Reception in Honor of Graduates  
*University Center*  
Commencement

MRS. MARY EDITH GILBERTSON OS  
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